

**Support from SEYIS  
Enfield Education Service**

**Preparation for Ofsted and the  
Education Inspection Framework**

**Information re: EIF based on Spring  
term 2021**

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## Ready for inspection: Headteacher's Background Plan 1

The EIF seeks to put a single, joined-up educational conversation at the heart of inspection. It should be noted that Ofsted does not look for any evidence for inspection beyond that set out in the official handbook. This list is designed to help a school community to be prepared for an inspection. This does not guarantee any particular outcome for a school or setting. It is intended to help with planning and the smooth running of an inspection.

Action	Done
1. Make sure that "Getting Information About Schools" (GIAS) is up to date. You can check and change details in your <a href="#">DfE Sign-in account</a> .	
2. Have a plan ready to inform everyone when the phone call has been received ( <b>list A</b> ).	
3. Have a strategy for greeting and arranging a breathing space ( <b>list B</b> ).	
4. Prepare name labels and a sketch plan showing location of classes ( <b>list C</b> ).	
5. Prepare an 'on-going' agenda for initial long phone call with the inspector ( <b>list D</b> ).	
6. Have an 'inspector's contact details' list ready to complete at the initial meeting ( <b>list E</b> ).	
7. Meet with staff to brief about strategy for inspection ( <b>A, B, G &amp; H</b> ).	
8. Inform any providers of alternative provision that are being used that the school will be inspected. (Inspectors may wish to visit any AP being used.)	
9. Bring together the set of 'required documents' – keep it up to date ( <b>list F</b> ).	
10. Ensure that you have an effective policy and strategy for self-evaluation in place.	
11. Ensure that curriculum planning is robust with a sound rationale. (All maintained community, foundation and VA or VC schools that do not have a religious character must use the Enfield Agreed Syllabus for RE found <a href="#">here</a> .)	
12. Build a systematic evidence base: issues from the last inspection; Outcomes & teaching; Behaviour/Health & Safety; Leadership/Governance; SMSC; SEN; Disadvantaged pupils / more able disadvantaged pupils (check the Keys to Success website for Ever 6 info); phonics if year 1 outcomes are below national average; attendance and exclusions by groups; early reading ( ' <a href="#">Framework for School Inspection</a> ' and <a href="#">Education Inspection Framework from .gov website</a> ).	
13. Do a sharp analysis of your ASP or latest national exam results and summarise it into strengths and areas for development. Have evidence from different pupil groups eg CLA, more able, disadvantaged, EAL, SEND. <b>Good means good for everyone</b> . Progress is knowing more, remembering more. (EEF guidance on possible interventions can be found <a href="#">here</a> .)	
14. Gather evidence of achievement & progress in reading Y7, see below for primary reading & early reading.	
15. Gather evidence of effective governance – minutes; policies; training records; SDP; Budget Evidence; Governor Monitoring, use ( <a href="#">School inspection handbook</a> ).	
16. SEND – some case studies of pupils: SENDCO to evidence progress and achievement.	
17. Teachers in Y2, Y6, Y7, Y8 or Y9 to identify pupils to read for inspectors all abilities.	
18. Prepare a staff list, showing any absence or if there are teachers that cannot be visited for any reason (for example, where they are subject to capability procedures).	
19. Ensure that all staff know who the designated safeguarding lead is, and who the deputies are if that person is absent – should be a regular conversation.	
20. Check designated teacher for children looked after & previously looked after is ready. Guidance <a href="#">here</a> .	
21. Professional development – gather Staff Development Policy; Training records of all teachers/ TAs, including Early Reading (see plan 2 below).	
22. Signed list that staff have read, understood and asked any questions needed for clarification of the latest version of <a href="#">Keeping Children Safe in Education</a> . (Updated January 2021 – pots Brexit)	
23. Identify likely inspection issues – check they are prominent in your School Development Plan (if below national averages for Y1 phonics outcome, expect this as inspection focus & reading will be included.) Previous inspection report will also provide possible focus. If writing is a focus, it will link to reading as well.	
24. Establish standing group of three / four governors – quick telephone contact arrangement.	

25.	Establish a group of pupils to offer to the inspector to interview – (School Council? Include PP eligible and SEND. Be aware that the inspectors may chose other pupils)	
26.	Put together a set of the documents required for inspection ( <b>list F, G</b> ).	
27.	Make up some ‘inspector packs’ ( <b>list H</b> ).	
28.	Check that classes always have up to date timetables that are <b>accurate</b> .	
29.	Keep self-evaluation document (SED) under review and share changes with staff and governors.	
30.	Check the school improvement plan is linked to the SED (this maybe one document).	
31.	Check Safeguarding Policy(s) ( <b>list G</b> ).	
32.	Check Single Central Register is up to date.	
33.	Encourage all teachers to keep digital / photographic records of the year (including samples of excellent work) – each class to keep an ‘our year’ photographic diary of the exciting things, visits, practical work etc., done as the year progresses – older pupils taking charge.	
34.	Subject leaders – build up (as in 31 above) record of the strengths and examples of good practices; progress and high achievement in their area of responsibility.	
35.	Decide on the accommodation and domestic arrangements for the inspectors. Arrange with clerical/support staff how to set it up quickly.	

## Headteacher Background Plan 2 – Early Reading

The EIF 2019 place a strong emphasis on how early reading is taught. The school will need to articulate this clearly. (P 87 section 5 handbook). Decide who is best placed to answer the questions below.

1.	How do leaders show their determination that every child, regardless of their background, needs or abilities will learn to read?	
2.	How is a love of reading communicated in the school?	
3.	How does the school’s phonics programme match or exceed national curriculum expectations?	
4.	How does the school make sure that the books children read match their phonics ability?	
5.	How quickly are pupils starting to learn synthetic phonics?	
6.	How quickly are interventions put in place to make sure that children do not fall behind?	
7.	How does CPD support all staff to ensure that they are effective as teachers of reading?	

### A. Ofsted Notification Phone Call Received

It would be wise to have A and B in place and understood by all admin staff in case the school has an unannounced section 8 inspection, which is usually around safeguarding. There is no notice of this type fo inspection.

Action	Done ?
1. Admin officer commences contact.	
2. Informs the headteacher, LA Link Adviser (or academy CEO), DHT, SLT and Diocese (if a faith school).	
3. Notify each teacher. Teachers may notify the support staff or you call everyone together.	
4. Tell teachers to notify learners that the school will have inspectors <b>‘coming to look at them and their work’</b> shortly.	
5. Notify the chair of the governing board and standing group of governors.	
6. In VC and VA schools, notify the foundation body and, where appropriate, the diocese.	
7. Call the <b>standing group of governors</b> to a meeting.	
8. Call the <b>standing group of parents</b> to a meeting.	
9. Cancel your own teaching commitments; make cover arrangements if possible to include the middle leaders.	
10. Notify the LA of the inspection and ask the school adviser to visit school to meet with the inspector to give evidence about the positive impact of the changes and improvements you have made since the last inspection.	

11.	Arrangements to get the letter out informing parents of the inspection in the school - advisable to publish it on the website and put a notice outside for parents. Parent View link should be included. The model letter should be sent by Ofsted.	
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## B. Strategy for greeting inspectors

### The inspectors arrive at the school entrance:

- Reception signs in the inspectors; member of the office staff notifies headteacher the inspectors have arrived.
- Admin checks photo ID and gives visitor passes/badges. The Ofsted badge shows they have a current DBS. If there are any queries the headteacher may telephone the applications, regulatory and contact (ARC) team (telephone: 0300 123 4234) to check this.
- Admin ensures the inspectors have the visitors' safeguarding / H&S leaflet and access code for the school's wifi.
- Admin staff offers them a seat while waiting for the headteacher; checks if they require a school lunch. The inspectors will offer to pay for their lunch, which can be accepted.
- A member of the office staff prepares a tray of refreshments. Refreshments should be available in the team base.
- A member of the office staff goes to check the inspectors' base to see that it is tidy and welcoming. Find a space that you will not have need to enter if possible. Think about where meetings with the Ofsted team and SLT will be, is this space big enough? If not where will you go, and are there enough chairs?
- The headteacher arrives on scene and invites the inspectors to an initial meeting.
- The head's room would be most obvious location, but other options may be preferable e.g. the base you have planned for the inspectors.
- Introductions are made.
- After the initial meet and greet the headteacher gives each inspector their Pre-Inspection Briefing Pack, if used.
- The headteacher offers to go through the pack.

## C. Prepare a set of names, labels and plans

		Done?
1.	Provide all members of teaching, support and administrative staff with labels/badges with their names and responsibilities to help inspectors recognise people during the inspection. It helps to run a smooth inspection.	
2.	Make sure that all teaching areas have signs identifying the year group and staff names.	
3.	Prepare some plans of the school showing the location of teaching groups.	

### D1. Initial Phone Calls

Once the school has been informed of the inspection, the lead inspector will contact the school by telephone and ask to speak to the headteacher. Inspectors' preparatory telephone conversations with headteachers will have three elements:

- a reflective, educationally focused conversation about the school's context and challenges and progress made since the last inspection.
- a shorter inspection planning conversation that focuses on practical and logistical issues.
- Discussion re: COVID compliance and how the inspectors can ensure that they work within those expectations. (Remember to make it possible for the inspectors to speak to children or young people without a member of school staff present.)

You will agree the deep dives with the lead in this conversation. It may be that both these elements are discussed in a single telephone conversation. Alternatively, they may be conducted as two separate conversations with a break in-between as mutually agreed by the lead inspector and the headteacher. In total, these conversations are likely to last around 90 minutes.

Discuss any COVID 19 procedures that in place within the school that the inspector will need to know about.

## D2. Second phone call:

Headteacher's Agenda to ensure smooth running of a section 5 / 8 inspection	
1.	Explain domestic arrangements for the inspectors' time in school. (Plan for COVID procedures)
2.	Work through the timetable. Give the team any information about previously planned interruptions to normal school routines during the inspection.
3.	Note any extra evidence that is required, or inspection trials that have been identified.
4.	Give the set of required documents and talk them through where necessary.
5.	Agree meetings during inspection. These meetings are to: <ul style="list-style-type: none"> <li>• update the headteacher on emerging issues</li> <li>• inform the headteacher of any inadequate teaching or outstanding practice</li> <li>• allow the headteacher to raise any concerns</li> <li>• alert the headteacher to any serious concerns</li> <li>• end of day 1 feedback</li> <li>• arrangements for end of inspection feedback</li> </ul>
6.	State that the headteacher (and deputy/members of SLT) will be pleased to accept invitations to attend Inspection Team Meetings.
7.	Head and staff will participate in the offer of 'joint/shared' visits to classes with the inspectors.
8.	Ask the inspectors to meet the staff briefly at the start of the day.
9.	Agree arrangements for hearing readers if necessary.
10.	Agree arrangements for any work scrutiny, if beyond seeing work in classes.
11.	Arrange a time for the inspectors to take up the governors' (or broader governance if appropriate) invitation for a meeting with them (this could be by telephone if necessary.)
12.	Arrange a time for the inspectors to take up the LA and diocese advisers' invitation for a meeting if required – this may be by telephone.
13.	Arrange a time for the inspectors to take up the parents' invitation for a meeting with them if required.
14.	Arrange a time for the inspectors to take up the School Council's invitation for a meeting with them – inspectors will wish to speak to other pupils.
15.	Arrangements for staff interviews.
16.	Give the inspectors the information of which classes NQTs or trainees on placement are teaching, including those on School Direct or School Direct (salaried) training routes. Inspectors will not visit lessons given by trainees or take their performance into account when assessing the quality of education. They will ask NQTS about the support that they receive.
17.	Inform inspectors if any teachers are subject to capability procedures, <b>the inspectors will not visit those classes.</b>
18.	Arrangements for final feedback to governors, LA etc.

## E. Headteacher – Information about the inspection.

Key Information		Detail
1.	Name of Lead Inspector	
2.	Status of Lead Inspector (Ofsted Inspector or HMI)	
3.	Other inspectors' names, status and roles in inspection	

## F. Required Documents

### F1. Main school or setting

Before the inspection, inspectors will use a range of evidence for the initial identification of issues to be followed up in inspection, including performance data (the Inspection Data Summary Report only for a section 8 visit), the school's previous inspection report, any recent Ofsted survey reports and/or monitoring letters, any received qualifying complaints and information from Parent View. They will check school website for compliance. Google may also be used.

## Documents for inspection that should be ready by 8 am at the formal start of the inspection

1.	A summary of the school's self-evaluation or equivalent.
2.	Any responses or conclusion letters to qualifying complaints / complaints that had been received and investigated since the last inspection.
3.	The current school improvement plan or equivalent, including any strategic planning that sets out the longer-term vision for the school, such as the school or the trust's strategy.
4.	The school timetable information during inspection and times for the school day. Make sure that staff are following the timetable that you have for them. Negotiate in advance if you need some staff to undertake a different lesson in order to facilitate a deep dive.
5.	Staff list with responsibilities - highlight any NQTs or Schools Direct in training; note any absent staff; note whether any teachers cannot be visited for any reason (e.g. subject to capability procedures)
6.	Whether there is anyone working on site who is normally employed elsewhere in the MAT or Federation (if relevant).
7.	Any information about the school's (pre-planned) interruption to normal routines, including staff absence.
8.	The <b>single central register</b> , which summarises the checks and vetting of all staff and volunteers working with pupils. (Including the column for Section 128 checks on all Governors – which includes the HT and staff Governors.)
9.	All logs that record exclusions, records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation – (evidence of links to <b>Early Help</b> not required but very useful). Inspectors will want to speak to some of these pupils.
10.	All records and analysis of sexual harassment and / or sexual violence in the school.
11.	All records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents.
12.	A list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution.
13.	Arrangements (and records/data) for safeguarding children during school closures or self-isolation
14.	A list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan.
15.	An up-to-date attendance analysis for all groups of pupils.
16.	Records of any routine <b>monitoring of the quality of teaching</b> (not just lesson visits, both internal and external, but book scrutiny, learning walks, pupil progress, parent surveys, pupil feedback).
17.	Reports of any other <b>external evaluation</b> of the school ( <b>chose carefully - you do not have to give them a report that does not support your self-evaluation</b> ). If previous inspection report says a review of governance or PPG, they will know the report exists and should be given a copy. Give the school response to anything critical in those reports. This may mitigate any negative reports.
18.	Documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT.
19.	A plan showing the location of classes and teachers in school.
20.	Code to access the school's Wi-fi.
21.	Inspectors' packs (H) – <b>Not a required document but helps a smooth running inspection.</b>
22.	Log of support and professional development put in place for NQTs and other teachers who are in the early stages of their careers, particularly in dealing with pupil behaviour. This must include the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training providers. (Inspectors should discuss how NQTs are supported by the school in managing pupil behaviour.)

## F2. Resource Base Documents

If your setting has a resource base it is helpful to provide the following additional documents ready as the Lead Inspector will want to discuss these points with you.

Documents for inspection that should be ready by 8 am at the formal start of the inspection	
1.	The number of pupils and the range of the needs of pupils placed in additionally resourced provision, together with pupils' timetables, including when they are taught in mainstream classes (with and without support) and when they receive specialist support in separate resourced provision.
2.	The type(s) of language/communication systems used. If the specialist provision is for deaf pupils, it is important to establish where British sign language is used and whether a British sign language interpreter will be provided by the school when inspectors are meeting with the pupils.
3.	Staffing arrangements and details of any outreach services provided by the resource provision.
4.	Any timetable variations from the main school timetables mentioned in F1.

## F3. Alternative Provision / PRU used by the school

Documents for inspection that should be ready by 8 am at the formal start of the inspection	
1.	The number of pupils and the range of the needs of pupils placed in additionally resourced provision.
2.	The rationale for why leaders considered off-site provision to be the best option for the pupils concerned.
3.	Latest Ofsted report for the AP/PRU. If no report yet exist, make sure that the provision is Ofsted registered and provide that evidence to the team, and evidence of checks on any other provision that is regularly used by the AP/ PRU for their pupils.
4.	Staffing arrangements and details of any outreach services provided by the resource provision.
5.	Record of safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend.
6.	The extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum in the AP/PRU
7.	The attendance and behaviour of the pupils who attend the provision.
8.	How well does the provision promote the pupils' personal development.

## G. Evidence to have ready

Governors may wish to be familiar with these.

Information for inspectors – additional to the information mentioned in section F	
1.	A summary of the school's self-evaluation
2.	An analysis of the school internal data /SATS identifying strengths and areas for development, targets for current end of year.
3.	Pupil premium spend details ( <b>template link in website table below – must be used by December 31<sup>st</sup> 2021</b> )
4.	Primary School Sports Fund details of spend and impact.
5.	The current school improvement (development) plan - this may be the same document as the self-evaluation.
6.	Times for the school day and up-to-date timetables.
7.	Copies of key policies.
8.	Any up-to-date parental surveys, which inspectors will take into account, as well as Parent View.
9.	Off rolling in year 10 is a priority for Ofsted. Have a summary record available for the inspectors about any pupils who have been on a managed move or left in year 10.
10.	Rationale for why year 11 and 13 are not in school in summer term 2021 if they have already left the school.
11.	<b>Staff training records for DSL team</b> Strategic view of safeguarding Differentiation in training



	What training has taken place, who for and when Staff level tracking – seen 5 basic documents, basic training, DSL training, additional training (eg Prevent or Mental health)	
12.	<b>Child protection</b> List of children on CP plans & CIN Case studies to show impact Successful referral Refused or repeated referral Behaviour concerns Poor attendance Radicalisation – Channel referral Vulnerable child & support School closure support	

## H. Key Policies and Documents

Governors might wish to be familiar with these.

Policies etc:		In place?
1.	Policy and Guidelines for Child Protection / Safeguarding	
2.	Policy for Safer Recruitment – list who has been trained	
3.	Policy for Behaviour	
4.	Policy for Health and Safety	
5.	Policy for Preventing Bullying (maybe within Behaviour Policy)	
6.	Policy for Whistle Blowing	
7.	Policy for Critical Incidents (not statutory)	
8.	Policy for Emergency Evacuation/Fire Drill	
9.	Policy for dealing with a missing child	
10.	Policy for School Visits	
11.	Policy for School Transport	
12.	Single Equality Policy (Disability, Special Needs, Race)	
13.	Policy for First Aid	
14.	Records of health and safety audits	
15.	Records of risk assessments: the following are mandatory: <ul style="list-style-type: none"> <li>• Health and Safety (more detail <a href="#">here</a>)</li> <li>• Asbestos</li> <li>• Workers under the age of 18</li> <li>• Control of substances hazardous to health</li> <li>• Display screen equipment</li> <li>• Fire</li> <li>• First aid</li> <li>• Manuel handling</li> <li>• Work at height</li> <li>• Children being drawn into terrorism (Prevent)</li> <li>• Swimming pools (if your school has one)</li> </ul>	
16.	Records of risk assessments for staff that are strongly recommended: <ul style="list-style-type: none"> <li>• New mothers</li> <li>• Expectant mothers</li> </ul>	
17.	Sufficient staff with Paediatric First Aid Qualifications (12 hour course)	
18.	First Aid Training Records (6 hour and 12 hour EYFS)	
19.	Child Protection Training records	
20.	Keeping Children Safe in Education (all staff should read at least annually). Keep a signed list showing that staff have received it and understand that it their responsibility to read it and ask a nominated member of staff questions if they do not understand any aspect.	

21.	See also the DfE List of All Statutory Policies– found <a href="#">here</a> .	
22.	See also statutory guidance from the DfE – found <a href="#">here</a> .	
23.	Safeguarding related links: <ul style="list-style-type: none"> <li>• <a href="#">Safeguarding Enfield Partnership</a></li> <li>• <a href="#">Working together to Safeguard children</a></li> <li>• <a href="#">See, hear, respond: supporting information for referral partners during COVID-19</a></li> <li>• <a href="#">Keeping children safe in education</a></li> <li>• <a href="#">Protecting children from radicalisation: the prevent duty</a></li> <li>• <a href="#">Supervision of activity with children</a></li> <li>• <a href="#">Inspecting Safeguarding in Early Years education and skills</a></li> </ul>	

## I Website requirements

### Ii Maintained schools

The report will say if the school's website is compliant or not. Table Ii is the information for all schools and colleges. Table Iii has the additional requirements for academies, free schools and 16 to 19 colleges. Other maintained schools may wish to peruse table Iii and ensure that these details are also included on their website as a model of good practice. Academies, free schools (including studio schools and university technical colleges (UTCs)), sixth-form colleges, and further education colleges should check their funding agreement for any other information required on their website.

Table Ii		On Website?
1.	Your school's website must include the following: <ul style="list-style-type: none"> <li>• your school's name</li> <li>• your school's postal address</li> <li>• your school's telephone number</li> <li>• the name of the member of staff who deals with queries from parents and other members of the public</li> <li>• the name and contact details of your special educational needs co-ordinator (SENCO), unless you're a special school</li> </ul>	
2.	Include a statement of your school's ethos and values.	
3.	Foundation schools and voluntary-aided schools: If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year. You must explain: <ul style="list-style-type: none"> <li>• how you will consider applications for every age group</li> <li>• what parents should do if they want to apply for their child to attend your school</li> <li>• your arrangements for selecting the pupils who apply (if you are a selective school)</li> <li>• your 'over-subscription criteria' (how you offer places if there are more applicants than places)</li> </ul> You must also publish a timetable for organising and hearing admission appeals for your school by the 28 February each year. This must: <ul style="list-style-type: none"> <li>• include a deadline for lodging appeals which allows those making an appeal at least 20 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal</li> <li>• include reasonable deadlines for those making an appeal to submit additional evidence, for admission authorities to submit their evidence and for the clerk to send appeal papers to the panel and parties</li> <li>• ensure that those making an appeal receive at least 10 school days' notice of their appeal hearing</li> </ul>	

	<ul style="list-style-type: none"> <li>ensure that decision letters are sent within 5 school days of the hearing wherever possible</li> </ul> <p>Community schools and voluntary-controlled schools:  <b>If the local authority manages your admissions process, refer parents to the local authority to find out about your school's admission and appeal arrangements.</b></p>	
4.	You must publish either a copy of your school's most recent <a href="#">Ofsted report</a> or a link to the report on the Ofsted website.	
5.	Schools are not required to publish their exam and assessment results from 2019 to 2020 academic year as these have not been published as performance measures by the Secretary of State. You must, however, continue to display your 2018 to 2019 performance measures until new performance measures are published. You should clearly mark that these performance measures are not current. There's further information on <a href="#">school and FE accountability expectations for the 2019 to 2020 academic year</a> .	
6.	<p>You must publish the following details from your school's most recent key stage 2 performance measures as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):</p> <ul style="list-style-type: none"> <li>progress scores in reading, writing and maths</li> <li>average 'scaled scores' in reading and maths</li> <li>percentage of pupils who achieved the expected standard or above in reading, writing and maths</li> <li>percentage of pupils who achieved at a higher level of attainment in reading, writing and maths</li> </ul>	
7.	<p>You must publish the following details from your school's most recent key stage 4 performance measures as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):</p> <ul style="list-style-type: none"> <li>Progress 8 <a href="#">score</a></li> <li>attainment in English and maths - percentage of pupils achieving a grade 5 or above in GCSE English and maths</li> <li>Attainment 8 <a href="#">score</a></li> <li>English Baccalaureate (EBacc) average point score (APS) - in 2018, the EBacc attainment measure changed to an average point score, showing pupils' point scores across the 5 pillars of the EBacc</li> </ul> <p>We suggest that schools also publish the percentage of pupils that enter the <a href="#">English Baccalaureate</a> (EBacc) staying in education or going into employment after key stage 4 (pupil destinations).</p>	
8.	<p>If your school operates a sixth form, you must publish the following details from your school's <a href="#">16 to 18 performance tables page</a> most recent key stage 5 (16 to 18) performance measures <a href="#">16 to 18 accountability headline measures guidance</a> as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):</p> <ul style="list-style-type: none"> <li>progress</li> <li>attainment</li> <li>English and mathematics progress</li> <li>retention</li> <li>destinations</li> </ul>	
9.	You must include a link to the <a href="#">school and college performance tables</a> and your school's performance tables page.	
10.	<p>Curriculum. A school must publish:</p> <ul style="list-style-type: none"> <li>the content of your school curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else</li> <li>the names of any phonics or reading schemes you're using in key stage 1</li> <li>a list of the courses available to pupils at key stage 4, including GCSEs</li> </ul>	

	<ul style="list-style-type: none"> <li>how parents or other members of the public can find out more about the curriculum your school is following</li> </ul> <p>Your approach to the curriculum should also include how you are complying with your duties in the <a href="#">Equality Act 2010</a> and the <a href="#">Special Educational Needs and Disability Regulations 2014</a> about making the curriculum accessible for those with disabilities or special educational needs.</p>	
11.	<p>You must publish information about your school's remote education provision on your website. An optional <a href="#">template</a> is available to support schools with this requirement.</p> <p>Find out more about remote education expectations in the <a href="#">actions for schools during the coronavirus (COVID-19 outbreak)</a>.</p>	
12.	<p>You must publish details of your school's behaviour policy. The policy must comply with <a href="#">Section 89 of the Education and Inspections Act 2006</a></p> <p>Read <a href="#">guidance on developing and publishing your school's behaviour policy</a>.</p>	
13.	<p>You must publish a strategy for the school's use of the <a href="#">pupil premium</a>. DfE has published templates to help schools present their <a href="#">pupil premium strategy statements</a>. You may wish to plan your pupil premium use over 3 years. You should aim to update the online strategy statement by the end of the autumn term each year to reflect your plans for the academic year after assessing the needs of your pupils, both new and existing.</p> <p>For the current academic year, you must include:</p> <ul style="list-style-type: none"> <li>your school's pupil premium grant allocation amount</li> <li>a summary of barriers to educational achievement faced by eligible pupils and how pupil premium is spent to overcome those barriers, including the reasons for that approach</li> <li>how you will measure the effect of the pupil premium</li> <li>the date of the next review of the school's pupil premium strategy</li> </ul> <p>For the previous academic year, you must include:</p> <ul style="list-style-type: none"> <li>how you spent the pupil premium allocation</li> <li>the effect of the expenditure on eligible and other pupils</li> </ul> <p>The DfE understands that evaluating the pupil premium's impact in the 2019 to 2020 academic year will present difficulties as a result of reduced numbers of pupils having attended between March and July 2020. Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.</p>	
14.	<p>You must publish an Information Report on your website about the implementation of your school's policy for pupils with SEN and should update it annually. You should update any changes occurring during the year as soon as possible. The report must comply with section 69 of the Children and Families Act 2014, meaning that it must contain:</p> <ul style="list-style-type: none"> <li>the 'SEN Information' specified in schedule 1 to the <a href="#">Special Educational Needs and Disability Regulations 2014</a>. (Statutory guidance on this is contained in section 6.79 to 6.82 of the <a href="#">Special educational needs and disability code of practice: 0 to 25 years</a>)</li> </ul> <p>information as to:</p> <ul style="list-style-type: none"> <li>the arrangements for the admission of disabled pupils</li> <li>the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</li> <li>the facilities you provide to help disabled pupils to access the school</li> </ul> <p>the plan prepared under <a href="#">paragraph 3 of schedule 10 to the Equality Act 2010</a> (accessibility plan) for:</p> <ul style="list-style-type: none"> <li>increasing the extent to which disabled pupils can participate in the school's curriculum</li> <li>improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school</li> </ul>	

	<ul style="list-style-type: none"> <li>improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</li> </ul>	
15.	<p>You must publish your school's charging and 'remissions' policies (this means when you cancel fees). The policies must include details of:</p> <ul style="list-style-type: none"> <li>activities or cases where the school will charge pupils' parents</li> <li>circumstances where the school will make an exception on payment normally expected</li> </ul> <p>Read about <a href="#">school charging and remission</a></p>	
16.	<p>LA schools must publish their school's complaints procedure, which must comply with <a href="#">Section 29 of the Education Act 2002</a>. Read guidance on <a href="#">developing your school's complaints procedure</a>. All schools must publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides.</p>	
17.	<p>If your school receives <a href="#">PE (physical education) and sport premium funding</a>, you must publish:</p> <ul style="list-style-type: none"> <li>the amount of premium received</li> <li>a full breakdown of how it has been spent</li> <li>the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment</li> <li>how the improvements will be sustainable in the future</li> </ul> <p>You are also required to publish the percentage of pupils within your year 6 cohort who met the national curriculum requirement to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently, and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively</li> <li>perform safe self-rescue in different water-based situations</li> </ul>	
18.	<p>If your school has received <a href="#">year 7 literacy and numeracy catch-up premium funding</a> for the 2019 to 2020 academic year, you must publish:</p> <ul style="list-style-type: none"> <li>details of how you spent your allocation for that year</li> <li>how your use of that allocation made a difference to the attainment of the pupils who benefit from the funding</li> </ul> <p>As final payments of the Year 7 catch-up premium were made in relation to the 2019 to 2020 academic year, the 2020 to 2021 academic year will be the last year on which schools must report how this funding was used.</p>	
19.	<p>If your school gets the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021, you should publish details of:</p> <ul style="list-style-type: none"> <li>how it is intended that the grant will be spent</li> <li>how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed</li> </ul> <p>Read further information on the <a href="#">coronavirus (COVID-19) catch-up premium</a>.</p>	

20.	<p>You must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with section 42A of the Education Act 1997. For the current academic year, you must include:</p> <ul style="list-style-type: none"> <li>• the name, email address and telephone number of the school's careers leader</li> <li>• a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> <li>• how the school measures and assesses the impact of the careers programme on pupils</li> <li>• the date of the school's next review of the information published</li> </ul> <p>Read the statutory guidance for schools on <a href="#">careers guidance and access for education and training providers</a> for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with section 42B of the Education Act 1997, commonly known as the 'Baker Clause'. The policy statement must set out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.</p>	
21.	<p>As public bodies, local-authority-maintained schools must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means you must publish:</p> <ul style="list-style-type: none"> <li>• details of how your school complies with the public sector equality duty - you must update this every year</li> <li>• your school's equality objectives - you must update this at least once every 4 years</li> </ul> <p><a href="#">The Equality Act 2010 and Advice for Schools</a> provides information as to how your school can demonstrate compliance, for example, including details of how your school is:</p> <ul style="list-style-type: none"> <li>• eliminating discrimination (see the Equality Act 2010)</li> <li>• advancing equality of opportunity – between people who share a protected characteristic &amp; people who do not share it</li> <li>• consulting and involving those affected by inequality, in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)</li> </ul>	
22.	<p>You must publish information on the governing body in line with the constitution of <a href="#">governing bodies of maintained schools statutory guidance</a>. This should include:</p> <ul style="list-style-type: none"> <li>• details of the structure and responsibilities of the governing body and its committees</li> <li>• the full names of the Chair of the governing body and Chair of each committee (good practice is giving a generic <a href="mailto:chair@myschool.enfield.sch.uk">chair@myschool.enfield.sch.uk</a> email address)</li> <li>• information about each governor, including their: <ul style="list-style-type: none"> <li>• full name, date of appointment, term of office, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government)</li> </ul> </li> <li>• relevant business and financial interests including: <ul style="list-style-type: none"> <li>○ governance roles in other educational institutions</li> <li>○ any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives)</li> </ul> </li> <li>• attendance record at governing body and committee meetings over the last academic year</li> </ul>	

	You should also publish the same information for associate members making it clear whether they have voting rights on any of the committees to which they have been appointed.	
23.	Paper copies must be provided, free of charge, on request from a parent.	
24.	<p>From 02.01.18 secondary schools must publish a policy document outlining how providers of technical education &amp; apprenticeships access their students. For the current academic year, you must include:</p> <ul style="list-style-type: none"> <li>the name, email address and telephone number of the school's Careers Leader</li> <li>a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> <li>how the school measures and assesses the impact of the careers programme on pupils</li> <li>the date of the school's next review of the information published</li> </ul> <p>Read the <a href="#">statutory guidance for schools on careers guidance and access for education and training providers</a> for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with Section 42B of the Education Act 1997, setting out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.</p>	
25.	<p>Finances:</p> <ul style="list-style-type: none"> <li>How many school employees (if any) have a gross annual salary of £100,000 or more in increments of £10,000 – the DFE recommends using a table to display this</li> <li>a link to the webpage which is dedicated to your school on the <a href="#">schools financial benchmarking</a> service - follow the prompts to find your school's specific page</li> </ul>	

### lii Academies, free schools and 16 to 19 colleges

Please see <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

### liii Not statutory

Useful ideas, but do not have to be present		Done?
1.	Timetables	
2.	Staff list with responsibilities	
3.	Extended school activities on offer	
4.	Up-to-date newsletter	
5.	Indication of community links and activities (SMSC)	
6.	Map showing the location and entrance to the school	

### liv Desirable for parents

Useful ideas, but do not have to be present		Done?
1.	Term dates for the next two years	
2.	Link to VLE with details of how parents can obtain passwords	
3.	Link to Parent View ( <a href="#">Picture links</a> available from Ofsted for a Parent View logo)	
4.	A function to translate into community languages	
5.	A function to make the font size larger	
6.	Snow / bad weather closure policy	
7.	Anti-bullying policy	
8.	Behaviour policy	
9.	Safeguarding policy	
10.	After school clubs and extracurricular activities	
11.	Uniform list, with contact details for suppliers	

12.	Information about the PTA or Parents' Forum	
13.	Current week's lunch menus	
14.	Spelling lists, homework days and policy	
15.	Guidance on use of children's images on the website	

#### Iv Basic design rules

1.	Consistent design with pleasing colour scheme and legible <a href="#">websafe</a> text
2.	Compliance with <a href="#">accessibility guidelines</a> , eg. image captions for use by screen readers
3.	Links that work ( <a href="#">Check for broken links</a> )
4.	Pages that download in reasonable time
5.	Easy navigation to and from each section
6.	Correct grammar, spelling and appropriate language ( <a href="#">check readability</a> )
7.	Avoid having "Under Construction" pages, old news or incorrect information
8.	Do not use <a href="#">blue underlined</a> text, except for hyperlinks
9.	Choose a font that is not Comic Sans

#### Ivi More ideas

1.	A feedback page, explaining how parents' questions and suggestions have been acted on (" <i>You told us there was a problem with parking near the school on parents' evenings, so we have .....</i> ")
2.	FAQ page and / or Ask Us page
3.	News feeds
4.	Short videos on how to help your child with their reading, or showing how you teach multiplication
5.	Icons for awards that the school has gained – Arts Mark, Investors in People etc.
6.	Links to websites, such as CBeebies, TES Resources, Mumsnet, local community sites
7.	Links to the feeder schools' websites, and advice from ex-pupils about transition
8.	<a href="#">Jargon buster</a> glossary and list of <a href="#">acronyms</a>
9.	Secure area for governors, with policies and the review cycle, SDP, committee and governing body minutes, links to Modern Governor, LA Governor Services, <a href="#">Governors' Handbook</a> , <a href="#">NGA</a> , training courses and contact details for the governing body.

#### J. SEND Checklist

For schools, colleges and maintained nurseries - this list is intended to support your school in meeting the requirements of the SEN Code of Practice. The list is not exhaustive but is meant as a helpful check in monitoring your SEN provision. It does not test the culture of inclusion in your school but may indicate areas for development.

#### Ji SEND Leadership

Senior leaders and governors must show that they have these in place.

Action:	Met?	
1.	How ambitious is the school for pupils with SEND?	
2.	Employed a qualified teacher as the SENCo and, if required too, have completed or is currently undertaking the National Award for SENCos.	
3.	Have an up-to-date and compliant SEN Information Report, which is published on the school website (locally may be referred to as the Local offer - see table li no.11)	
4.	Have a process of consulting parents about their SEND offer every year.	
5.	Have a regularly reviewed SEN policy.	
6.	Have an accessibility plan in place.	
7.	Made reasonable adjustments in keeping with equalities legislation.	
8.	Annual reviews are conducted in a timely manner involving parents and the child or young person, as appropriate.	
9.	Procedures in place for evaluating the quality of teaching and learning, including interventions and SEND specific teaching.	



### Jii Early identification of pupils with SEND

The school or setting shows evidence of:		Met?
1.	Identifying needs early and providing appropriate interventions.	
2.	Involving parents/carers/child or young person at all stages of identification process.	
3.	Following a cycle of Assess, Plan, Do, Review in meeting needs.	
4.	Appropriate and timely involvement of external agencies.	

### Jiii Meeting needs of all pupils

The school or setting shows evidence of:		Met?
1.	Providing a curriculum appropriate to the needs of all learners, coherently sequenced to all pupils' needs, starting points and aspirations for the future.	
2.	How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.	
3.	Additional support being deployed to best effect.	
4.	Regular planning and reviewing of provision.	
5.	Suitability of provision in meeting a range of needs – links to Equalities Act.	
6.	Effectively following the Assess, Plan, Do, Review cycle (this will link to any statutory assessment process).	
7.	Review process, including monitoring & tracking of progress; demonstrate impact of interventions.	
8.	Analysis of the progress of different groups within the school.	
9.	Analysis of the attendance and exclusions of different groups within the school.	

### Jiv Delivering positive outcomes for all pupils

The school or setting shows evidence of:		Met?
1.	Meeting learners' individual needs and that they are making progress.	
2.	The impact of the school's provision for their pupils with SEND.	
3.	Ambitious outcomes which are linked to learners' needs.	
4.	Outcomes are relevant and meaningful according to learners' needs.	
5.	Outcomes are contributing to preparation for adulthood from the earliest years.	

### Jv Transition planning

The school/setting holds good evidence that:		Met?
1.	Transition planning takes place at each relevant point in the child or young person's education (EYFS, KS1, KS2, KS3, KS4, post 16).	
2.	Parents, carers, children and young people are involved in the process.	
3.	Effective information exchange mechanisms are in place.	
4.	EHCP annual reviews are current and reflect the reality of the pupil in question as they transition between setting and year groups within the same setting.	
5.	Pupils with SEND are able to transition successfully to the next stage in their learning.	
6.	Destination measures for pupils with SEND are kept.	