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SEF to Improvement Planning Handbook

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Update Sept 2009



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REVISED GUIDANCE ON COMPLETING THE SELF-EVALUATION FORM

**Guidance for headteachers and governors in completing the new SEF
matched to the revised OfSTED Evaluation Schedule, operational
from September 2009**

September 2009

In the Spring of 2009, Bristol LA issued its “SEF to Improvement Planning Handbook” [“the Handbook”] - guidance on how to use the SEF and Improvement Plan, and especially the processes that underpin them, effectively to drive school improvement. OfSTED then announced a major revision of its inspection framework, and therefore of the SEF, with effect from September 2009. The purpose of this paper [“the Revised Guidance”] is to update the advice in the Handbook, ensuring that it is aligned with the new OfSTED Evaluation Schedule. The Revised Guidance makes clear which sections of the Handbook are still relevant, and which sections are now out-of-date. The changes are described and analysed, and new guidance is provided where necessary.

Using the Revised Guidance:

- Throughout this paper, parts of the old SEF are referred to by their number prefaced by the abbreviation ‘Sec’ - e.g. Sec 6: Leadership and Management; and parts of the new SEF by their number prefaced by the new SEF section letter and with the section title in italics, e.g. *A3.2: Use of Assessment to Support Learning*.
- **Because its criteria are so clear, because there are changes even in sections that look the same as those of the old SEF, and because its grade descriptors are really helpful in shaping SEF judgements, it is vital for heads to read the OfSTED Evaluation Schedule.**
- OfSTED has provided its own document to help heads and governors compile the new SEF - it is called “Self-Evaluation Form Guidance”, and is particularly useful in filling in parts B and C, which our Revised Guidance does not consider. Its guidance on completing part A has useful elements, but is mainly a repeat of the grade descriptors.
- We had got used to the ‘old’ SEF and knew what made a good one. We are learning the new one: heads and governors should therefore treat this paper as a first draft to help the schools due for inspection early in the new cycle. With the benefit of experience and the comments of its users (to David Potter dp@david49.plus.com), we will be able to improve the Guidance.

The new Evaluation Schedule and the new SEF are improvements on the previous versions:

- there is a much clearer rationale for how the overall judgement on a school is reached;
- there is less repetition - such as the one place for priorities for improvement (A8.4) rather than three (Section 1, Section 7 and the end of each of 3, 4, 5 and 6) in the old SEF;
- links between sections are clearer and more logical: for example:
 - all outcomes, academic, personal and social and including attendance, are grouped together in one large section;
 - learning is linked with progress and is an outcome rather than being linked to teaching, and therefore part of provision, as it was before;

- the rules about ‘limiting grades’ are clear - such as a grade 4 for safeguarding (A4.7) leading to a grade 4 overall;
- descriptors are provided for all four grades for each section of the schedule. These provide very clear guidance for heads making SEF judgements;
- in each SEF section, heads are invited to explain why, if they judge that the school is close to a grade boundary, they did not select the other grade. This enables heads to explain and resolve dilemmas: in the aspect you are writing about, the school has elements that are satisfactory and elements that are good - you give a grade 3 and explain that the school is near the grade 2 boundary because ..., or vice versa.

The following parts of the Handbook are still relevant:

- Ps 2 & 3: Key terms in self-evaluation and improvement planning
Who are the SEF & IP written for? What purposes do they serve?
- Ps 4 – 5: The background to the SEF
- Ps 8 – 11: Writing an Effective SEF. SEF section numbers and titles have changed, but the guidance on good procedures and good writing still applies.
- P 11: The school on which the SEF & IP are based (but for ease of reference this is repeated in the Revised Guidance).
- Ps 58 – 68: The Improvement Plan. Once again, cross-references will be to old SEF titles and section numbers, but the model and the guidance remain valid.
- Ps 69 – 80: The Year Plan guidance and models.

The following parts of the Handbook are now out of date and new guidance appears in the Revised Guidance on the pages indicated:

Pages of the Handbook	Section	Pages of the Revised Guidance
5 – 7	Writing and Revising the SEF; SEF structure This has been re-written in three parts:	
	▪ a summary “what goes where” chart, with similarities and differences from the previous SEF indicated	4 – 9
	▪ an analysis of the main changes in the new Evaluation Schedule and SEF	10 – 13
	▪ guidance on managing the transition between old and new SEFs	14 – 17

SEF STRUCTURE: what goes where, what are the changes?

Sec. no.	Title	Content and purpose
A1	THE SCHOOL IN CONTEXT	<p>As Sec 1 of the old SEF, especially Sec 1a:</p> <ul style="list-style-type: none"> ▪ the school, its locality, setting, character and intake ▪ any special or distinctive features. <p>Since all schools have been inspected in the last three years, any changes to the context since the last inspection.</p>
A2	OUTCOMES: how well are pupils doing, taking account of any variation?	<p>Covers the ground, but re-organises, the Standards and Achievement (Sec 3) and Personal Development and Well-being (Sec 4) sections of the old SEF. The Handbook used the term “outcomes” to describe Secs 3 & 4 together, so the ideas are familiar.</p> <p>Summary judgement A8.1 brings together everything in Section A2 into a single judgement.</p>
A2.1	Pupils’ attainment	<p>Attainment is unchanged - a judgement of standards (in the final year of each Key Stage) in relation to national standards, in comparison with all schools. Schools are asked to pay particular attention to performance:</p> <ul style="list-style-type: none"> ▪ patterns over the last three years ▪ significantly (as defined in Raiseonline) above or below the national average ▪ of groups and individuals ▪ in key subjects (English and maths, also ICT) ▪ in pupils’ current work. <p>This is largely unchanged, but specified clearly. The emphasis on groups and individuals is a very strong theme.</p>
A2.2	The quality of pupils' learning and their progress	<p>A2.2 and A2.3 use the same grade descriptors; the learning and progress of pupils with SEN/LDD is a particular case of “groups of pupils” in the first and second bullet points below. The grade you give to A2.2 is a whole-school grade - in other words it should incorporate your grades and judgements for A2.3 and A5.1 (<i>EYFS: Outcomes</i>). The elements of the judgement are:</p> <ul style="list-style-type: none"> ▪ how well <u>all</u> pupils make progress relative to their starting points, including whether there is any significant variation between groups of pupils - this complements the end-of-key-stage standards judgement in A2.1 ▪ therefore the school’s CVA including for different groups of learners, especially those you have referred to in A1 as characterising the school ▪ how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners ▪ how well pupils enjoy their learning as shown by their interest, enthusiasm and engagement. <p>‘Learning’ has been helpfully detached from ‘teaching’, since the former is an outcome and the latter an aspect of provision; attaching learning to progress captures the idea of shorter- and longer-term gains in knowledge and understanding.</p>

A2.3	The quality of learning for pupils with special educational needs and/or disabilities and their progress	The learning and progress relative to their starting points of one particular group of pupils is picked out. The same grade descriptors are used as in A2.2. The grade you award is a sub-grade within A2.2.
A2.4	Pupils' achievement and the extent to which they enjoy their learning	This is a summative grade, made up of the judgements for A2.1, A2.2, A2.3 and the parts of A5.1 (<i>EYFS: Outcomes</i>) that concern learning and progress. No new evidence need be put in this SEF section: the grade, like other summative grades, is essentially 'calculated' from the grades you have awarded elsewhere, as shown in the descriptors for A2.4 in the Evaluation Schedule.
A2.5	The extent to which pupils feel safe	Similar to old SEF 4b, but put 'up the order' to emphasise the very strong safeguarding theme through the new Evaluation Schedule and SEF.
A2.6	Pupils' behaviour	Was formerly part of Sec 4c: How much do pupils enjoy ..., along with attendance and SMSC. These are now separate, and the emphasis on behaviour is, as a result, stronger. The criteria are little changed, but the grade descriptors make it clear that what is to be judged is pupils' visible conduct: although their attitudes to learning are included in the criteria, they do not feature in the grade descriptors - attitudes to learning are mostly to be judged under learning in A2.2/2.3/5.1. Parents' and pupils' views of behaviour are now included here in A2.6.
A2.7	The extent to which pupils adopt healthy lifestyles	The question is the same as the previous Sec 4a and much of the same material from the Handbook can still be used. The two changes are: <ul style="list-style-type: none"> ▪ the emphasis on pupils identified by the school as most at risk: this will be found to be a recurrent theme; ▪ the extent to which pupils, especially those most at risk, take action in school to improve aspects of their health. The second change is helpful since the previous version asked whether pupils were healthy or not, whereas this version focuses more on the action pupils take <u>in school</u> , as a result of the school's interventions and policies.
A2.8	The extent to which pupils contribute to the school and wider community	Not greatly different from previous Sec 4d and much of the material will transfer, but there is a shift to link pupils' community contribution to their learning and to A4.8 <i>Community Cohesion</i> . The theme of different groups of pupils appears again, and the themes of student contribution and voice, and pride in their school, are more prominent, especially in the fifth bullet point of the criteria - pupils as partners in school improvement, not just beneficiaries of it, linking with the PLTS agenda.
A2.9	Pupils' attendance	Like behaviour, attendance is separated out from old Sec 4c. Content remains similar, but the themes of different groups, persistent absence and trends are more prominent. The attendance judgement is contributory to that for economic well-being (A2.10), and is allied with punctuality (in A2.10) and other attributes useful for later life.
A2.10	The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	Basically similar to old Sec 4e and much of the material will transfer, but there are two differences, the first of them major: <ul style="list-style-type: none"> ▪ the emphasis on the application of basic skills (literacy, numeracy and ICT) - note that a lack of this attribute is a singular cause for a judgement of 'inadequate' on this section (grade descriptor for grade 4, line one);

A2.11	The extent of pupils' spiritual, moral, social and cultural development	<ul style="list-style-type: none"> ▪ greater emphasis on personal qualities that will serve pupils well in later life - punctuality, money management, working in teams, solving problems, organising activities and taking leadership roles - in short, the PLTS. The introduction of the idea of how aspirational pupils are links this section back to learning. <p>Again, separated out from the idea of "enjoyment" in Sec 4c in the old SEF. Content largely unchanged, but the criteria are spelt out more clearly than previously, especially for 'spiritual'. The cultural elements link back to involvement with the community (A2.8) and forward to A4.8 <i>Community Cohesion</i>.</p>
<p>A3</p> <p>A3.1</p> <p>A3.2</p> <p>A3.3</p> <p>A3.4</p>	<p>HOW EFFECTIVE IS THE PROVISION?</p> <p>The quality of teaching</p> <p>The use of assessment to support learning</p> <p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p> <p>The effectiveness of care, guidance and support</p>	<p>If A2 is about outcomes, A3 is about inputs. How good is what the school provides, under the four headings? The purpose of provision (A3) is to bring about good outcomes (A2).</p> <p>By linking it within the same grade descriptors as teaching, assessment is now seen as part of teaching; the assessment judgement is contributory to that for the quality of teaching. There are links between A3.1, A3.2 and A5.2 (<i>EYFS: Provision</i>) just like those between A2.2, A2.3 and A5.1 described under A2.2 above: the grade you award for A3.1 is a whole-school grade incorporating your grades for A3.2 and A5.2.</p> <p>Ten criteria for judging teaching and assessment are stated in the Evaluation Schedule; the only significant changes are:</p> <ul style="list-style-type: none"> ▪ specific mention of the use of new technology to promote learning ▪ the link between assessment and teaching through the idea of building on identified prior learning through "next steps" <p>Day-to-day, formative assessment is now clearly linked with teaching: the grade for A3.2 is contributory to the overall grade for teaching, A3.1.</p> <p>Very similar to the old Sec 5.2; the contribution of partnerships and extended services is clearly emphasised, as is the concept of a curriculum that meets the needs of all pupils by building on their prior learning (see also A3.1/A3.2). Note the emphasis on groups and individuals again - you will bring up your intervention programmes to meet the needs of groups identified in A1 as significant.</p> <p>Although this section is very similar to the old Sec 5.3, with its stress on the care and support provided to promote learning, personal development and well-being, helping pupils through transitions and the encouragement to pupils to attend, there are new or heightened emphases on:</p> <ul style="list-style-type: none"> ▪ the quality and accessibility of information, advice and guidance for pupils ▪ vulnerable individuals and groups, including those with challenging behaviour and persistent absentees (procedures for preventing absenteeism are located in this section) and a link with safeguarding (A4.8). <p>Procedures for tracking pupils' progress are no longer in this section but in A4.2: <i>The Leadership and Management of Teaching & Learning</i>.</p>

<p>A4</p> <p>A4.1</p> <p>A4.2</p> <p>A4.3</p> <p>A4.4</p> <p>A4.5</p> <p>A4.6</p> <p>A4.7</p>	<p>HOW EFFECTIVE ARE LEADERSHIP & MANAGEMENT?</p> <p>The effectiveness of leadership and management in embedding ambition and driving improvement</p> <p>The leadership and management of teaching and learning</p> <p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p> <p>The effectiveness of the school's engagement with parents and carers</p> <p>The effectiveness of partnerships in promoting learning and well-being</p> <p>The effectiveness with which the school promotes equal opportunity and tackles discrimination</p> <p>The effectiveness of</p>	<p>How good are leadership and management (L&M)? - not just the headteacher but also governors, senior managers, subject and year co-ordinators and all those with lead responsibility. The purpose of L&M (A4) is to bring about good provision (A3) and therefore good outcomes (A2) - the same upwards logic as underpinned the old SEF, but more clearly structured.</p> <p>There is no longer a single overall L&M grade, as Sec 6.1 used to be. A4.1, with its emphasis on the effectiveness of all leaders (including those in the EYFS) in ambition and improvement, is the closest to such an overall grade. The grade for A4.1 is a major contributory factor in making the "capacity for improvement" summary judgement (A8.2) - which is in turn a key component of the whole school effectiveness (A8.3) judgement. Like A2.2/A2.3/A5.1 and A3.1/A3.2/A5.2, A4.1/A4.2/A5.3(EYFS: L&M) are linked: the grade for A4.1 is a whole-school grade, taking account of the grades for A.4.2 and A5.3.</p> <p>By making the L&M of T&L a judgement linked to that for ambition and improvement, OfSTED emphasises the central role of leading teaching. Self-evaluation including pupil tracking is brought together in this section.</p> <p>The status of governance rises because it is now a section and a grade in its own right. Statutory compliance, including H&S, community cohesion and equality of opportunity, remains; there is a much sharper focus on "shaping the direction" of the school (setting priorities and targets and monitoring progress) and challenging/holding to account.</p> <p>A separate section for the first time: much of the material from the former Sec 2 (Views of Stakeholders) will be relevant. There is a sharper focus on hard-to-reach groups and on the effectiveness of links being measured through parents'/carers' contribution and pupils' progress.</p> <p>"Contribution of partners" was a theme running through the model SEF in the Handbook, and was summarised in Secs 6a9 and 7b: this material should be re-usable as a starting point - the new criteria ask for more.</p> <p>A4.6 – 4.8 have risen in importance in the last two years, not only because two of them are limiting grades, but also because they are now linked to learning and progress. There is also a clear expectation that these are areas in which schools monitor their performance and plan for its improvement.</p> <p>This is a limiting grade: a judgement of 'inadequate' here is likely to lead to an overall 'inadequate' judgement. The criteria are strong and positive: the expectation is that stereotypes will be challenged and discrimination tackled. As usual, the concept of "effectiveness" is assessed in terms of outcomes for individuals and groups, even though the number of pupils in a group (such as looked-after children or a particular ethnic group) may be small.</p> <p>Like A4.6, this is a limiting grade: a judgement of 'inadequate'</p>
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	safeguarding procedures	here is likely to lead to an overall 'inadequate' judgement. Heads and governors should read the criteria very carefully, since they relate to diverse aspects such as H&S, recruitment and vetting of staff, child protection, and the reporting of abuse or missing pupils. There is a clear expectation that schools will have policies, monitor and adapt them and train staff thoroughly, and that they will work in partnership with key agencies. Heads and governors should read the grade descriptors equally carefully: full compliance gets only a grade 3.
A4.8	The effectiveness with which the school promotes community cohesion	Three strands are identified: understanding the community context, taking planned action and measuring impact. The guidance issued by the LA for writing the equivalent section (Sec 6b) in the previous SEF is still relevant.
A4.9	The effectiveness with which the school deploys resources to achieve value for money	This has returned to being a section in its own right. Although some criteria (such as a budget deficit or excessive balances) are spelled out for the first time, the guidance for the writing of this section (Sec 6a8 in the Handbook) can stand. Little guidance is provided for assessing value for money: those who can recall the Audit Commission guidance in a previous framework for inspection will remember that it is an assessment of input against output: inputs are the pupils' starting points and the AWPU, while outputs are the outcomes in A2.
A5	HOW EFFECTIVE IS THE EYFS?	In the previous SEF, these sections were sub-headings of Sections 3, 4, 5, 6 and 7. Here they are drawn together, but feed into the whole-school judgements for teaching, behaviour, L&M etc.
A5.1	Outcomes for children in the Early Years Foundation Stage	The grade descriptors follow those for the school as a whole, using language and concepts particular to the EYFS when necessary.
A5.2	The quality of provision in the Early Years Foundation Stage	
A5.3	The effectiveness of leadership and management of the Early Years Foundation Stage	
A5.4	Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	
[A6]	[SIXTH FORM]	
[A7]	[BOARDING PROVISION]	
A8	SUMMATIVE JUDGEMENTS	
A8.1	Outcomes for individuals and groups of pupils	A summation of the seven prime outcome judgements: <ul style="list-style-type: none"> how well pupils achieve and enjoy their learning (A2.4), which is itself an composite of A2.1 – 2.3 (plus A5.1)

		<ul style="list-style-type: none"> ▪ the extent to which pupils feel safe (A2.5) ▪ pupils' behaviour (A2.6) ▪ the extent to which pupils adopt healthy lifestyles (A2.7) ▪ how well pupils contribute to the school and the wider community (A2.8) ▪ how well pupils develop workplace and other skills that will contribute to their future economic well-being (A2.10) ▪ pupils' spiritual, moral, social and cultural development (A2.11). <p>Note that attendance (A2.8) is a contributory judgement to A2.10, not a prime judgement in its own right.</p> <p>The grade descriptors give very precise guidance as to how inspectors will amalgamate judgements, and head/governors should take account of this guidance when making their SEF judgements.</p>
A8.2	The school's capacity for sustained improvement	<p>Gains greater prominence than previously: taken together with A8.1 and the provision judgements, creates the whole-school summary grade (A8.3).</p> <p>The main criteria used in making the judgement are spelled out for the first time - the track record of improvement and setting and meeting challenging targets; the accuracy of self-evaluation and planning; and leaders' ambition for improvement. Since these were the criteria used when compiling the guidance in the Handbook (Sec 7c), that guidance can stand, noting the new emphasis on <u>sustained</u> improvement.</p>
A8.3	Overall effectiveness: how good is the school?	<p>Brings together summary judgements for Outcomes (A8.1) and Capacity (A8.2) and the Provision judgements (A3.1, A3.2 and A3.3) into a single grade for the whole school. As in A8.1, the grade descriptors give very precise guidance as to how inspectors will amalgamate judgements, and head/governors should take account of this guidance when making their SEF judgements.</p>
A8.4	Important actions for the school	<p>The priorities that were listed twice (Secs 1 and 7) in the old SEF. The same guidance as to how to compile and organise them applies.</p>

SUMMARY OF THE MAJOR CHANGES BETWEEN THE 'OLD' & 'NEW' EVALUATION SCHEDULE & SEF

These are major directions of travel, not minor changes in the wording of criteria. Heads and governors should take account of these changes, the criteria and especially the grade descriptors in the Evaluation Schedule when compiling the school SEF.

1. Partnership working

In addition to sections relating directly to working with parents/carers (A4.4) and the effectiveness of partnership working (A4.5), there is a pervasive sense that a school can't make all the necessary provision alone - see for example the curriculum (A.3.3) and care, welfare and guidance (A3.4) sections. There are opportunities to show how partnership working increases the effectiveness of learning and well-being - in Safeguarding (A4.7) for example.

2. Everything links to outcomes

The Handbook made this point time and again - impact, impact, impact. It is even clearer in the new Evaluation Schedule: every section is linked back to learning and progress as the 'proof' of effectiveness.

3. Achievement, Attainment etc

To OfSTED, 'attainment' has always meant raw scores - how the test and examination scores of schools, groups and individuals compare with national averages and with expected levels. OfSTED has however shifted the meaning of 'achievement' over time: whereas it used to mean comparative performance - how well the pupil and the school have performed in relation to prior attainment and in comparison with similar schools - this concept is now to be found under *The Quality of Pupils' Learning and their Progress* (A2.2 and A2.3 for those with SEN/LDD). In the new Evaluation Schedule, 'achievement' picks up its meaning from Every Child Matters, where it is linked with enjoyment to form the outcome "achieve and enjoy": thus A2.4 (*Pupils' Achievement and the extent to which they enjoy their Learning*) is a summation of attainment, learning and progress:

achieve & enjoy (A2.4) = attainment (A2.1) + learning & progress (A2.2/2.3/5.1)

The phrase "similar schools" does not appear anywhere in the new Evaluation Schedule.

4. A clearer rationale for reaching the overall judgement on the school

It is now clear how the different component judgements come together to steer overall judgements:

outcomes = achieve & enjoy + the other 4 ECM outcomes + behaviour + SMSC
(A8.1) (A2.4) (A2.5, A2.7, A2.8, A2.10) (A2.6) (A2.11)

overall effectiveness = outcomes + provision + capacity for sustained improvement
(A8.3) (A8.1) (A3.1/3.2/3.3) (A8.2)

In each case, the relevant aspects of A5 (*EYFS*) should be added into the 'formula'.
Account must be taken of the limiting grades (next paragraph).

5. Limiting grades

These are judgements that limit others: for example, if *Safeguarding* (A4.7) is judged inadequate, it is likely that the school as a whole (A8.3: *Overall Effectiveness*) will be judged inadequate. Limiting grades are noted at the bottom of the grade descriptors boxes and in the grade descriptor for overall effectiveness, grade 4.

There are three judgements which, if they are inadequate, make it likely that the overall effectiveness grade will also be a 4:

A2.4 *Pupils' achievement and the extent to which they enjoy their learning*

A4.6 *The effectiveness with which the school promotes equal opportunity and tackles discrimination*

A4.7 *The effectiveness of safeguarding procedures*

In addition, if either of the summative grades is inadequate, the overall effectiveness is likely to be deemed inadequate:

A8.1 *Outcomes for individuals and groups of pupils*

A8.2 *The school's capacity for sustained improvement*

and including "key aspects of provision", which is not defined closely, but must focus particularly on the quality of teaching.

The concept of grades limiting other grades is more widespread in the Evaluation Schedule:

- if *The Effectiveness of Leadership and Management in embedding Ambition and driving Improvement* (A4.1) is inadequate, then it is highly likely that *The School's Capacity for Sustained Improvement* (A8.2) will be inadequate too - and this is one of the limiting grades on *Overall Effectiveness* (A8.3);
- a study of the grade descriptors for the summative grades shows how dominoes can knock each other over: if pupils' poor behaviour inhibits learning on more than isolated occasions, it is likely that behaviour overall (A2.6) will be judged inadequate; behaviour is one of the

prime judgements in making the overall judgement on outcomes (A8.1), and if any one of these is inadequate, outcomes overall is inadequate, and that makes it likely that overall effectiveness (A8.3) will be judged inadequate. There is some discretion for inspectors, but it is clear that the thinking is much tighter than previously.

6. A focus on groups and individuals

This has been a steady direction of travel for OfSTED but takes a significant step forward in the current revision: it is a redefinition of inclusion to mean outcomes for individuals - in fact, the word inclusion is not to be found anywhere in the Evaluation Schedule (although “inclusive practice” is mentioned in the EYFS section).

For each outcome (A2.1 – A2.11), inspectors in the inspection and heads in the SEF are asked to judge the degree to which all pupils attain, attend, behave, feel safe and so on. As well as large groupings such as boys and girls, more and less-able pupils, there is a clear expectation that the analysis and planning will include vulnerable and hard-to-reach pupils, even where those groups are very small - such as children in care. Pupils entitled to free school meals is seen as an important group - how well to they attain, attend etc compared with their peers?

The same theme is pursued in the *Provision* section (A3): assessment is expected to define the prior attainment and next needs of individuals, and teaching and the curriculum to provide for those needs. Under the heading of *Care, Guidance and Support* (A3.4), inspectors are required to undertake “at least one case study of a potentially vulnerable child to assess the effectiveness of the care, guidance and support for individual pupils”.

7. Governance

The trend to tighten judgements of governance (A4.3) continues: the emphasis is sharply on three issues:

- compliance with statutory requirements around safeguarding, equality of opportunity etc;
- setting direction - monitoring and the setting of priorities and targets;
- challenging and holding school leaders to account.

Governance that does not engage with these issues but “leaves them to the professionals” is likely to be deemed inadequate.

8. Views of stakeholders

The old SEF Sec 2, in which schools set out how they seek the views of stakeholders, what those views are and how the school responds to them, has gone. There are strong themes

around work with partners throughout the Evaluation Schedule/SEF, especially in parts of A4 (*L&M*) and in A3.3 (*Curriculum*); how pupils are involved in the school and how their views are heard (especially A2.8) and how the school works with parents/carers (A4.4). From the point of view of heads and governors writing SEFs, the evidence from consulting stakeholders is still some of the best that can be deployed to support the assertions that are made.

9. Assessment

The place of assessment was messy in the old SEF and is much clearer in the new one: day-to-day formative assessment (*The Use of Assessment to support Learning*, A3.2) is separated from summative assessment and pupil tracking, which is to be found mainly in A4.2 (*The Leadership and Management of Teaching and Learning*). It is no longer tangled with care and guidance in what is now A3.4.

10. Last three years

When compiling their SEFs, heads often asked how far back they should go in collecting evidence. The answer is still the same - as far back as you need to go to show the trends you need to. However, the emphasis on the last three years - essentially the period since the last inspection, which is mentioned frequently.

MANAGING THE TRANSITION BETWEEN OLD & NEW SEFs

From early July 2009, OfSTED should have transferred parts B (School Data) and C (Statutory Compliance) as far as possible from the old to the new SEF: heads will of course need to update part B with new data, and governors will need to check all aspects of compliance in part C. The guidance given by OfSTED in its "Self-Evaluation Form Guidance" is particularly helpful in completing parts B and C. Part A cannot be transferred because the headings are so different.

Schools are not expected to have completed the new SEF ready for September 2009, and inspections in the autumn term 2009 will be provided with both old and new SEF. It is clear that schools are expected to be working to the new SEF from January 2010 onwards.

To move across to the new SEF, we recommend:

- 1) Because the new SEF is much more inter-connected than the previous one, it may be helpful to complete it within Terms 1 and 2, and not to spread it over the whole year. Subsequent revisions may helpfully fit round the SIO/SIP annual visit cycle.
- 2) **As you approach each section, read the relevant section of the Evaluation Schedule and especially the grade descriptors.** Even when the section is one in which you can copy all or most of the previous text across:
 - a) there are often changes in the criteria;
 - b) the grade descriptors are detailed and extremely helpful in framing judgements and choosing evidence.
- 3) Compile new A1 (*School Context*) by copying Sec 1a from the old SEF across, drawing in any key points from former Sec 1b (distinctive features) and Sec 1c (aids and barriers); prune the amount of information about the socio-economics of the area to a sensible level, sharpen the data about the intake and get rid of repetition. Ensure that changes in context since last inspection get prominence and are precise.
- 4) In time for the autumn term SIO/SIP visit, compile the new A2 (*Outcomes*):
 - a) ensure that anything about provision - which shouldn't have been there! - is stripped out of Secs 3 & 4 as you move text across to the new SEF;
 - b) using new test, Raiseonline and current work data, disaggregate the old Sec 3.1 into the new A2.1 (*Attainment*) and A2.2/2.3 (*Quality of Learning and Progress*, and ditto for those with SEN/LDD), drawing in the parts of the old Sec 5.1 (T&L) that concern learning;
 - c) transfer data from old Sec 4a (healthy lifestyles) into A2.7; Sec 4b (safety) into A2.5; Sec 4e (contribution to community) into A2.8; Sec 4d (economic well-being) into A2.10. In each

case, check the criteria and grade descriptors to ensure that the evidence matches the new requirements;

- d) disaggregate the old Sec 4c (enjoyment) into more precise sections, matching the new criteria and grade descriptors, on *Attendance* (A2.9), *Behaviour* (A2.6) and *SMSC* (A2.11);
- e) take the data from former Secs 3 & 4 pertaining to EYFS, update it and enter in new A5.1;
- f) make the two summary judgements:

A2.4 *Achieve & Enjoy*, drawing together the judgements for *Attainment* (A2.1) and *Learning & Progress* (A2.2, A2.3, A5.1)

A8.1 *Outcomes* by drawing together the judgements for *Achieve & Enjoy* (A2.4), the other four ECM outcomes (A2.5, A2.7, A2.8, A2.10), *Behaviour* (A2.6) and *SMSC* (A2.11).

- 5) By January 2010, move data from the former Sec 5 (*Provision*) into the equivalent parts of the new A3 (*Provision*). Although detailed requirements have changed, the provision section will go across relatively easily:

- a) the *Curriculum* section (old Sec 5.2, new A3.3) should transfer easily, checking up-to-dateness and the new criteria and grade descriptors; ensure in particular that partnerships and extended services are emphasised;
- b) when completing the *Outcomes* section, you will have stripped text on learning out of the old Sec 5.1;
- c) take anything on assessment and tracking pupil progress out of the old Sec 5.3; add anything on day-to-day assessment into the material from old Sec 5.1 and create new A3.2 (*Use of Assessment to Support Learning*);
- d) the remaining text from Sec 5.1 should focus on teaching and will move across to the new A3.1 (*Quality of Teaching*), again bringing data up to date and checking the Evaluation Schedule;
- e) what is left from old Sec 5.3 will form new A3.4 (*The Effectiveness of Care, Guidance and Support*), but you will need to do a fair bit of checking to ensure evidence meets the new requirements - the emphasis on vulnerable pupils; information for pupils; the links with safeguarding;
- f) pull anything on EYFS out of the old provision section and create new section A5.2 (*EYFS: Provision*).

- 6) As soon as possible, and by January if possible, create new A4 (*Leadership & Management*) and A5.3 (*EYFS: L&M*)

- a) a lot of old Sec 6.1, disaggregated, will transfer to various parts of A4 - such as the resources and v.f.m sub-section to A4.9

- b) former Sec 6b should transfer readily to new A4.8 (*Community Cohesion* - take account of LA guidance), as should Sec 7d to A4.5 (*Partnerships*);
- c) create A5.3 (*EYFS: L&M*) in parallel, focusing particularly on the equivalents of A4.1 and A4.2 - leadership for improvement.

7) Some parts of A4 require re-thinking:

- a) A4.1 and A4.2 pick up parts of former Sec 6.1. The text you wrote about Vision and Direction (see Sec 6a5 in the Handbook) should provide material for *Ambition and Improvement* (A4.1), and that on Monitoring and Improving Staff Performance (see Handbook Sec 6a6) will help write A4.2 (*L&M of T&L*), but both will need to be adapted and refocused;
- b) the title of A4.3 - *The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met* - is much more specific than its predecessor (the rubric for former Sec 6.1 includes “the extent to which governors discharge their responsibilities”) and, together with the grade descriptors, guides how you should re-shape the previous text (see Handbook Sec 6a8);
- c) A4.6 *The Effectiveness with which the School Promotes Equal Opportunity and Tackles Discrimination* and A4.7 *The Effectiveness of Safeguarding Procedures* are new sections and are well known as limiting grades. They require very careful reading and self-evaluation. The requirements are that the school should be pro-active and the criteria often rest on outcomes - note for example that the definition of outstanding performance in A4.6 includes “unevenness [in outcomes] between different groups is minimal or reducing rapidly”.

8) You can now round off by producing the summary judgements and priorities in A8. You have already done A8.1, so the only judgements left are A8.2 *Capacity for Sustained Improvement* and A8.3 *Overall Effectiveness*. Your judgement of capacity will be guided particularly by:

- a) improvements since the last inspection, which show your track record of improvement; the trends in outcomes and the meeting of challenging targets you have described in A2, and anything specific about improvement in the issues raised by the last inspection;
- b) the grades for A4, especially A4.1 and A4.2, which show how the school is being driven to improve through high-quality self-evaluation, planning and CPD.

9) Making the judgement for *Overall Effectiveness* is straightforward, because the grade descriptors are framed very clearly from the other grades - repeating from page 10:

overall effectiveness = outcomes + provision + capacity for sustained improvement
 (A8.3) (A8.1/A5.1) (A3.1/3.2/3.3/5.2) (A8.2)

10) The final section A8.4 *Important Actions for the School* is the priority list, set using the same principles as on page 10 of the Handbook.

And that's all there is to it!!