

Ofsted's approach to evaluating the curriculum

214. 'Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are the extent to which:

- the school's curriculum:
 - is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with **SEND**, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life; and
 - remains as broad as possible for as long as possible, including when delivered remotely ...
- all pupils, particularly disadvantaged pupils and those with **SEND**:
 - acquire the knowledge and cultural capital they need to succeed in life;
 - make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum;
 - produce work of high quality;
 - achieve well in national tests and examinations, where relevant;
 - are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations; and are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers).'

Specific considerations for evaluating behaviour and attitudes

Pupils who have specific needs, including pupils with **SEND**

276. 'The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.'

285. 'Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the LA (and check, for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with **SEND**, children looked after, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need. For pupils with **SEND**, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the **SEND code of practice**.'

Early years provision in schools

389. 'Inspectors will take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and staff plan, design and implement the early years curriculum;
- the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with **SEND**;
- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education; and
- children's PSED, including whether they feel safe and are secure, stimulated and happy.

390. Inspectors will particularly consider the intent, implementation and impact of the school's early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged and those with **SEND**.'

Pupils with **SEND in both mainstream and specialist settings**

252. 'Pupils with **SEND** often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risks that pupils may be drawn into harmful situations as a result of grooming, be more likely to experience abuse from other pupils or adults and may experience additional barriers in reporting abuse and having abuse recognised by professionals. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities, including during the COVID-19 pandemic.'

Pupils with SEND in both mainstream and specialist settings

248. 'All parts of the EIF apply to state-funded and non-maintained special schools' provision, PRUs, alternative provision and mainstream schools' provision for pupils with SEND. However, as with all provision, **SEND** provision has some specific factors that should be taken into account.'

249. 'Pupils with **SEND** have a range of different needs and starting points. Pupils will have unique, individual needs, even where their needs may fall under the same umbrella term, such as autism. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.'

250. 'Inspectors will gather and evaluate evidence about ...	Evidence	Next steps
<i>... whether leaders are suitably ambitious for all pupils with SEND;</i>	■ ...	
<i>... how well leaders identify, assess and meet the needs of pupils with SEND, including when pupils with SEND are self-isolating and/or receiving remote education;</i>	■ ...	
<i>... how well leaders ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future;</i>	■ ...	
<i>... how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education;</i>	■ ...	
<i>... how well leaders include pupils with SEND in all aspects of school life;</i>	■ ...	
<i>... how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:</i> <ul style="list-style-type: none"> ○ communication and interaction; ○ cognition and learning; ○ physical health and development; and ○ social, emotional and mental health; 	■ ...	
<i>... how well pupils with SEND are prepared for their next steps in education, employment and training and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.'</i> [See SEND code of practice: 0 to 25 years.]	■ ...	

251. 'Because of the wide range of pupils' needs, inspectors will not compare the outcomes achieved by pupils with **SEND** with those achieved by other pupils with **SEND** in the school, locally or nationally.'