

Ofsted-School Inspection Handbook <i>Published August 2015</i>		How Inspire+ is supporting the school
Part 1. How schools will be inspected		
Inspectors planning and preparation	29. Information on the school's website, including its statement on the use of the pupil premium in primary schools the PE and sport premium.	-Inspire+ produce a template for schools to display on their website -Three reports produced to support school evidence Sport Premium impact -All initiatives evaluated
Observing teaching, learning and assessment	64. Inspectors will also include evidence from observing pupils learning in, for example, extra-curricular activities.	-Inspire+ specialist coach service support schools deliver high quality OSHL. -Playground development (training Playground Leaders & Lunchtime Supervisors) ensure lunchtimes are more structured & physically active. -Inspire+ whole school assemblies (Ambassador programme, Legacy Tour etc) -Change4Life clubs
Part 2. The evaluation schedule – how schools will be judged		
Defining spiritual, moral, social and cultural development	134. The moral development of pupils is shown by their: -Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England -Understanding of the consequences of their behaviour and actions -Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	-Mentor programme -The Legacy Challenge resource

	<p>135. The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> -Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. -Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. -Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> -The Young Ambassador role (including running Change4Life) -Playground Leadership role -Legacy Tour -The Young Ambassador role (including running Change4Life) -Playground Leadership role -The Legacy Challenge resource
	<p>136. The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> -Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 	<ul style="list-style-type: none"> -Specialist coach programme -Change4Life -G&T programme -Legacy Challenge resource -PGL half day access & transition weekend -Mini Olympics, Tour de SK
<p>Grade descriptors for overall effectiveness</p>	<p>Outstanding (1)</p> <ul style="list-style-type: none"> -The quality of teaching, learning and assessment is outstanding -The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to 	<ul style="list-style-type: none"> -Inspire+ localised CPD courses -real PE scheme of work that includes assessment -Inset training from subject specialists -Specialist coaches team teaching with staff -The Legacy Challenge resource -Young Ambassadors

	<p>thrive.</p> <p>Good (2)</p> <p>-Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.</p>	<p>-The Legacy Challenge resource</p> <p>-Young Ambassadors</p>
Effectiveness of leadership and management	<p>137.</p> <p>-The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare</p> <p>-How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities</p> <p>-How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this</p> <p>-The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school</p> <p>-How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils</p>	<p>-Legacy Challenge</p> <p>-PE consultant</p> <p>-Specialist coach programme</p> <p>-PGL half day access/weekend</p> <p>-G&T programme</p> <p>-Mini Olympics</p> <p>-Legacy tour</p> <p>-Inspire+ Ambassadors</p> <p>-Change4Life</p> <p>-Inspire+ membership</p> <p>-Inspire+ reports and evaluations</p> <p>-CEO available to attend governor meetings</p> <p>-Inspire+ CPD programme including national PE Coordinator and Change4Life training from Youth Sport Trust</p> <p>-Parent volunteer programme</p> <p>-Legacy Challenge</p> <p>-Inspire+ membership (huge breadth of other agencies that Inspire+ coordinates</p>

	<p>-How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this</p>	<p>-Change4Life</p> <p>-Inspire+ membership nationally recognised as good practice</p> <p>-Inspire+ membership proven to be effective through local Ofsted inspections</p> <p>-CEO available to attend governor meetings</p>
<p>Grade descriptors for the effectiveness of leadership and management</p>	<p>Outstanding (1)</p> <p>- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</p> <p>-The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>-Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p> <p>Good (2)</p> <p>-Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>	<p>-CEO available to attend governor meetings</p> <p>-Inspire+ CPD programme, inset training and real PE scheme of work</p> <p>-The Legacy Challenge resource</p> <p>-The Legacy Challenge resource</p>
<p>Quality of teaching, learning and assessment</p>	<p>152. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment in schools by evaluating the extent to which:</p> <p>-Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils</p>	<p>-real PE scheme of work/assessment toolkit</p> <p>-Inspire+ CPD programme</p>

	154. Inspectors will consider: -How information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and Key Stage 1 and between Key Stages 2 and 3	-real PE scheme of work/assessment toolkit -Inspire+ CPD programme
Grade descriptors for the quality of teaching, learning and assessment	Outstanding (1) -Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.	-Inspire+ CPD programme -real PE scheme of work/assessment toolkit
Personal development, behaviour and welfare	166. Inspectors must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.	-Mentor programme -Young Ambassador programme
Grade descriptors for personal development, behaviour and welfare	-Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. -Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.	-The Legacy Challenge resource -Young Ambassador role -Playground Leadership role -Change4Life -The Legacy Challenge resource
Inspecting the effectiveness of the early years provision: quality and standards	190. Inspectors will consider: -The professional development of staff	-Specific early years courses within Inspire+ CPD programme
Grade descriptors for the effectiveness of the early years provision	Outstanding (1) -Highly focused professional development improves the quality of teaching.	-Specific early years courses within Inspire+ CPD programme