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SCAN ME

Self-evaluating Achievement and Safeguarding

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Participate in discussion - you can use either the chat function or via your microphone. Raise your hand and we can answer your questions



Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Self-evaluating Achievement and Safeguarding

Session objectives:

- ✓ To understand how Safeguarding will be judged and methods of quality assurance and self-evaluation you might use for this grade area.
- ✓ To gain confidence in the IDSR and what it might be suggesting
- ✓ To understand how Achievement will be judged and methods of quality assurance and self-evaluation you might use for this grade area.

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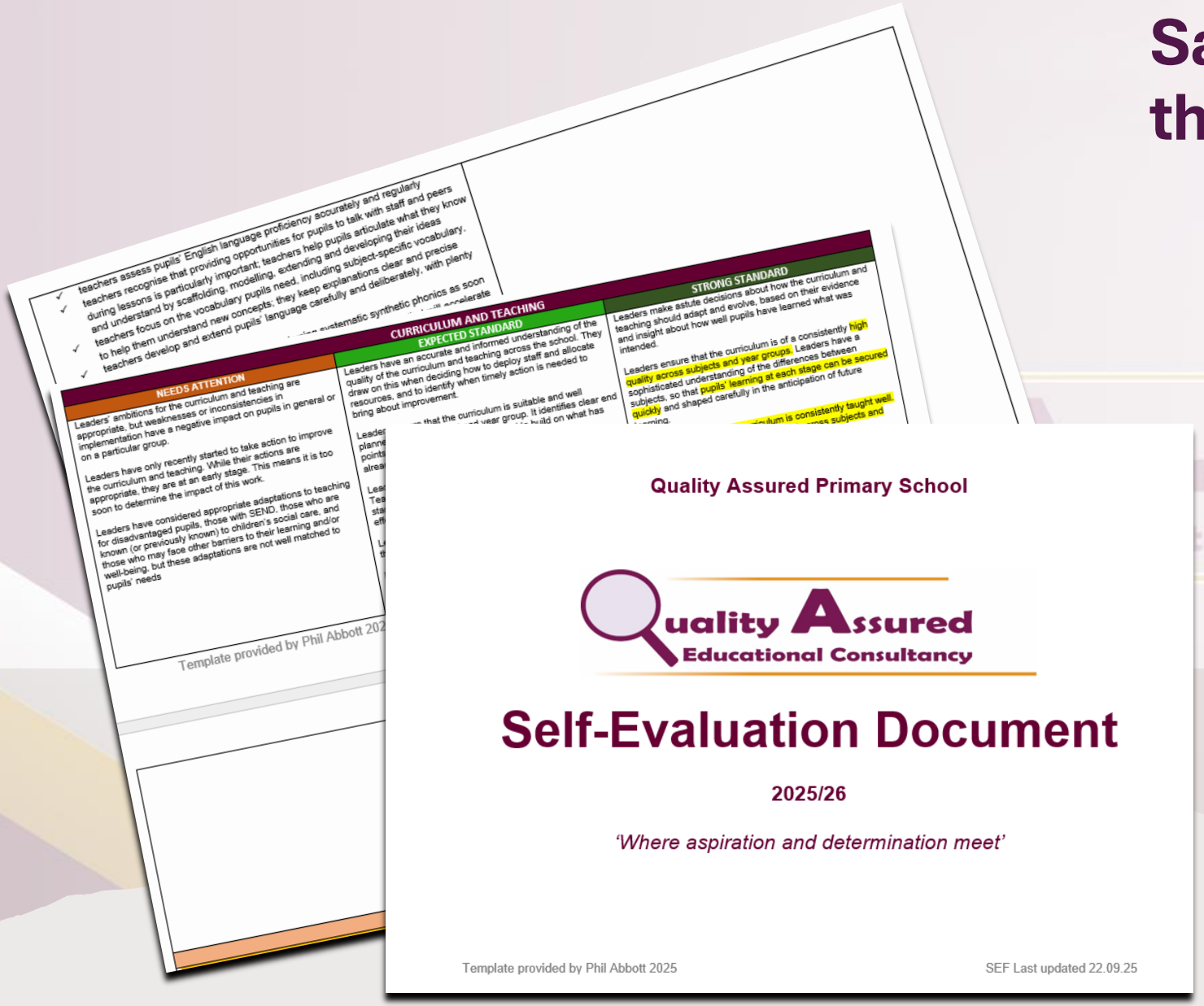
Sample SEF template for the Renewed Framework



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Sample SEF template for the Renewed Framework

Quality Assured Primary School

Quality Assured Educational Consultancy

Self-Evaluation Document

2025/26

'Where aspiration and determination meet'

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

CURRICULUM AND TEACHING		
NEEDS ATTENTION	EXPECTED STANDARD	STRONG STANDARD
Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs	Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

	Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils
EVALUATION OF EVIDENCE		

✓ teachers assess pupils' English language proficiency accurately and regularly ✓ teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas ✓ teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise ✓ teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English	
SCHOOL AND SUBJECT CURRICULUM	
✓ the curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively ✓ time is available within the curriculum for revisiting content and dealing with gaps in knowledge and skills ✓ the curriculum has subject-specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions ✓ leaders and teachers have a sophisticated understanding of the differences between subjects; this informs teachers' choices and helps leaders precisely evaluate quality and take targeted actions for improvement decisions about the curriculum are refined over time, based on evidence and insight from within and beyond the school	
TEACHING	
✓ the school's approach to teaching is based on an evidence-informed understanding of effective teaching and how pupils learn ✓ teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage pupils ✓ teachers have a strong, shared understanding of the school's curriculum and its approach to teaching and assessment ✓ teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these ✓ teaching resources and materials given to pupils enable them to achieve the aims of the curriculum ✓ teachers teach the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory	

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

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Self-evaluating Achievement and Safeguarding

Session objectives:

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- ✓ To gain confidence in the IDSR and what it might be suggesting
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Safeguarding

Not met	Met
The safeguarding standards have been developed from the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding is likely to be 'not met' when any of the following apply:	**The safeguarding standards have been developed from the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding is 'met' when all the following apply:**
Serious and/or widespread failures in safeguarding lead to pupils, or particular groups of pupils, being unsafe.	Leaders and those responsible for governance have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.
Leaders and those responsible for governance have not taken sufficient action to resolve weaknesses following a failure of safeguarding that meant pupils may not have been kept safe.	Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.
Leaders are not open to challenge and/or do not learn from issues or incidents.	All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.
If pupils are not on the school site (whether long term, temporarily or for part of the school day), leaders are either not clear where the pupils are or are not able to demonstrate that they have taken steps to safeguard them. This includes pupils absent from education and those attending inappropriate, unregistered or unmonitored alternative provision.	Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).
Pupils have little confidence that the school will tackle concerns about safety, including the risk of abuse. This is because leaders have not taken their views seriously and/or have not dealt with relevant concerns, so they feel unsafe.	Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record-keeping and the 'Prevent' duty.
Leaders do not fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). Leaders do not handle allegations of abuse swiftly and appropriately. This is likely to lead to pupils being put at risk of significant harm.	

Ofsted Inspection Toolkit 2025, p.9

Safeguarding

Not met	Met
Leaders do not fulfil their responsibilities in relation to safer recruitment, reporting, referrals, record-keeping and the 'Prevent' duty. Leaders do not handle safeguarding allegations against adults in line with requirements. They do not fulfil their duty to refer allegations or concerns to the appropriate authority. The quality of care in nursery provision (where applicable) is such that children have been harmed or are at risk of harm.	The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults. Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.

Ofsted Inspection Toolkit 2025, p.10

Safeguarding

Reflective questions:

How do you create a culture of safeguarding in your school? How do you know this is effective?

What are the contextual safeguarding issues for your school? What do you do to mitigate these?

How do you test your staff's knowledge and understanding of safeguarding? How do you add to this throughout the year?

How do you routinely use pupil voice to inform safeguarding practices?

How confident are pupils at reporting concerns? Do they know who to report these to? How do you check?

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Safeguarding

Reflective questions:

How often do you check records of concerns? How do you categorise them and track trends? What are the current safeguarding trends in your school?

What is the quality of recording and chronology of safeguarding issues? Are issues always rounded off? Would your records stand up to scrutiny during a legal case?

What role do governors or trustees take in checking the SCR? How do they know what to do? What are they looking for? What other checks do they make?

How do leaders, governors or trustees ensure that you meet your statutory safeguarding obligations?

Are your safeguarding policies up to date? Do they reflect your school's safeguarding processes? Are they visible to those who need to know? (including the school website where applicable)

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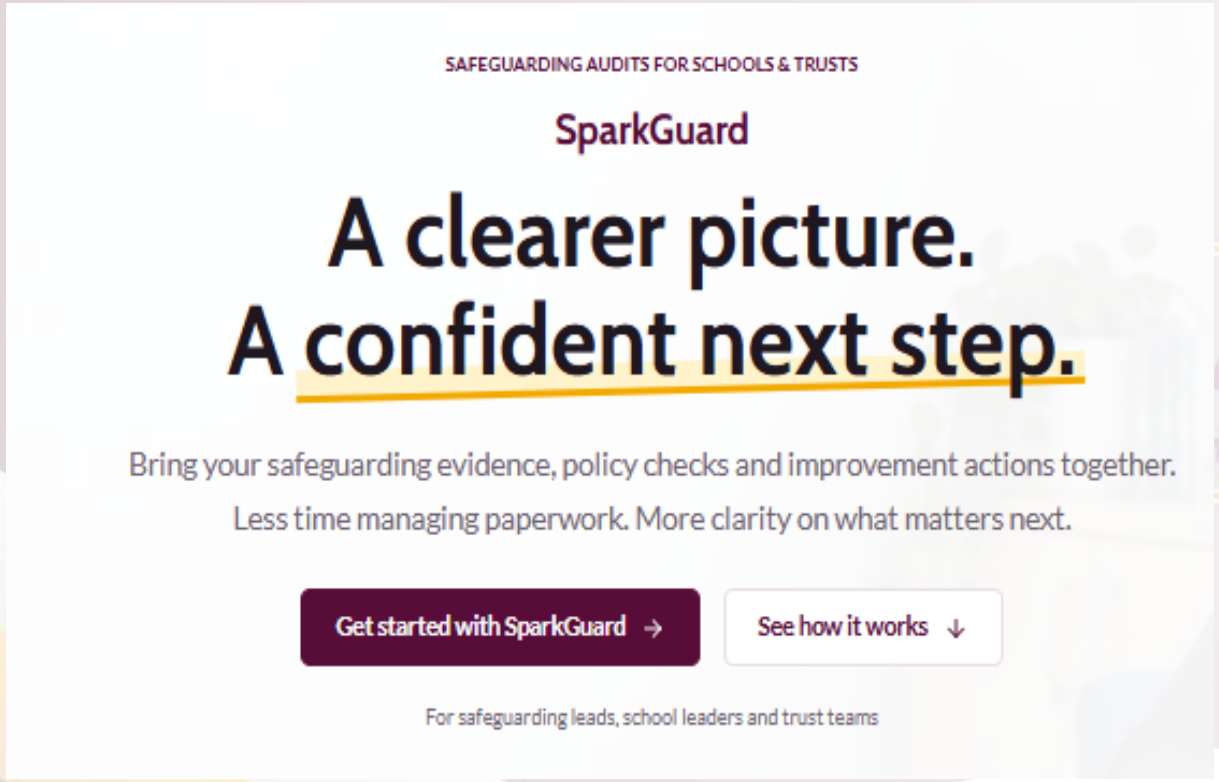
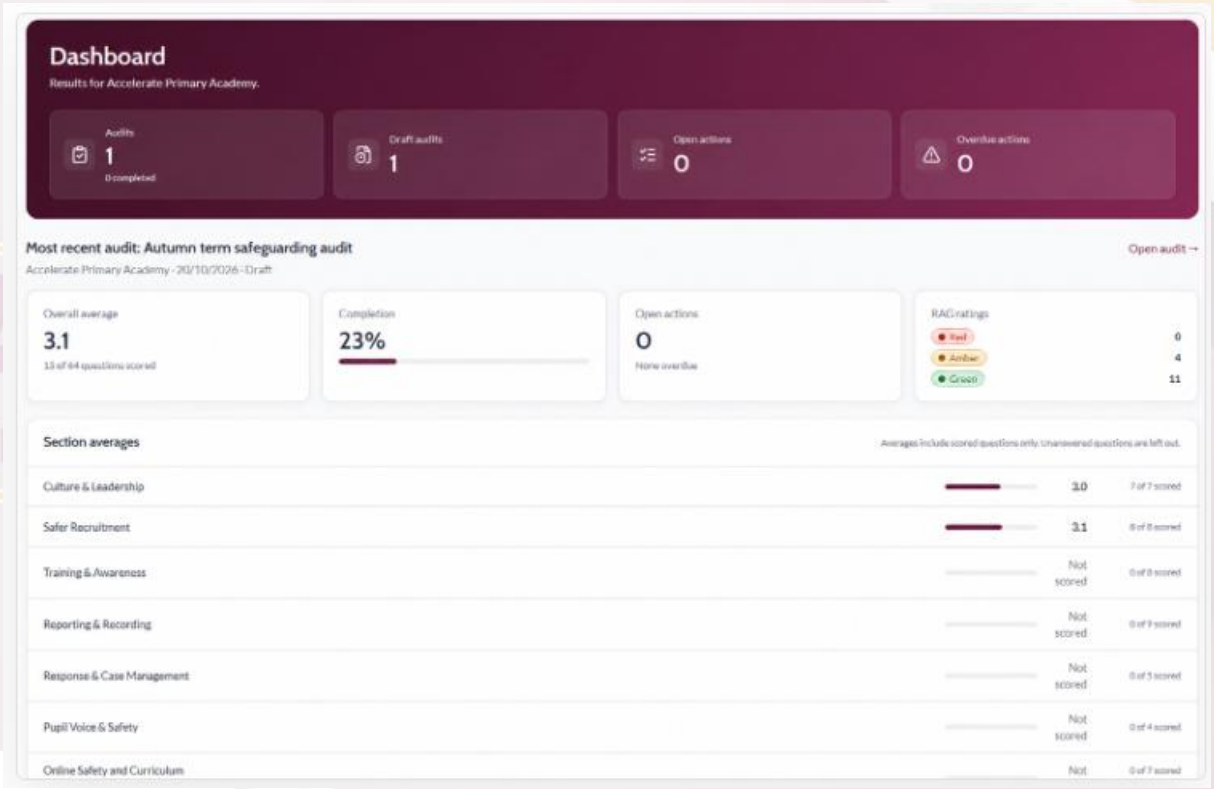
Safeguarding Audit





phil@qualityassurededucation.co.uk

Self-evaluating Achievement and Safeguarding

Session objectives:

- ✓ To understand how Safeguarding will be judged and methods of quality assurance and self-evaluation you might use for this grade area.
- ✓ To gain confidence in the IDSR and what it might be suggesting
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Achievement

It is important that we understand the definition of 'Achievement' within the Renewed Framework. So, what does it *actually* mean?

- Detailed knowledge and skill (the impact of the curriculum)
  - Achieving strong foundations
  - Progress from starting points *
    - Achieving qualifications
    - Readiness for next steps

*** Starting points + Progress = A measurement of achievement. This may be a particularly pertinent measure for SEND pupils.**

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Achievement

Where can evidence of Achievement be found and evaluated?

- IDSR
- Daily, in the school environment

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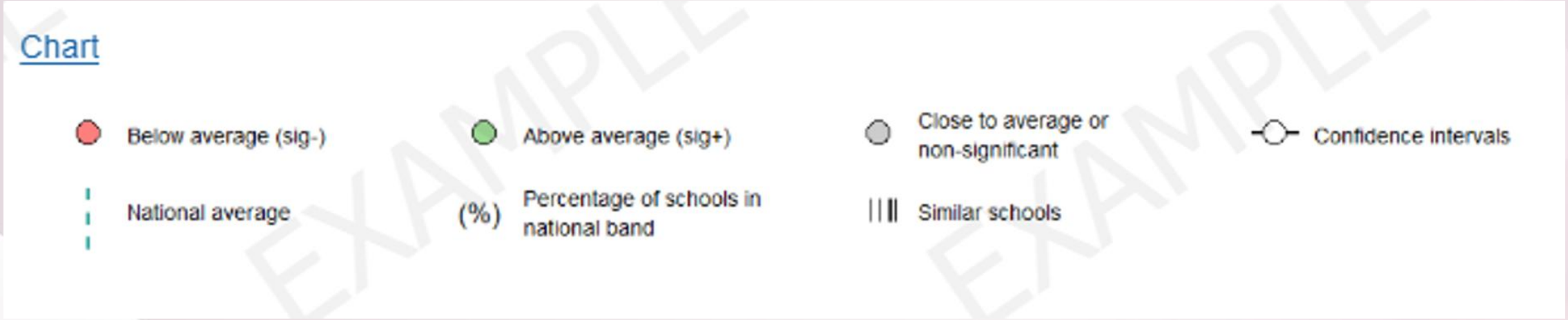
The IDSR

- The IDSR is a starting point to look at trends of attainment over time. It tells us part of the story.
  - The level of 'significance' and 'confidence' in IDSR data is important to consider
    - 'Confidence' expresses the amount of security we have in the data
- 'Significance refers to the relative position of attainment when taking into consideration the confidence of the data



Above average	Above (sig+)
	Above (non-sig)
Close to average	Close to average
	Below (non-sig)
Below Average	Below (sig-)



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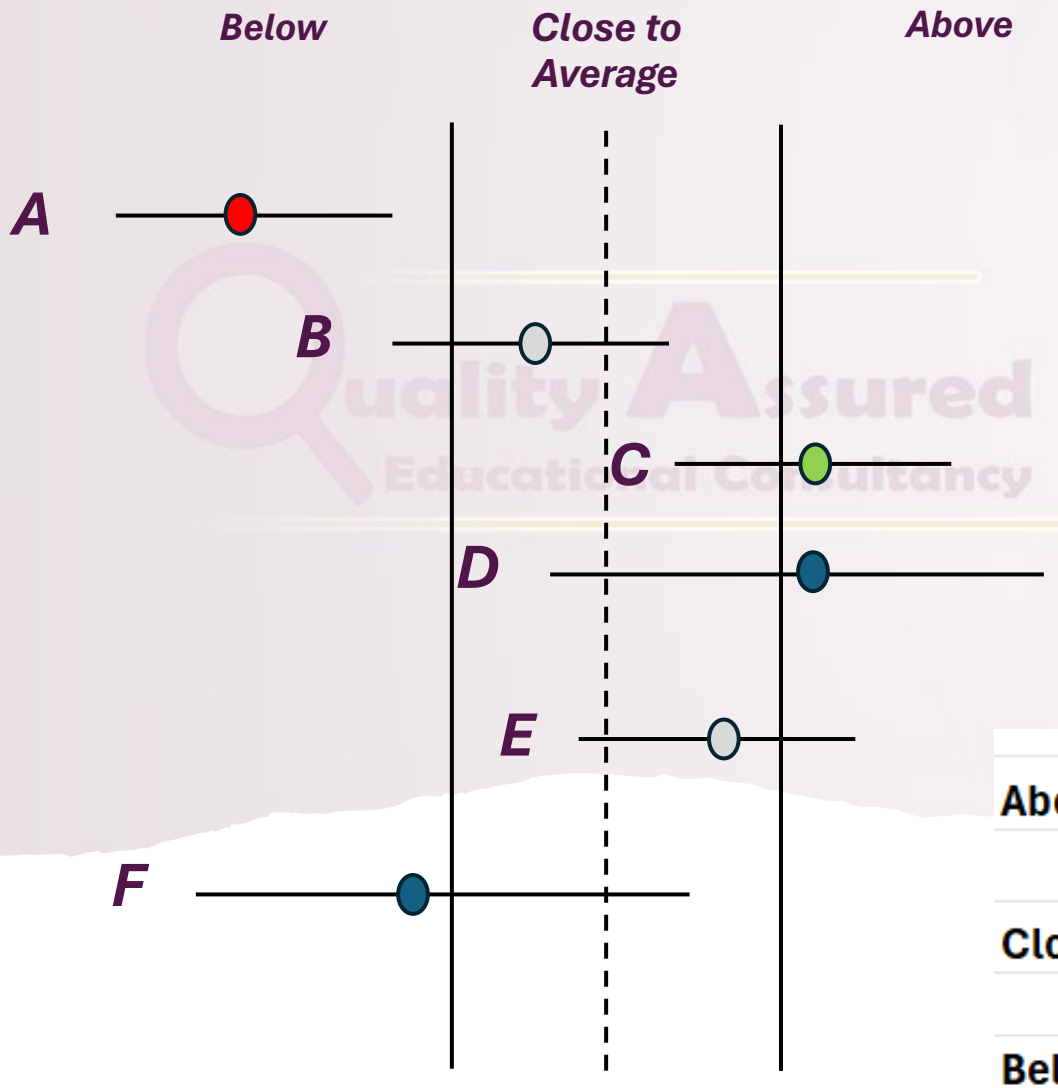
Achievement



Above average	Above (sig+)
	Above (non-sig)
Close to average	Close to average
	Below (non-sig)
Below Average	Below (sig-)

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Achievement

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	126	38%	47%	Below (sig-)	69%	-31	Not applicable	41%		Not applicable
2026	43	26%	49%	Below (sig-)	70%	-45	Widening	41%	Below (non-sig)	-
2025	45	39%	47%	Close to average (non-sig)	69%	-30	Widening	41%		-
2024	38	50%	46%	Close to average (non-sig)	67%	-17	Not available	37%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed for similar schools.

(Ofsted Exemplar Primary IDSR)

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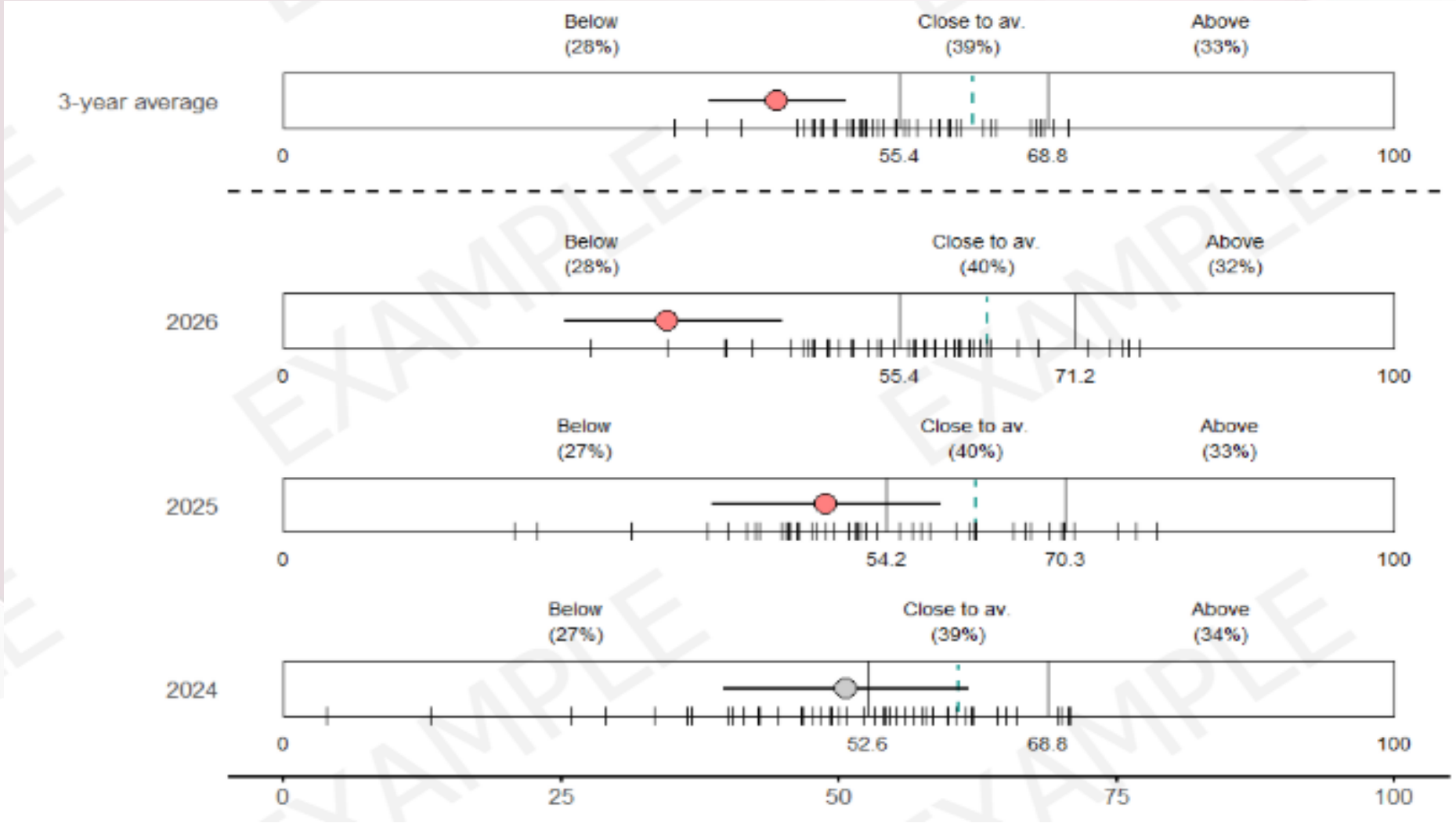
Achievement



(Ofsted Exemplar Primary IDSR)

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Progress

Disadvantaged pupils - Maths progress

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	128	-1.8	-1.0	Close to average (non-sig)	0.5	-2.3	Not applicable	-1.7		Not applicable
2026	40	-5.2	-0.9	Below (sig-)	0.5	-5.7	Widening	-1.4	Below (sig-)	-
2023	44	-2.1	-1.0	Close to average (non-sig)	0.5	-2.6	Widening	-0.9		High - FSM
2022	44	1.6	-1.1	Above (sig+)	0.5	1.1	Positive gap	-1.1	Above (sig+)	High - FSM

* Only "above" and "below" bandings are displayed for similar schools.

(Ofsted Exemplar Primary IDSR)

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Self-evaluating Achievement and Safeguarding

Session objectives:

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Needs attention	Expected standard	Strong standard
Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement. ■ Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Pupils' attainment and progress are inconsistent or not as good as they need to be over time. ■ Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant	**Achievement meets the 'expected standard' when all the following apply:** On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly. On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from	**Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply:** Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.

Needs attention	Expected standard	Strong standard
minority of these pupils do not achieve well from their starting points.	their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.	

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Pupils achieve well/Readiness for next steps

Direct Data: EYFS profiles, PSC, MTC, Achievement in RWM

What is the published data telling you about achievement over time? How much of the 'story' is told in this data?

Does this data represent typical cohorts? Are they particularly small cohorts? What are the reasons for the specific data?

Does the data present trends (upwards, consistent, downwards) in some or all subjects? What do you attribute this to?

What do the bandings in your IDSR suggest about achievement?

Where would you take an inspector, or what would you show them, to challenge the cold IDSR data?

How do different pupil groups compare in your school for attainment? Note particularly the achievements of Disadvantaged, SEND, those known to social care and other pupils with barriers to learning

Do you have information about how your data matches against the local comparisons?

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Strong Foundational Knowledge and Skills

Indirect data: Closing gaps

In school: What is impacting the work being done to close gaps or improve achievement?

How well do your pupils develop language and communication?

Is this the same for all groups of pupils? If not, what differences exist?

How well does the securing of reading and writing skills allow pupils to access the rest of the curriculum? What is your evaluation of the internal data?

How well can pupils spell? How legible is their handwriting? How fluent is their mental arithmetic?

How are you measuring progress from starting points in reading, writing and maths? To what extent are any gaps closing?

How effective are the interventions that you put in place to help pupils catch up?

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Knowledge and Skills across the curriculum

How well do pupils 'know' the curriculum? ***(Yes, know more, do more and remember more has not disappeared!)*** How do you measure this?

How do you use assessment data in foundation subjects to modify the curriculum or identify gaps?

What is the quality of the work pupils produce typically across the curriculum? How would you evaluate the standard of work in books or on display? Are outcomes similar for all groups of pupils?

Do pupil books, or other outcomes, reflect a high-quality curriculum?

Are pupils able to take their learning from one key stage into another? Are staff aware of what pupils should already know?

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Pupils achieve well/Readiness for next steps

- ✓ What is the headline data for your school?
- ✓ How do different pupil groups compare in your school for attainment? Note particularly the achievements of Disadvantaged, SEND, those known to social care and other pupils with barriers to learning
- ✓ Can you articulate any specific cohort issues that name national comparisons less reliable?
- ✓ How do they compare against national data sets?
- ✓ What is typical over time for your school? Can you identify any specific trends within the IDSR?
- ✓ What do the bandings in your IDSR suggest about achievement?
- ✓ Do you have information about how your data matches against the local comparisons?

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Session summary

- The IDSR is a window into assessing achievement, but is only a starting point
- The context of your school may not come through in the IDSR alone
- Achievement = starting points + progress
- When self-evaluating achievement, always consider trends and ***typicality over time***
- Needs attention: inconsistent, large minority, early stages
- Expected standard: On the whole, generally, largely, broadly
- Secure standard: consistently, above average, all pupils
- Whilst inspectors will not ask for internal data, they will most likely ask for your evaluation of what it is telling you

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Self-evaluating Achievement and Safeguarding

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework
- ✓ To understand how Safeguarding will be judged and methods of quality assurance and self-evaluation you might use for this grade area.
- ✓ To understand how Achievement will be judged and methods of quality assurance and self-evaluation you might use for this grade area.

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And finally…

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

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