

Starting at 10:30

Webinar Series:
New Ofsted Categories & Report Cards

Attendance and Behaviour

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AGENDA

- Housekeeping | Recording (1 min)
- About Ofsted Support Organisation (2 mins)
- Aims for the Webinar Series (2 mins)
- Inspection Categories (5 mins)
- Five-Point Grading Scale and Report Cards (5 mins)
- Attendance and Behaviour Category (30 mins)
- Data-Backed Evidence and Reports (5 mins)
- Q&A (10 mins)





ABOUT OFSTED SUPPORT ORGANISATION

WHO WE ARE

An independent, non-profit, community initiative with one mission: To support school leaders, schools, teachers, and pupils.

NOT AFFILIATED WITH OFSTED OR THE GOVERNMENT

We receive no funding of any sort, and our work is not influenced by any commercial company or other body.

TEAM OF VOLUNTEERS

We are a diverse group, including teachers, clinical psychologists, researchers, software specialists, and change management experts. Everybody involved is a volunteer.

WHAT WE DO

*Monitor announcements.
Research latest guidelines.
Review EdTech solutions.
Provide reports, newsletters & webinars*

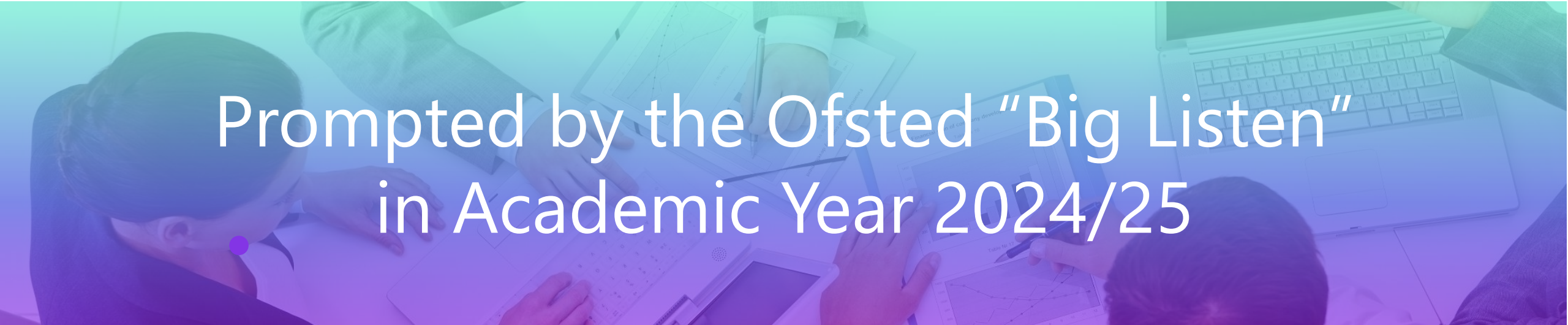
RESEARCH, SIMPLIFY, COMMUNICATE

We monitor announcements and research the latest guidelines. We simplify and communicate our findings via reports, webinars, and newsletters.

REVIEW EDTECH SOLUTIONS

We also review EdTech software for best practices around security, pedagogy, and fit-for-purpose. We take a special interest in any software that claims to be 'AI-Powered'

WEBINAR SERIES: AIMS



Prompted by the Ofsted “Big Listen”
in Academic Year 2024/25

MONITOR

Keep up to date with
all announcements

DIGEST & CLARIFY

Make it make sense and
easy to understand

COMMUNICATE

Keep YOU up to date
and informed

PROVIDE GUIDANCE

Think ahead about
what will help

INSPECTION CATEGORIES

- Personal Development and Well-Being ✓
- Attendance and Behaviour
- Leadership and Governance
- Curriculum and Teaching
- Safeguarding
- Inclusion
- Achievement
- Early Years
- Post-16 Provision



Needs
Attention

Expected
Standard

Strong
Standard

Urgent
Improvement



Exceptional

Five-Point Grading Scale

**Safeguarding:
Met / Unmet**

Primary School

Address: School Lane, Old Town, Home County, HC4 5DF

Unique reference number (URN): EG12345

Inspection report: 25 June 2024



Safeguarding standards met

[Show](#)

Safeguarding standards met

[Hide](#)

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

[How we evaluate safeguarding](#)

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met



Strong standard [What does this mean ?](#)

Curriculum and teaching

⌵ [Show](#)

Early years

Expected standard [What does this mean ?](#)

Achievement

Inclusion

Leadership and governance

Personal development and well-being

Needs attention [What does this mean ?](#)

Attendance and behaviour

Inclusion

⌶ [Hide](#)

Leaders and staff build trusting relationships with families. This contributes towards parents feeling fully involved in the decisions made about their child and pupils feeling confident and well-supported to access all the school has to offer.

Staff have high expectations for all pupils and have been trained well to identify when pupils need extra help. As a result, pupils receive timely support and can continue learning successfully alongside their peers. Teachers and support staff meet regularly to review how well this support is working and make changes quickly when it is not. This helps pupils who find learning more difficult to remain engaged in class.

Pupils with SEND take a full part in school life, including those who attend the resourced provision. Staff in the resourced provision plan carefully with class teachers, so pupils learn in step with their peers. Leaders work closely with other professionals and the local authority to ensure pupils receive timely support which makes a clear difference to their daily experiences. Therapists and other specialists give pupils targeted help with their communication or emotional needs. This helps pupils to gain confidence and succeed in their learning.

Leaders use pupil premium funding to provide a wide range of pastoral support, including extra-curricular experiences for disadvantaged pupils. These opportunities build pupils' confidence and self-belief and encourage teamwork and cooperation. However, leaders have not used the pupil premium funding to the same success to support pupils' learning in the classroom. While leaders are in the process of addressing this, particularly in mathematics, further work is needed to understand whether the pupil premium strategy is having the desired impact.



REPORT CARD

What it's like to be a pupil at this school

⬆ Hide



'Example' primary school is a welcoming place where everyone is noticed and appreciated. Pupils agree. They say that staff know them well and listen to them if they have something on their mind. This helps pupils feel safe and ready to learn. Parents are also positive. They often talk about the school's strong sense of community and willingness of leaders to respond quickly to any concerns they may raise. Pupils share this feeling of belonging.

In lessons, pupils enjoy learning and take pride in their work. They talk with enthusiasm about investigating shadows in science, building bird boxes in design and technology and practising songs for the school's seasonal performances. Reading is a highlight of their day. Pupils are confident to blend words accurately and, from the early years onwards, enjoy the stories and poems staff share frequently with them.

Children in the early years get off to a strong start. Pupils with special educational needs and/or disabilities (SEND) are well supported in class alongside their peers. Pupils known to social care describe how adults check in with them regularly and help them feel safe and included.

Most pupils achieve well and are proud of their successes, but outcomes are not as strong in every subject. In particular, disadvantaged pupils do not do as well as their peers in mathematics. Most pupils enjoy coming to school, but some still do not attend regularly. This means they miss learning and find it harder to keep up with their classmates.

Playtimes and lunchtimes are friendly and calm. Pupils enjoy games with their friends or taking part in small clubs led by older pupils. They say rules are fair and help everyone to concentrate and feel safe.

Pupils are ambitious for what comes next. They know staff want the best for them and feel encouraged to aim high. They talk with pride about what they have learned and the friendships they have made. Pupils describe their school as a place that has given them the confidence to take on new challenges, such as learning a musical instrument or playing for the school's football team.

Next steps

⬆ Hide

Leaders should continue to embed their new attendance strategy so that persistent absence, particularly for disadvantaged pupils, reduces quickly.

Leaders and governors should ensure that disadvantaged pupils' achievement improves, particularly in mathematics.



About this inspection



Hide

The headteacher of this school is Headteacher Name.

The chair of the board of governors in this school is CoG Name.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with [key roles] during the inspection.

Inspection dates: XX Month YYYY to XX Month YYYY

Lead inspector:

Joe Bloggs, His Majesty's Inspector

Team inspector:

Jane Doe, Ofsted Inspector

Download this report



[25 June 2024: Inspection report \(PDF\)](#)

Published on 22 July 2024



Attendance and Behaviour

What are we really talking about?

Staff create calm, orderly, respectful, supporting, positive environments where pupils thrive



Attendance, behaviour, and attitudes of ALL pupils (SEND, disadvantaged, known to social services, young carers)

Evidence Factors

- Prioritisation of attendance and punctuality
- Positive behaviour and attitudes to learning
- Respectful, positive, and caring culture
- Clear policies for attendance / behaviour; applied proportionately
- Clearly defined consequences: applied consistently and fairly
- Clear routines and expectations for behaviour in all aspects of school life
- Motivation for learning → predictor of attainment
- Safe (and perceived safe) environments: Bullying, discrimination, harassment (incl. sexual), victimisation, physical/sexual abuse, violence/emotional abuse are dealt with quickly and consistently



Strategic Leadership



Behaviour



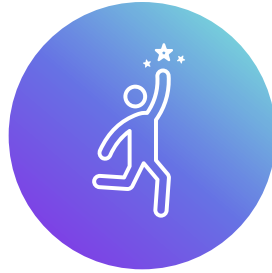
**Inclusive
Approaches**



Attendance



**Attitudes to
Learning**



WHAT INSPECTORS ARE LOOKING AT



TO WHAT EXTENT DO LEADERS:

- Know and understand their pupils
- Promote good attitudes to learning and promote regular attendance
- Provide an environment that pupils want to attend
- Have high expectations for attendance, behaviour, and attitude to learning
- Implement agreed policies and ensure they are applied consistently
- Have a data-informed understanding of behaviour and attendance
- Have improvement plans AND demonstrate improvement



Attendance



TO WHAT EXTENT DO:

- Leaders prioritise attendance and punctuality for ALL pupils
- ALL pupils enjoy good attendance
- Leaders pay close attention to disadvantaged pupils
- Leaders pay close attention to pupils who are absent due to physical or mental health
- Leaders aim for improvement even when national averages have been reached
- Leaders communicate their expectations about attendance, and act on any decline in attendance
- Staff complete attendance and admissions registers accurately and follow absence processes





TO WHAT EXTENT:

- Do leaders and staff teach and MODEL expected behaviour
- Do leaders adapt approaches to meet individual needs
- Do leaders train and support staff to challenge poor behaviour and apply consequences consistently
- Do leaders AND staff create positive environments where poor behaviour is not tolerated
- Do leaders understand that bullying takes various forms
- Do leaders and staff support pupils affected by bullying
- Are staff trained and empowered to deal with child-on-child violence





TO WHAT EXTENT:

- Do pupils arrive at lessons punctually
- Do pupils settle quickly at the beginning of lessons
- Are pupils taught to study effectively and independently
- Are pupils motivated and committed to learning
- Do pupils take pride in their work
- Are pupils able to work collaboratively with peers and staff



Urgent
Improvement

Attendance and behaviour are likely to be graded 'urgent improvement' when **ANY** of the following apply:

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

- Leaders' expectations of pupils' attendance, behaviour and attitudes are not high enough. This negatively affects pupils' achievement, their enjoyment and their sense of belonging at school.
- Leaders do not take effective action to secure pupils' positive attendance and/or behaviour. They do not have a consistent, whole-school approach to maintaining discipline. Support for staff to manage behaviour is weak.
- Leaders do not have a strategic approach to tackling poor attendance. They do not monitor or evaluate pupils' attendance properly, including at alternative provision, to identify accurately the barriers to improving attendance and to establish and implement a clear action plan.
- Attendance is consistently low. It shows little or no sign of sustained improvement over time, overall or for significant groups.
- A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or refuse staff's requests to moderate their conduct.

Urgent
Improvement

Attendance and behaviour are likely to be graded 'urgent improvement' when **ANY** of the following apply:

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- Incidents of bullying and/or prejudiced and discriminatory behaviour, both direct and indirect, are frequent and/or tolerated.
- Pupils' lack of engagement and persistent, low-level and/or high-level disruption contribute to reduced learning and/or disorderly conduct, within classrooms and/or around the school.
- Leaders do not take pupils' concerns seriously. Problems escalate because leaders act too slowly. Pupils have little confidence in the school's ability to tackle bullying, unlawful discrimination, harassment, victimisation, violence and/or discriminatory behaviour.
- Use of force or restrictive intervention is excessive and/or unsafe.
- Sanctions, suspensions and/or permanent exclusions are used inappropriately.

Urgent
Improvement

Needs
Attention

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Standard

Strong
Standard

Exceptional

Attendance and behaviour are 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:

- Leaders have appropriate ambitions and/or expectations for pupils' attendance, behaviour and attitudes, but weaknesses or inconsistencies in practice mean that these have a limited impact on pupils or a particular group of pupils.
- Leaders have only recently started to take action to improve pupils' attendance, behaviour and/or attitudes. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.
- Support 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 not improving their attendance, behaviour and/or attitudes to learning. Support is not adapted to keep up with pupils' changing circumstances.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Attendance and behaviour meet the 'expected standard' when **ALL** the following apply:

- Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.
- Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.
- Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
- Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.
- Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.
- Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Attendance and behaviour meet the 'expected standard' when **ALL** the following apply:

- Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.
- Overall attendance is broadly in line with national averages or shows an improving trend over time.
- Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.
- Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted.

Urgent
Improvement

Needs
Attention

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Standard

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Standard

Exceptional

Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and **ALL** the following apply:

- Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.
- Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.
- Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and **ALL** the following apply:

- The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.
- Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.

Urgent
Improvement

Needs
Attention

Expected
Standard

Strong
Standard

Exceptional

Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and **ALL** the following apply:

- Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results.
- Leaders' actions have a transformational impact on how well 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 achieve and flourish across all areas of school life.
- There are no significant areas for improvement that leaders have not already prioritised.

PLUS: You need to (or should) share your methods and practices with local (or national) school communities!

WHERE IS THE EVIDENCE?

Quantifiable data is the key

Consistent | Digestible | Actionable





OFSTED SUPPORT
ORGANISATION

Q&A

THANK YOU!

You can contact us at any time via: support@ofstedsupport.org

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