



## This is just an example of two sections from an appraised SEF

### A1.1 : The context in which the school works

Generally there is too much text here and elements that can already be found in Raise. There's no need for example to say where the school is, how many pupils there are etc. It is useful to say if you have any LACs and any awards that were not in place during the last inspection. Again, anything that is already mentioned in the last inspection report doesn't need repeating here. This context section should be about half a page, absolute maximum. Once you've cut the repetition, it will probably come to around that size.

The block text style is rather difficult to read. Make short points in paragraphs with carriage returns or bullet point short , sharp points. See opposite.

Inspectors will need to get a very quick handle on what has changed in your school since the last inspection. If there is too much text, there is every chance important information will be missed. I would expect to get this information in less than 20 seconds, as a guide.

No need to mention anything that will come in other sections of the SEF, such as partnerships with parents, SEN, Safeguarding, use of adult support, outside agencies

Avoid wherever possible emotive language, since it tends to lack meaning and could apply to any school. Examples :

..has an inclusive ethos, committed to providing a broad balanced and enriched curriculum.... secure and caring environment...enabling them to fulfil their spiritual, moral...embracing academic standards....

Rather, keep it quite clinical and abbreviate wherever possible. E.g.

- New awards : Healthy schools, Activemark
- SEN numbers have fallen since last inspection due to fewer numbers in Y5/6 on SA and SA+. This has been a result of improved intervention in KS1 and Y3.
- Greater proportion of intake have EAL, mostly from Somali community. EAL has grown from 44% in 2007 to 52%.
- Deputy headteacher appointed Sept 09 Head of KS2 on TLR1 appointed January 09. New SENCO took up post in May 09



## A2.2 The quality of pupils' learning and their progress

Judgement is accurate based on Raise data.

It's always a good idea to identify current progress, since raise data is already 6 months out of date. What are the trends? What are the projections against FFTD? What subjects are doing well, and which are not? What about the different abilities?

No need to quote from last inspection report. They already will have this. It just adds unnecessary text. In the 2<sup>nd</sup> bullet you are making the point that teaching has improved from the last inspection report, so the point is best made under the quality of teaching in provision.

This section is really about data and groups of pupils in relation to their progress. You can, for example mention the impact of Bangladeshi week on positive CVA for these pupils. (although it is only actually slightly better than for all pupils)

The issue of underperforming girls in maths isn't explored here. You really need to thread this through the SEF, otherwise it may seem that a significant area of underperformance hasn't been identified and that there aren't any things in place to remedy it. If, however you don't think it's a particular issue, then say so.