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Welcome to *Schools and inspection* which provides information and guidance for inspectors of maintained schools, independent schools and teacher education providers. Contact us at:

- Ofsted Helpline: 08456 404045
- Inspection judgement hotline: 020 7421 5757
- Submitting articles for the next edition: schoolsandinspection@ofsted.gov.uk

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Welcome from Patrick Leeson, Development Director (Education and Care)

Welcome to issue 12 of *Schools and inspection*, the first edition since the introduction of the new framework for the inspection of maintained schools from September 2009.

Included in this edition are articles on the exclusion from school of children aged four to seven; good practice in extended schools; a short guide to making judgements about the curriculum; and a briefing on DCSF's s3+ sustainable school self-evaluation tool for sustainable development.

There have been significant changes to the guidance on inspecting safeguarding. These are summarised in the first section which is essential reading for inspectors. The supplementary information section includes articles covering a range of issues, some related to the introduction of the new framework for school inspections.

David Humphries is the editor for this journal. Written submissions for *Schools and inspection* 13 should be sent to schoolsandinspection@ofsted.gov.uk by 1 December 2009.

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Part A: Revisions and additions to core inspection activity

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Inspection of boarding provision in maintained residential schools in England

This document has been finalised and can be found on the Ofsted website [here](#).

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Revised safeguarding guidance

Some significant changes have been made to the guidance on inspecting safeguarding arrangements and a revised *Briefing for section 5 inspectors on safeguarding children* has now been published. We have also prepared additional guidance on safeguarding in independent, boarding and residential special schools. The key areas are covered below.

In many inspections a designated team inspector, who may leave the school before the inspection is completed, is deployed to scrutinise safeguarding arrangements. However, it is always essential that the lead inspector understands fully the reasons for the safeguarding judgement and ensures that the evidence to support it has been carefully recorded. This is particularly important where safeguarding is judged to be inadequate.

Clarification of requirements for the single central register in maintained schools

Ofsted expects schools to keep and maintain a single central register, and to be able to demonstrate that these meet all regulations and duties for the purposes of the safeguarding judgement in *The evaluation schedule for schools*. This will be checked early in the inspection and the expectation is that the single central register will be complete.

However, if there is a *minor* administrative error such as the absence of a missing date on the register, and this can be easily rectified *before* the final team meeting, schools will be given the chance to resolve the issue.

Ofsted has established a definition for 'administrative errors' in relation to the single central register. No allowance will be made, for example, for breaches to the requirements for the

Independent Safeguarding Authority (ISA) barred list (Children's List) and CRB disclosures. Administrative errors may be defined as follows:

- failure to record one or two dates
- failure to record the name/s of the person/s that carried out the checks
- individual entries that are illegible
- one or two omissions where it is clear that the information is already held by the school but the school has failed to transfer over the information in full to the single central register.

Ofsted has also clarified the situation with regard to local authority checks on staff. If a local authority:

- has a policy that all of its staff who may have unsupervised access to children are checked by the authority **and**
- it provides general written confirmation that all staff in relevant listed categories are either List 99 checked (if appointed prior to March 2002) or enhanced CRB checked (if appointed from March 2002)

and if the school ensures that:

- such confirmation is attached to the single central register **and**
- appropriate identity checks are carried out when staff enter schools (for example, identity badges examined and visitor log signed),

then this would comply with the Safeguarding Children and Safer Recruitment in Education requirements.

Criminal offences related to the Independent Safeguarding Authority (ISA) requirements

From 12 October 2009, it is a criminal offence for employers:

- to take on an individual in an ISA regulated activity, such as a school or child care provision, if they fail to check that person's status
- not to refer serious staff safeguarding concerns to the ISA.

In practice this means that employers must refer information to the ISA when they have dismissed an individual or an individual resigns, because they harmed or may harm, a child or vulnerable adult.

If, in the course of the normal inspection of safeguarding within any ISA *regulated* provision, an inspector suspects a provider of not complying with either of the above they should bring this to the provider's attention and ask them to take immediate action. Inspectors should also contact the national Compliance Investigation and Enforcement Professional (CIEP) via the NBU 'golden number' (08456 404040). This should be followed up in writing and emailed to the national CIE team so that they can alert the Regional Director.

Inspectors should record all the evidence on an evidence form (EF) or the appropriate recording mechanism for that inspection. Dependent on the circumstances of the case and the action taken by the provider, inspectors should consider whether this information will affect their judgements on safeguarding, the effectiveness of leadership and management and the overall effectiveness of the provision. Inspectors may also wish to consult the Ofsted helpdesk for further advice before coming to a final decision. Providers and inspectors can obtain further information on referrals at <http://www.isa-gov.org.uk/>

The revised *Briefing for section 5 inspectors on safeguarding children* also includes more detailed guidance on the rules governing repeat checks and the portability of Criminal Record Bureau (CRB) disclosures. The new document can be found on the Ofsted website [here](#).

Additional guidance for inspectors on making an overall judgement on welfare health and safety in an independent school

Inspectors should use this guidance on s162A inspections in the autumn term 2009. It will be incorporated into the guidance for inspectors in the next zip folder update for next term.

Inspectors should strive to be proportionate and use their professional judgement when reaching an overall judgement on the quality of the school's provision for pupils' welfare, health and safety, taking account of the safeguarding arrangements. The most important decision is whether a school has left its pupils at potential risk or vulnerable through negligence or inefficiency. If so, then safeguarding will be inadequate, and the overall judgement for welfare, health and safety will be inadequate also. However, where there are minor omissions or errors in administrative details (see below) but not such as to leave children at potential risk, the overall judgement of welfare, health and safety may be satisfactory even though one of the safeguarding regulations may be failed and require action.

The following demonstrates **inadequate** safeguarding practice. If practice is inadequate it is likely that the welfare, health and safety provision will be judged **inadequate**:

- the school has not completed the requisite checks: for example, Criminal Record Bureau (CRB) checks, identity checks for all its staff including volunteers
- the school has no single central record
- the school has an incomplete single central record, for example, some CRB disclosures are not in place for staff and volunteers
- the designated officer or other staff have not received training in safeguarding and child protection at the appropriate level.

However, if inspectors find the following **minor omissions**, they should report them as a regulatory failure but overall the welfare, health and safety provision might be deemed **satisfactory**:

- the school can provide evidence that all the requisite checks have been carried out, but some of that information has not been entered on the single central record as required (for example, the name of the person carrying out the check or one or two dates when the checks were conducted are missing, or there are some individual entries that are illegible)
- a place on an appropriate safeguarding course is booked for a member of staff but it has not yet taken place.

At all times, inspectors are asked to consider carefully the potential risk to children and use professional judgement in reaching a conclusion.

Supplementary advice to HMI, Social Care Inspectors and ISPs inspecting in independent and maintained boarding schools

Inspectors will be aware of the National Minimum Standards relating to the need for staff to have had a CRB check before they begin work in a boarding school. Schools have frequently raised the difficulty this poses for GAP year students: specifically, a check cannot be done until they arrive in the UK, but as soon as they arrive they wish to take up residence and duties in the school. The difficulty can be compounded by the variable length of time needed for the CRB check to take place. Please note the following advice received from the DCSF's Safeguarding Vulnerable Groups Implementation Division:

It is possible for a Registered Body to submit an application while the applicant is still overseas. However the Registered Body will need to have assurances of the applicant's identity. Where the applicant is being appointed as part of an exchange programme, for example a school in the UK recruiting an assistant from a school abroad, the UK Registered Body may be able to do this if it is able to rely on its partner abroad confirming the applicant's identity. This might be as part of other checks being made in partnership with the

institution abroad, such as taking up references etc. Being able to submit the application before the applicant arrives in the UK may help to avoid delays in the applicant taking up duties on arrival. Employers (which may be the Registered Body) may also wish to undertake their own identity checks when an individual commences employment or a placement.

CRB have confirmed that they will be including these words on the FAQ section of their web page that deals with handling applications from applicants who are coming from overseas.

Inspectors should continue to enforce the National Minimum Standards as written, but please draw to schools' attention the information above.

Cleaners in boarding and residential special schools and CRB disclosures

Inspectors of boarding and residential special schools are asked to note that the DCSF has confirmed that cleaners may start work in boarding schools pending a CRB disclosure, provided that their duties are confined to cleaning the school or boarding houses during the day when the pupils are in classes and away from the residential accommodation.

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Part B: Supplementary information from Ofsted

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Judging attendance in schools in challenging circumstances

It is important that inspectors do not make allowances for the proportion of pupils entitled to free school meals when comparing attendance rates with national benchmarks and reaching an overall judgement about attendance. Schools with a large number of pupils who are entitled to free schools meals can achieve high attendance levels and attendance rates should always be considered against the national average for all schools. However, the proportion of pupils entitled to free school meals may be a relevant factor when judging care, guidance and support.

For example, broadly average attendance rates in a school in challenging circumstances may compare very favourably with schools which have similar proportions of pupils entitled to free school meals. This may be because the school has particularly effective systems for promoting regular attendance and this is likely to contribute towards inspectors' overall judgement about the quality of care, guidance and support.

Inspectors are reminded that while overall attendance rates are important, they should pay careful attention to the attendance of different groups of pupils, including those with special educational needs and those from minority ethnic groups.

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Functional skills qualifications and RAISEonline

A number of inspectors have asked about the weighting given to functional skills qualifications in English and mathematics in RAISEonline. It is important to recognise that these qualifications are not intended to be the educational equivalents of GCSE passes, but are more appropriately linked to skills that contribute to pupils' future economic wellbeing.

RAISEonline allows for this lack of equivalence. A single level 2 functional skills qualification attracts a tariff of 23 points, just one more than a GCSE grade F: the tariff for a GCSE grade C is 40 points. The points allocation for different types of qualification is carried through to other measures included in RAISEonline including contextual value-added scores. Similarly, level 2 functional skills qualifications only make a 10% contribution to the level 2 threshold indicators - compared with a 20% contribution for a GCSE grade C or above. So, for example, functional skills qualifications at level 2 in both English and mathematics would only count as the equivalent of a single GCSE grade C.

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Registered provision for 0-3 year old children

Following the recent publication of the supplementary guidance and resources for section 5 inspections the following question was raised: 'What exactly constitutes 'registered provision for 0-3 year old children' and will all schools with such provision (even if good or outstanding) be inspected under a 3 year timescale?'

The answer is that this is childcare provision on non-domestic premises which is, therefore, required to be registered on the Early Years register. This is explained in the published guidance on childcare registration which is available [here](#). All schools which have registered provision for 0-3 year-olds which is managed by the governing body will be inspected within 3 school years of the school's last inspection in order to meet statutory requirements. This applies even if the school was previously judged to be good or outstanding and would not otherwise have been scheduled for an inspection.

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Childcare on the school site provided by other bodies

The Ofsted guidance *Inspecting childcare managed by the governing body*, issued in September 2009, has been amended following a query. An updated copy of the guidance will be issued in the next zip file of supplementary guidance and resources for section 5 inspections which will be distributed before the start of the spring term 2010. The current zipfile is available [here](#). The amended guidance clarifies the situation with regard to childcare which is being provided under contract on behalf of the school and so is effectively managed by the governing body. In these cases the inspector should seek advice from the duty HMI on whether the childcare continues to require registration. If the childcare is managed by the governing body, whether or not registration is required, it should be part of a single inspection of the school.

The current guidance suggests that this is only a consideration where the childcare has been judged to be inadequate. Consequently, page 11 will be amended so that it is clear that this needs to be considered whenever childcare is provided by another body.

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The number of senior staff attending inspection team meetings

The pre-inspection briefing template includes a summary of the protocols for engaging senior staff in inspections. This states that 'headteachers may ask to have several representatives present at the final team meeting. The decision about attendance is at the discretion of the lead inspector.'

The discretion of the lead inspector in this respect is only in relation to whether he or she agrees to **one, or at most two** school representatives attending the meeting, as set out in paragraph 51 of *Conducting school inspections*.

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The effectiveness of the school's engagement with parents and carers

Research has shown that parents who are more engaged in the work of the school are more likely to recognise the importance of education and help their children to achieve their academic potential. Effective parental engagement goes far beyond whether the school has a well attended parent-teacher association or a full complement of parent governors.

A briefing to help inspectors judge the effectiveness of schools' engagement with parents and carers is included in the [zipfile of supplementary guidance and resources for section 5 inspections](#).

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The attainment of pupils from different ethnic groups

A number of inspectors have asked whether they should compare the attainment of particular ethnic groups with the attainment of other groups in the school, or with the average attainment of the corresponding groups nationally. Both comparisons are important. The significance tests in RAISEonline compare the attainment of each ethnic group with the national average for that group. This is the starting point for judgements about overall attainment in the school, as set out in *The evaluation schedule for schools* and the supplementary guidance on attainment.

However, it may be, for example, that the attainment of a particular ethnic group is similar to that found nationally, but much lower than the attainment of other groups in the school. In these circumstances inspectors will need to explore the effectiveness of the strategies employed by the school to narrow this attainment gap. This may, in turn, provide valuable evidence for other key judgements, including those related to leadership and management.

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'Good with outstanding features'

Inspectors are reminded that they should report their judgements clearly and unequivocally. Phrases such as 'this is a good school with outstanding features' are best avoided because they convey a sense that the overall effectiveness of the school lies somewhere between 'good' and 'outstanding'. This does not sit easily alongside the four-point scale used for all inspection judgements and may leave parents, in particular, uncertain about the judgement that has been made.

Furthermore, the report writing guidance, which is available [here](#), explains that there is no need to state judgements explicitly using a set form of words because the grades are already reported in the inspection judgement table for each section of the report. Rather, the priority is to explain why the judgements have been made. If, for example, the school is judged to be good, inspectors should take the opportunity to write about its strengths in the main findings section of the report, highlighting any outstanding features and identifying the weaknesses to explain why it is not outstanding.

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Outstanding behaviour in section 5 inspections

A number of schools and inspectors have asked how to interpret the phrase 'there is no evidence of disruptive behaviour' in the grade descriptor for outstanding behaviour in the evaluation schedule. It is intended that inspectors should use their professional judgement to apply the grade descriptors throughout the evaluation schedule as a 'best-fit'. The supplementary guidance we have provided explains that it would be very unlikely that occasional incidents of disruptive behaviour, which had little impact on learning, would preclude behaviour being judged to be outstanding. However, it is clear that the grade descriptor might be susceptible to misinterpretation and we plan to amend this in the next update to the evaluation schedule.

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Part C: Other material

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The exclusion from school of children aged four to seven

A recent Ofsted survey '[The exclusion from school of children aged four to seven](#)' (June 2009) found that the vast majority of primary schools do not exclude children from the Early Years Foundation Stage or Key Stage 1. The report shows that teaching young children how to behave well and how to get on with each other, coupled with effective management of minor disruptive behaviour were key to reducing or avoiding the use of such exclusions.

However, some schools were excluding children of this age, sometimes repeatedly. A number of these were those with special educational needs. These pupils are over represented in fixed and permanent exclusions from mainstream schools. A number of exclusions of young children were for 'sexually inappropriate behaviour'. Some schools had not made the appropriate referrals to social services, despite such behaviour being a potential indicator of abuse.

Implications for inspectors

Inspectors should discuss the reasons for fixed term or permanent exclusions with the school, particularly those involving disabled children and young people and those with special educational needs.

Fixed term exclusions of children in the Early Years Foundation Stage and Key Stage 1 should be extremely rare. If children are being excluded from a nursery or Reception class, inspectors should ask about:

- the frequency with which this occurs
- the number of children involved
- the reasons given for the exclusion(s)
- the range of strategies used to prevent exclusion
- the relationships the school has with parents
- parents' views.

Frequent use of exclusion with this age group is likely to be an indicator of serious issues that may be associated with the school's care, guidance and support, curriculum, leadership and management, or all of these elements. If exclusion has been used for an incident of 'sexually inappropriate behaviour', inspectors should investigate if child protection procedures were instigated by the school.

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Good practice in extended schools

This recent Ofsted publication contains many examples of good practice found in a small survey of effective extended schools serving disadvantaged communities. The survey found that, having already committed to tackling disadvantage, the schools made good use of the additional resources for extended schools to improve provision and achieve better outcomes for pupils. These schools successfully compensated for the barriers to learning that their pupils encountered and, in addition, they removed barriers for parents whose own circumstances sometimes made it difficult for them to cope with family responsibilities.

The extended provision found in these schools was comprehensive, going beyond general provision such as the use of breakfast or homework clubs to provide activities explicitly designed to meet particular personal and academic needs. However, the successes of the pupils in school did not always have a significant impact on their life outside it.

Implications for inspectors

Section 5 inspections do not attempt to evaluate each of the extended services provided by schools. However, inspectors are asked to consider how far key aspects of the curriculum (which includes any extended services) are contributing to learners' outcomes. The report exemplifies good practice that enables pupils to stay at school and achieve national expectations or beyond; and, in secondary schools, ensure that pupils achieve worthwhile qualifications, enabling almost all pupils in the target group to progress to further education.

Possible questions to ask on inspection

- What particular support services are provided for pupils, parents and the wider community and **what difference are they making?**
- Why have you established these particular services and what impact are they having

in improving pupils' outcomes, including their personal development and achievement?

- Who are the key partners and how effective are relationships with them?
- Do the services meet the needs of the local community including its most vulnerable members?
- Has the sustainability of the extended provision been planned for?
- How do you ensure the effectiveness of each aspect of the provision?

In addition, the report gives examples of good practice that can be referred to when considering the judgements on 'The effectiveness of the school's engagement with parents and carers' and 'The effectiveness of partnerships in promoting learning and well-being'.

Inspectors can refer to [this report](#) in schools not yet providing extended services as an additional resource to help them consider how extended school services can re-engage reluctant or vulnerable learners. The report may also be relevant to schools seeking enhanced ways of building relationships with parents whose circumstances make them hard to reach.

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A brief guide: making judgements about the curriculum

This brief guide aims to highlight some of the key factors which inspectors should consider in determining whether a school curriculum is better than satisfactory – and whether it might be outstanding. The document draws on the grade descriptors for *the extent to which the curriculum meets pupils' needs including, where relevant, through partnerships*¹ and refers to recent Ofsted survey evidence. It also provides a short update on significant current issues and changes in the primary and secondary curriculum.

Making judgements about the curriculum

Inspectors will want to tailor their inspection activities and questions in relation to the evidence presented in the self-evaluation form (SEF) and during the course of the inspection. The following prompts may help inspectors to frame specific questions.

The curriculum may be good or outstanding if:

- It is tailored to the specific needs of its pupils. This personalisation may involve both differentiation of work and the availability of programmes and courses which are highly relevant to the assessed local and individual needs.
- It has a broad impact across pupils' learning and wider personal development and well-being. Its scope and definition are not narrow.
- It is more than simply broad and balanced. It is coherent, imaginative and well-planned, building systematically on prior experience.
- Enrichment activities are varied and have a high take up across most groups of pupils. It is worth noting that Ofsted's survey evidence shows that even when the overall participation in enrichment activities, is high, it can still be the case that particular groups of pupils are significantly under or over represented.

The curriculum may be outstanding if:

- It provides 'memorable experiences'. Ofsted's survey evidence indicates that when pupils remember 'exciting events', they recall the learning deeply as well.
- The school is at the 'forefront of successful innovative curriculum design.'
- Inspectors should recognise what is truly pioneering, and what is not, so that words such as 'innovative' are not used excessively. A school which does the 'ordinary things exceptionally well' in its context might be providing an outstanding curriculum.

A short update on the most significant current issues and changes in the primary and secondary curriculum

The Early Years Foundation Stage

The Early Years Foundation Stage framework came into force in September 2008. It is essentially unchanged since then and detailed inspection guidance is included in the section 5 zip file. Further information is available at:

<http://nationalstrategies.standards.dcsf.gov.uk/earlyyears>

The primary curriculum

The 2009 Rose Review, to which Ofsted contributed, proposes a revised curriculum model and this is due to be implemented in September 2011. It is likely, therefore, that primary schools will consider revisions to their curricula towards that date. From January 2010, the DCSF and QCDA will offer guidance to help schools introduce this new curriculum. In confident schools with a strong track record of curriculum design, few specific changes may be required. The review reports that curriculum design should be a proactive, dynamic process of renewal. One of its aims is to promote the love of learning that primary education should instil.

Key points to note from the review include:

- high quality subject teaching **and** cross-curricular studies should both have a key role (the report recommends six key areas of learning; subject level descriptors will remain)
- the importance of building on children's prior learning to secure further progress
- reading, writing, numeracy and ICT skills should be well established by age 7
- personal development and well-being should be specifically included in curriculum design and content
- introducing modern foreign languages at Key Stage 2.

Draft programmes of learning and other review documents are available at

<http://www.dcsf.gov.uk/primarycurriculumreview/>

The secondary curriculum

- New, less prescribed, programmes of study were implemented in September 2008 and now apply formally to Years 7 and 8. Ofsted's recent survey found that many schools had embraced the opportunity to introduce more variety into teaching and learning to engage and motivate students. They had made less progress in linking subjects and incorporating skills across the curriculum.² Inspectors are encouraged to ask schools about the coherence of their revised Key Stage 3 curriculum. The QCDA publishes guidance for schools designed to help schools develop their own, locally-determined curriculum that meets the needs of their learners and communities. One feature of this is the curriculum 'Big Picture' which can be found at: <http://www.qcda.gov.uk/5856.aspx>
- At **14-19**, revised **GCSE syllabuses** are being taught from September 2009. The most significant current reform, however, relates to **Diplomas**, which operate in a complementary way to GCSE and A level qualifications at Levels 1, 2 and 3. They are a key method of providing a more personalised, relevant curriculum for all pupils. Five Diploma lines were introduced in 2008; a further five began in September 2009. It is likely that the majority of secondary schools are now offering Diplomas, as part of a local partnership. It is reasonable for inspectors to ask how such schools check on the quality of external provision for their students. It is also reasonable for inspectors to ask schools how they plan strategically to introduce, or work with, Diplomas, whatever the school's

current position. By 2013, it is anticipated that 14-16 year olds will have an entitlement to study any of 14 Diploma lines and 16-18 year olds any from the full range of 17 lines.

- A 2009 Ofsted survey³ found that 14–19 initiatives have continued to widen opportunities and meet the needs of young people. Progress in introducing the Diplomas was promising across the 23 consortia visited, many of which have been at the forefront of 14–19 developments. While the main subject learning of the Diplomas was generally going well, other elements, and particularly functional skills, needed more attention. Students tended to choose Diplomas along traditional gender lines.
- The section 5 zip file contains an up-to-date briefing for inspectors about Diplomas and further detailed information is available at <http://www.qcda.gov.uk/5396.aspx>. More general information about diplomas, GCSE and A level qualifications, as well as other themes such as functional skills and apprenticeships, is available at <http://www.dcsf.gov.uk/14-19/>
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Briefing on Sustainable Development

In preparation for the implementation of the revised school inspection framework in September 2009, Ofsted published the guidance document *Sustainable development: Briefing for section 5 inspectors*⁴. This article is designed to complement the September guidance by providing a short briefing for inspectors on the DCSF's s3+ sustainable school self-evaluation for local authorities.

The national framework for sustainable development

The Government would like every school to be a sustainable school by 2020. In practice this means integrating high standards of achievement and behaviour with the goals of healthy living, environmental awareness, community engagement and citizenship – many of the aspirations set forth in Every Child Matters. The national framework comprises three interlocking parts:

A commitment to care: Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations), and for the environment (far and near). A sustainable school extends this commitment into new areas. Sustainable schools are expected to care about the energy and water they consume, the waste they produce, the food they serve, the traffic they attract, and the difficulties faced by people living in their community and in other parts of the world.

An integrated approach: A sustainable school is expected to take an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (curriculum); in its values and ways of working (campus); and in its engagement of local people and partners (community).

A selection of 'doorways'⁵ or sustainability themes: The doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of national priorities around sustainable development. These are:

¹ [The evaluation schedule for schools](#) Ofsted 2009 Ref: 090098

² [Planning for change: the impact of the new Key Stage 3 curriculum](#) (2009) Ofsted Ref: 080262

³ [Implementation of 14–19 reforms, including the introduction of Diplomas](#) Ofsted 2009 Ref: 080267

⁴ Available at: <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>

⁵ For information about the doorways see Teachernet pages that give a succinct account of each doorway: http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=52&levelselected=2

- [Food and drink](#) which resonates with the Healthy Schools initiative
- [Energy and water](#) which covers conservation and alternative energy sources
- [Travel and traffic](#) which supports schools' walking bus and reducing cars to school initiatives
- [Purchasing and waste](#) which encourages schools to focus on 'reducing, reusing, repairing and recycling' as much as possible
- [Buildings and grounds](#) which encourages 'green' building projects
- [Inclusion and participation](#) which has a clear focus on inclusion for all covering the diversity and equalities agendas
- [Local well-being](#) which focuses on the empowering the school within its local community as a force for community cohesion
- [Global dimension](#) which encourages schools to develop pupils as global citizens with an understanding of their responsibilities and the ways they can make a positive contribution to the wider world.

The DCSF's s3+ self-evaluation tool

To support local authorities in their self-evaluation and planning, the DCSF has developed two publications: *s3+ sustainable schools self-evaluation for local authorities who support sustainable schools* and *Delivering sustainable communities through sustainable schools: Guidance for local authority officers*.

The s3+ [self-evaluation tool](#) has been developed to enable local authorities to assess where, on both a strategic and an operational level, they currently provide support for sustainable schools. It can assist them in identifying gaps in support provision and to develop actions to address these as part of an ongoing evaluation process.

It is intended that the self-evaluation tool should be completed by a lead officer who has the main responsibility for sustainable schools, such as a sustainable schools or Eco-Schools officer, with support and involvement from senior managers and council members to provide a strategic focus. It should also involve contributions from other officers across all relevant departments in the local authority who are involved in work that links to sustainable schools and the eight sustainable schools doorways.

How is s3+⁶ sustainable schools self-evaluation for local authorities who support sustainable schools different to the Ofsted self-evaluation form (SEF)?

The s3+ is a voluntary way for schools to evaluate the wider opportunities for sustainable development within school improvement. Some schools will have completed this and may wish to share this work with inspectors. Guidance is provided for inspectors about sections of the SEF which might contain references to sustainable development (see *Sustainable development: Briefing for section 5 inspectors*).

Depending upon their current stage of development schools may have the following in place:

- an s3 team which could include senior leaders, governors and stakeholders
- an audit which identifies how effective they think they are with sustainable development and why, using a four point scale – getting started, satisfactory, good, outstanding.

⁶ For full s3+ see: Sustainable school self-evaluation(s3)
http://publications.teachernet.gov.uk/eOrderingDownload/S3_Self-EvaluationAPR09.pdf

The DCSF has also provided further guidance called: *Delivering sustainable communities through sustainable schools: Guidance for local authority officers*. That [guidance document](#) gives details of how sustainable schools can contribute to local targets and be supported through existing service delivery across all departments within local authorities. Alongside the s3+ sustainable schools self-evaluation tool for local authorities that support sustainable schools, it can be used by any local authorities officer to identify support routes and improve the support the authority provides to its schools in becoming sustainable schools by 2020. [Back to top](#)

Part D: *Schools & Inspection* digest

D1

Better
inspection
and regulation

Better
communication

- [Schools and inspection](#) digest on the Ofsted website

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Annex A: Summary of changes made for September 2009 section 5 zipfile

File name	Status	Summary of revisions and/or comments
Academies: supplementary guidance for s5 inspection of academies	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Action to be taken when inspectors have concerns about schools	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Attainment/Achievement – training materials	Despatched and uploaded to website	New document
Attainment/Achievement guidance	Despatched and uploaded to website	New document
Attendance: guidance on inspecting attendance	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Behaviour – supplementary guidance	Despatched and uploaded to website	New document – four documents merged into one
Boarding provision: Inspection of boarding provision in residential schools. Joint inspections by ED and CD.	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Clerical support for section 5 inspections - guidance	Despatched and uploaded to website	Replaces Clerical support for RTIs - guidance
Community Cohesion: Guidance on inspecting maintained schools' duty to promote community cohesion	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Conducting the inspection	Despatched and uploaded to website	Updated for new inspection framework
Diplomas – 14-19 Diploma	Despatched and	New document

	uploaded to website	
Engagement with parents and carers	Despatched and uploaded to website	New document
English as an additional language	Despatched and uploaded to website	New document
Equalities	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Evaluation schedule	Despatched and uploaded to website	Updated for new inspection framework
Evaluation schedule – flowchart	Despatched and uploaded to website	New document
Evidence form	Despatched and uploaded to website	Updated for new inspection framework
Evidence Forms: Guidance on the use of EFs	Despatched and uploaded to website	Updated for new inspection framework
Every Child Matters indicators including exclusions data	Despatched and uploaded to website	Replaces Exclusions data: supplementary guidance
Extended schools and children’s centres: inspection guidance	Being written	This document is being written and will be despatched as soon as possible
Form 1 SCC	Despatched and uploaded to website	Updated for new inspection framework
Framework for inspection of schools	Despatched and uploaded to website	Updated for new inspection framework
Governance: the effectiveness of the governing body	Despatched and uploaded to website	New document
Guide for viewing the Learner Achievement	Despatched and	Updated due to changes within Ofsted, new contact details

Tracker (LAT)	uploaded to website	
Guide to Ofsted's house style	Despatched and uploaded to website	Updated by Communications section of Ofsted
Healthy lifestyles: the extent to which pupils adopt healthy lifestyles	Despatched and uploaded to website	New document
Inspecting childcare: inspecting childcare managed by the governing body	Despatched and uploaded to website	New document
Inspecting Early Years Foundation Stage: inspection guidance	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
ISM-NtI Flow chart	Despatched and uploaded to website	Updated for new inspection framework
Learner's with medical needs	Despatched and uploaded to website	New document
Partnerships: the effectiveness of partnerships in promoting learning and well-being	Despatched and uploaded to website	New document
PIB template	Despatched and uploaded to website	Updated for new inspection framework
PRU briefing paper	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Questionnaire – Guidance for schools on pupil and staff questionnaires	Despatched and uploaded to website	Updated for new inspection framework
Questionnaire - parents	Despatched and uploaded to website	Updated for new inspection framework
Questionnaire – pupils (Boarding provision)	Despatched and uploaded to website	Updated for new inspection framework
Questionnaire – pupils (KS2)	Despatched and	Updated for new inspection framework

	uploaded to website	
Questionnaire – pupils (KS3 & 4, incl 6 th forms)	Despatched and uploaded to website	Updated for new inspection framework
Questionnaire - staff	Despatched and uploaded to website	Updated for new inspection framework
S5 template (all others – not nursery)	Despatched and uploaded to website	Updated for new inspection framework
S5 template (NURSERY)	Despatched and uploaded to website	Updated for new inspection framework
S5 template - guidance for completion	Despatched and uploaded to website	Updated for new inspection framework
Safeguarding children guidance	Despatched and uploaded to website	Updated for new inspection framework
School inspections: a guide for parents and carers (Word and PDF file)	Despatched and uploaded to website	Updated for new inspection framework
SEF: Guidance if school has no SEF	Despatched and uploaded to website	Updated for new inspection framework
SEF: Tackling the SEF	Despatched and uploaded to website	New document
Sixth forms: guidance on inspecting school sixth forms	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Special schools	Despatched and uploaded to website	New document
Specialist Schools Briefing	Despatched and uploaded to website	Updated to align with <i>Conducting the Inspection</i> and new <i>Evaluation Schedule</i>
Sustainable development	Despatched and	New document

	uploaded to website	
Teaching and learning: the quality of teaching and the use of assessment to support learning	Despatched and uploaded to website	New document
Value for money: the effectiveness with which the school deploys resources to achieve value for money	Despatched and uploaded to website	New document