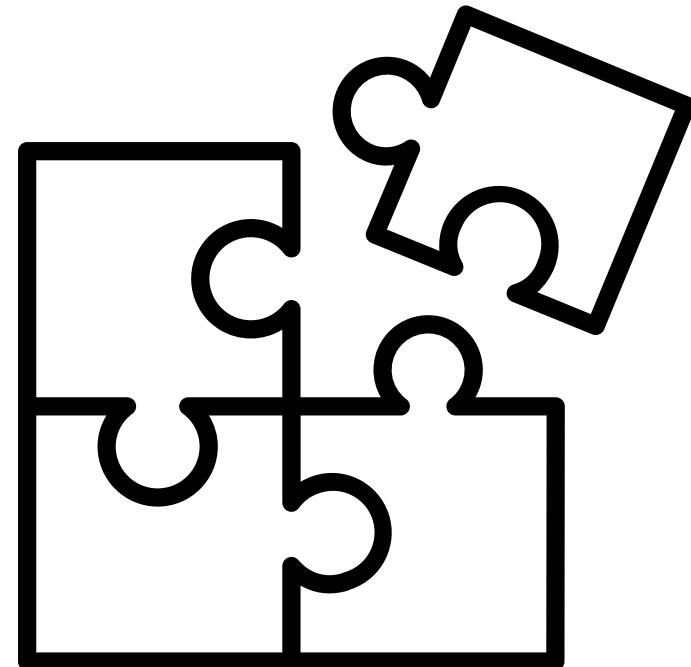


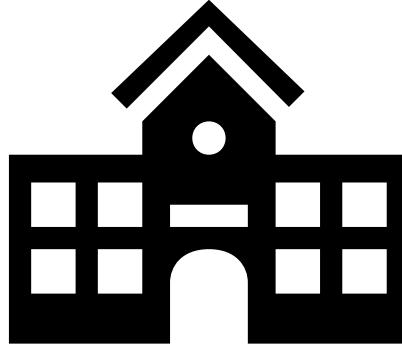


The renewed Ofsted framework

Michelle Bishton – Quality Assurance Specialist

Inspections which look and feel different for everyone.





Telford Town Primary School

NoR: 480. Above average FSM6 and close to average EAL.

Average school, pupil and location deprivation.

School % SEN support

Close to average 13

Close to average 16

Close to average 15

Local area % SEN support

Close to average 16

Close to average 15

Close to average 13

School % EHC plan

Close to average 4

Close to average 3

Close to average 5

Local area % EHC plan

Close to average 3

Close to average 3

Close to average 5



SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	82	93.4%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	86	92.9%	92.1%	Close to average	Relative improvement	-
2022/23 (3 term)	73	92.0%	91.9%	Close to average	Relative decline	-
2018/19 (3 term)	63	95.1%	94.4%	Close to average	Not available	High - FSM



SEN - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	93	3.29%	0.99%	Above (sig+)	No sig change	-
2023/24 (3 term)	96	5.25%	2.37%	Above (non-sig)	No sig change	-
2022/23 (3 term)	83	7.24%	2.01%	Above (sig+)	Not available	-



Attendance:

What are leaders doing to return to pre-pandemic levels of attendance?
How effective are leaders' actions in encouraging positive attendance for this specific group?

Behaviour:

Why are suspensions significantly higher for pupils with SEND when compared to the national average?

What happened in 2023/2024 to increase the % of suspensions?

The % of pupils with SEND receiving 2+ suspensions decreased in 23/24 – why?



Year	Key stage 2 (Year 6)				Context
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context	
2023	19	19	19	High - FSM	
2022	29	29	29	High - FSM	

3 of 3

* Read Prog *

* Writ Prog *

* Mat Prog *

0 of 3

Last 2 years

Below

0 of 3

Last 2 years

Close to average

0 of 3

Latest year

0 of 3

Last 2 years

Above

0 of 3

Latest year



All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	249	50%	61%	Below (sig-)	Not applicable	Not applicable
2025	90	49%	62%	Below (sig-)	No sig change	-
2024	79	51%	61%	Below (non-sig)	No sig change	-
2023	80	50%	60%	Below (non-sig)	Not available	High - FSM



Achievement:

- How is the school supporting pupils with SEND to develop the knowledge and skills they need to develop into confident readers?
- What does the provision for phonics for pupils with SEND look like?
- How effectively are leaders monitoring the impact of the interventions related to reading for pupils with SEND?
- What does progress mean for leaders in core subjects? How is it measured?
- What influenced the decrease in KS2 outcomes in RWM last year?
- Why did none of the pupils with SEND reach the expected standard in reading?
- What was the impact on progress for these pupils?



Learning walks



A learning walk with a focus on inclusion helps inspectors gather evidence about the outcomes and experiences of the groups of pupils outlined on the slide and earlier. This kind of learning walk typically includes a leader, such as the SENCo and/or the inclusion leader.



Case sampling

Who?

- a child with an education, health and care (EHC) plan and, where possible, a disabled child
- a looked-after child
- a child known, or previously known, to social care
- a child who receives pupils premium funding
- a child from any other group that leaders have identified as significant to the context in which they work



Case sampling

What?

- Visit pupils in class or group time
- Review their work
- Speak with them

Could....

- Speak with members of staff who know the pupils well
- Consider any relevant documentation and the work that takes place with multi-agency partners.



Case sampling



Reviewing work....

- Support discussions with pupils about their learning

EY children.....

- Spend more time talking with staff
- Observing high-quality interactions between children and adults
- What about pupils with SEND?



XXXXX Primary School is an inclusive school. Pupils with special educational needs and/or disabilities and those with other barriers to learning have their needs **met** well because staff care deeply about pupils' achievement and development. Leaders **identify** pupils' individual needs **promptly** through **well-established** and **effective** assessment approaches.

Staff know pupils well. Thoughtful adaptations to classroom activities reduce barriers to learning. These ensure that pupils thrive. **Carefully considered** approaches, such as different start-of-the-day routines and access to breakfast before school, help pupils feel welcome and ready to learn. Leaders are **committed** to ensuring that all pupils access clubs, visits and wider opportunities. This reflects a genuinely inclusive culture.

Leaders **monitor** pupils' progress carefully and use this information to **judge** the **impact** of interventions. They **refine** support effectively when needed. Staff training has rightly focused on high-quality teaching. Those with responsibility for leading inclusion **strive** to strengthen the provision for pupils with barriers to learning even further. Leaders work **constructively** with families and external professionals to shape the support that pupils receive and to raise aspirations. The school's xxx provision provides nurturing, alternative support for pupils with identified needs. Pupils are reintegrated into their classrooms successfully after receiving this intervention. The pupil premium strategy is well designed to support disadvantaged pupils effectively. The additional funding is used **thoughtfully** to ensure that all pupils benefit from the same opportunities. **EXPECTED**

The school is proud to be inclusive. From the beginning of the early years, staff **identify** children's individual needs **quickly**. Across the school, teachers act **promptly** to put in place effective support for pupils when necessary. They adapt their teaching to meet pupils' individual learning needs well. The school is highly successful in implementing **effective** strategies to **consistently** enhance the achievement of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Leaders want the very best for pupils. The school's inclusive approach means that pupils **achieve** very well and take an active part in school life. Leaders **check** carefully that all pupils make positive progress through the curriculum. They ensure that teaching is inclusive and that strategies to support pupils who need more help are **effective**. The school works **closely** with external agencies when needed, to help families and address any additional barriers to pupils' achievement. For example, external professionals provide **skilled guidance** to teachers to support pupils with SEND to access the curriculum successfully.

Leaders use additional funding, such as the pupil premium, with **precision**. They make sure that disadvantaged pupils access the same opportunities and achieve in line with their peers. **STRONG**.

The school creates an **exceptional culture** of inclusion that **transforms** pupils' experiences and outcomes. Staff **identify** pupils' individual needs **early** and **act quickly** to remove barriers to their learning and/or wellbeing. Disadvantaged pupils and those with special educational needs and/or disabilities **achieve** highly **because** of tailored support and **ambitious** expectations. Leaders make sure that pupils who need extra help, get that help and then **quickly** return to learning with their classmates. Leaders also **act swiftly** to support pupils known to children's social care and those facing additional challenges, such as joining the school at different points in the year or who speak English as an additional language.

Teachers adapt lessons and use **highly effective** strategies, so that all pupils **access** the full curriculum. Strategies, including structured language programmes and scaffolded digital tools, are **embedded** and used **consistently** well. Leaders monitor pupils' progress **rigorously** and **ensure** extra help has the **intended impact**. Staff receive **regular, high-quality** training and work in **strong partnership** with families and external professionals, including a wide range of National Health Service professionals. Pupil premium funding is used **strategically** and **successfully** to support any identified barriers for disadvantaged pupils. Leaders **meticulously** check the **impact** of their work to ensure that it is making a difference for all pupils and that it is **sustained over time**. Nurture provision and pastoral systems are carefully structured, enabling pupils to feel safe, respected and have a full part in school life. As a result, pupils **flourish** academically and socially. **EXCEPTIONAL**

Leaders **identify** pupils who need additional support. They **collect** useful information about disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND), and other pupils with barriers to learning. However, this information **does not** always lead to **clear** next steps, so some pupils **do not** get the **timely** or **effective** help they need. This **inconsistency** slows progress for some disadvantaged pupils, pupils with SEND and lower-attaining pupils. Leaders **check** how well pupils achieve, but they **do not** always **review** whether extra support is working. As a result, **less effective** approaches stay in place for too long. In addition, staff training **varies** in quality. Not all adults feel **confident** adjusting tasks for pupils or supporting them to access learning.

Despite these **weaknesses**, leaders ensure that pupils feel included and valued. Staffing changes and understanding the needs of new cohorts of pupils have been managed with care. Leaders know that there is more to do. Staff liaise with families and professionals to access wider support for pupils. The pupil premium strategy is used effectively to help individual pupils benefit from targeted support. Children with barriers to learning in the early years are identified quickly and supported effectively. Pupils, including those who are disadvantaged or with SEND, say that they feel they belong. They trust staff and know who to go to for help.

NEEDS ATTENTION.

Key Takeaways

- Inspection findings grounded in each provider's unique context – use the IDSR to ask questions and find a starting point.
- Inclusion....think.....Achieve, Belong, Thrive.
- Case sampling not case studies
- Learning walks to develop understanding
- Focus on identifying and reducing barriers for disadvantaged and SEND pupils.
- Use the toolkit to help to reflect on what might be written about the provision in your setting.