

Teacher Development Conference 2026

‘From Inspection to Insight: A Cross-Phase Reflection for Teacher Developers.’

Ofsted 



#ASETDConf26

Our Aims

- To provide first-hand experiences of how the new toolkit plays out in Primary and ITE Ofsted contexts, using real case studies.
- Deepen understanding of the framework and the meanings behind the toolkit and judgements.
- Connect the standards to practice.
- Build confidence and readiness to leave staff better equipped to self-evaluate against the framework.

Who are we?

Carla is a School Improvement Officer for a large Multi Academy Trust working with school leaders. She is also the Director of Plymouth Science CIC, providing a scheme of work, CPD and outreach for over 800 schools in UK and Internationally. Carla is also the South West Chair of the ASE Committee and is committed to support science leaders through her many networks. She was awarded Primary Science Teacher of the year in 2017 and is a Primary Science Teaching Trust fellow. More recently (2024) won an 'Excellence in Education' award through the Royal Society of Chemistry. She is also a Primary Science Quality Mark Hub leader, CLEAPSS and Explorify champion, STEM and SWIFT facilitator.



Melanie is a Programme Manager and Science tutor for a secondary SCITT in the Cambridgeshire area. An experienced secondary science teacher, she was awarded CSciTeach in 2009, became an 'Advanced Skills Teacher' in 2014 and has a long track record of supporting professional development through the National Strategies, Science Learning Partnerships and STEM learning.



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The Three Pillars

- Achieve
- Belong
- Thrive

- Inspectors look for:
 - strong outcomes,
 - secure routines,
 - a culture where pupils flourish.

- **Safeguarding:** Judged separately as **Met / Not Met**.
- **Inclusion:** How well the school meets the needs of all learners, including SEND and disadvantaged pupils.
- **Curriculum and Teaching:** Quality, ambition, sequencing, subject leadership, and effectiveness of teaching.
- **Achievement:** What pupils know, remember, and can do; progress over time.
- **Attendance and behaviour:** Punctuality, attitudes to learning, conduct, routines, and behaviour culture.
- **Personal Development and wellbeing:** Character education, mental health, relationships, enrichment, and wider development.
- **Early Years:** EYFS curriculum, routines, welfare, and readiness for Year 1.
- **Post-16 Provision** (where applicable): For schools with sixth forms.
- **Leadership and Governance:** Vision, culture, strategic leadership, governance, statutory compliance, and improvement capacity.

Preparing for your call

- To confirm the practical arrangements for the inspection
- To allow inspectors to understand the school's context, including any barriers to learning and safeguarding considerations.
- To identify initial lines of enquiry linked to evaluation areas.

They will ask:

- School context e.g. pupil groups, SEND profile, disadvantaged pupils, mobility.
- Safeguarding arrangements.
- Curriculum structure: intent, sequencing and subject leadership.
- Attendance and behaviour patterns
- Any significant changes since the last inspection
- Key priorities from your own self-evaluation.

Your preparation...

- Your vision and priorities for improvement.
- How you ensure inclusion and meet the needs of all learners.
- How you evaluate the impact of your curriculum: 'children do more and know more.'
- How you ensure safeguarding is effective.
- How you monitor attendance and behaviour.
- How leadership and governance ensure statutory duties are met.

Science Safeguarding Improvement Plan

Key Focus: (overall aims) e.g. Move Safeguarding from "not met" to "met".

Actions needed (Linked to Evaluation)	How do we plan to achieve this?	Resources <i>(inc. staffing and budget)</i>	Who by?	When by?	Completed?

Monitoring Checks:

Impact Checks:

Evidence:

E.g. audits, case studies, Pupil Voice etc

Next Steps:

13:30	Fi S:	<table border="1"> <tr> <td data-bbox="445 0 624 164">15:45</td> <td data-bbox="624 0 2165 164">Inspector reflection and write-up time Preparation for reflection meeting</td> </tr> <tr> <td data-bbox="445 164 624 485">16:10</td> <td data-bbox="624 164 2165 485"> <p>End of day 1 reflection meeting with leaders/nominee.</p> <p>Agenda – 3 principles – celebrate/validate/highlight so that pupils achieve/belong/thrive</p> <p>Review the evidence gathered by the inspection team so far. We will start with safeguarding and then go through each area of the toolkit. We will use the grading standards in the toolkit to consider the emerging and indicative picture, starting with the 'expected standard' for each evaluation area.</p> <p>We may have gathered reliable evidence indicating a 'secure fit' around an evaluation area. If this is the case, and leaders agree, we may decide not to gather any further evidence in this evaluation area.</p> <p>Work with leaders to finalise the plan for day 2 of the inspection so they are clear about meetings they need to organise for day 2.</p> <p>Finish at 17:00</p> </td> </tr> </table>	15:45	Inspector reflection and write-up time Preparation for reflection meeting	16:10	<p>End of day 1 reflection meeting with leaders/nominee.</p> <p>Agenda – 3 principles – celebrate/validate/highlight so that pupils achieve/belong/thrive</p> <p>Review the evidence gathered by the inspection team so far. We will start with safeguarding and then go through each area of the toolkit. We will use the grading standards in the toolkit to consider the emerging and indicative picture, starting with the 'expected standard' for each evaluation area.</p> <p>We may have gathered reliable evidence indicating a 'secure fit' around an evaluation area. If this is the case, and leaders agree, we may decide not to gather any further evidence in this evaluation area.</p> <p>Work with leaders to finalise the plan for day 2 of the inspection so they are clear about meetings they need to organise for day 2.</p> <p>Finish at 17:00</p>
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14:15	W					
14:30	Ir w P n	<p>Day 2 required activities (<u>unless occurred on D1</u>)</p> <p>Meet with LGB / Trust board</p> <p>Behaviour and attendance meeting with leaders-</p> <p>PDW meeting with leaders</p> <p>Meeting with EYFS leader</p> <p>Reflection meetings x <u>2</u> - start of day and middle of day</p> <p>Grading meeting - usually at 15:15</p> <p>Final Feedback meeting - usually at 16:15</p> <p>Day 2 Possible Activities:</p> <p>PP meeting – looking at current PP plan</p>				
15:00	Jo in	<p>PD - Meet with pupils about what it is like at the school – SSC and PDW walk to include wider opportunities (30 min)</p> <p>PD – single sex groups</p>				
15:15	S:	<p>Any updates to parent, staff or pupil surveys</p> <p>Any further safeguarding updates</p>				

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Case Sampling

Learning walks

- Observing case sample pupils in lessons
- Noting quality of teaching adaptations and support
- Evaluating pupil engagement and learning

Conversations with pupils

- Understanding their experiences and feelings about school
- Hearing about the support they receive and its helpfulness
- Exploring their understanding of their learning (where developmentally appropriate)

Pupil work scrutiny

- Reviewing books, folders or digital work
- Assessing progress over time from starting points
- Considering appropriateness of curriculum access

Documentation review

- Provision maps and intervention records
- Progress tracking documents
- Pupil premium/SEN strategy documents
- Multi-agency meeting notes or plans (where relevant)
- Pastoral records and behaviour logs

Staff discussions

- Class teachers explaining provision and adaptations
- Teaching assistants describing support strategies and impact
- Phase/subject leaders discussing curriculum access
- SENDCo/inclusion lead evaluating identification and support systems
- Pastoral leads discussing holistic support
- Leaders of alternative provision (if relevant) sharing relevant information

Parent/carer conversations

- Understanding family perspectives on support in place
- Hearing about communication and partnership working
- Gauging confidence in school's provision

There is an example message and letter template to parents and carers as part of this pack - **Case Sampling Messages to Parents and Carers**

Protected Characteristics and Discrimination

Questions and Considerations	Response
Ethnic Minority Pupils	
<ul style="list-style-type: none"> • Do any ethnic minority groups in your school face discrimination, isolation or barriers? • Are there language barriers affecting pupils or their families? • Do cultural expectations create additional pressures or conflicts for any pupils? • Are there groups experiencing racism (overt or subtle) from peers or in the community? • Do outcomes, behaviour data or exclusions show disparities by ethnicity? 	
LGBTQ+ Pupils	
<ul style="list-style-type: none"> • Have any pupils disclosed LGBTQ+ identities or raised related concerns? • Are there pupils you suspect may be struggling with identity or facing discrimination? • What does your school culture communicate about acceptance and inclusion? • Are there pupils from families or communities where LGBTQ+ identities are not accepted? • Do staff have adequate training to support LGBTQ+ pupils sensitively? 	

Pupil Voice

Date

Class

Speak with the pupil (with

- How do they feel about school?
- What do they enjoy learning?
- Who helps them when they are struggling?
- Do they feel safe, included and supported?
- Can they explain what they have learned?
- What are they proud of?

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Considerations for conversation

- Some pupils may need more time to talk.
- Some pupils might feel uncomfortable talking to a stranger.
- Younger pupils or those with special needs may need support.
- Consider whether the pupil is happy to be interviewed.

Duplicate this form as many times as required for each pupil in your case sample.

Case Sampling Outcomes and Patterns

What's working well for this pupil/area:

Areas of concern or questions arising:

How well does the provision meet this pupil's needs and is there evidence of impact over time?

Follow-up Required

Additional evidence needed:

Staff to speak with:

Documents/records to review:

Further observations needed:

Inclusion- what inspectors check

How quickly needs are spotted

Graduated approach (assess, plan, do, review)

Staff knowledge of needs

Parent involvement

Effective use of pupil premium

Triangulated through:

- Pupil voice
- Work/books
- Adaptations in lessons
- Attendance patterns

Curriculum & Teaching

Inspectors evaluate:

- Ambition
- Sequencing
- Subject expertise
- Responsive assessment
- High expectations for all.

Strong Foundations



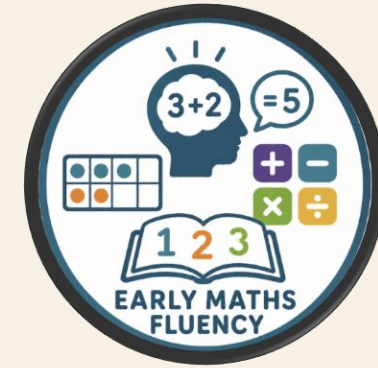
Reading fluency



Spelling &
handwriting



Vocabulary &
spoken
language



Early maths
fluency

What Inspectors Expect to See

Clear
explanations

Checking
understanding

Addressing
errors

Pupils
remembering
key knowledge

Adaptations
with
challenge

Work Over Time

Progress in sequence

Accuracy and independence

Application of new knowledge

No special folders — typical daily work.

EYFS

- Do leaders know their children's baseline and act accordingly?
- What CPD do EYFS have and what is the impact?
- How is provision quality assured?
- Do EY practitioners use data meticulously to target and close gaps, set provision to match?
- Training for additional adults
- Is there evidence of the 7 areas?
- Is the ratio adhered to?
- Quality Interactions
- How do you encourage independence?
- How can you evidence impact?
- Is foundational knowledge prioritised?
- Don't move on until the basics are secured.

Achievement

Achievement triangulated through:

- Learning in the room
- Books/work
- Pupil voice
- Reading fluency
- Assessment to improve teaching



What is achievement?

- Securing foundational knowledge (including reading) and the knowledge needed for more complex tasks
- Progressing from starting points to develop broad and deep knowledge across the curriculum
- Producing high-quality work
- Achieving well in national tests and examinations
- Being prepared for next steps



Evidence of Strong Achievement

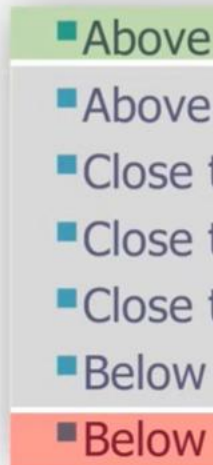
More than half of schools that have large % of FSM in their schools, schools with strong outcomes will more likely be graded as strong.

Misconceptions addressed

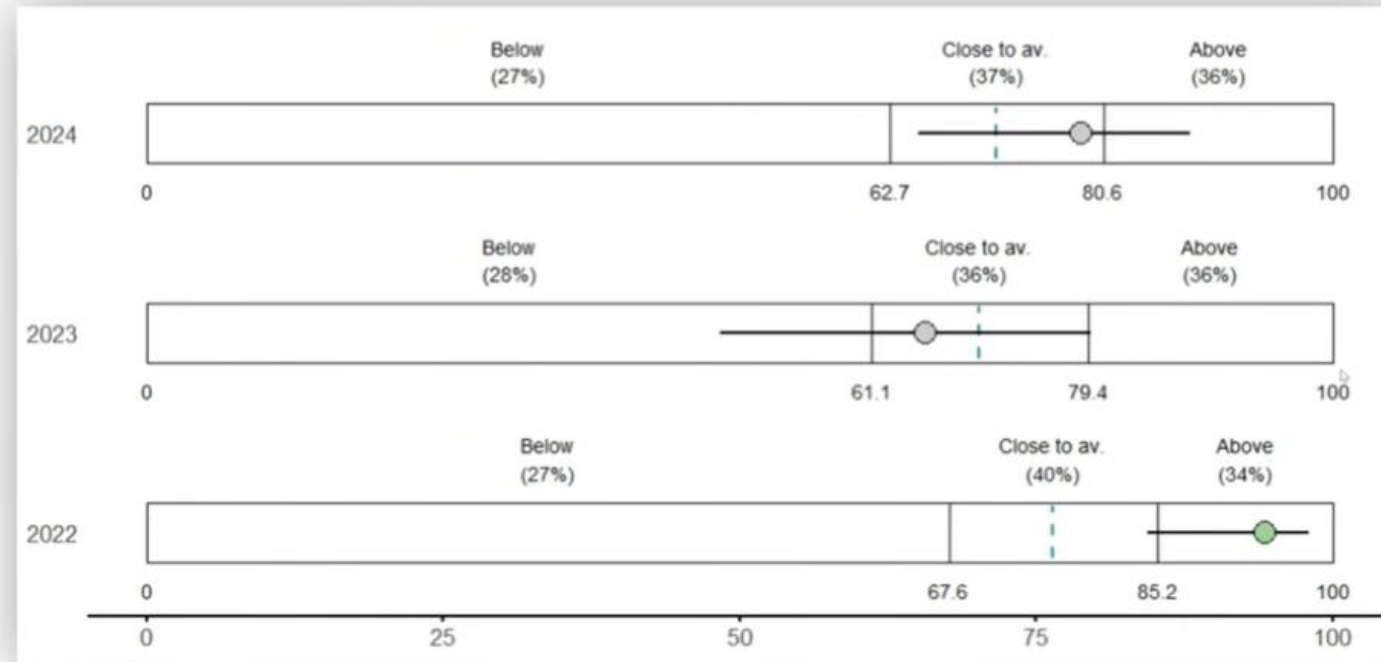
Writing & maths improving together

Know your IDSR and your trends.

Possible national distribution significance labels



How we assess a school's place on the national distribution



Are you closing the gap- what do trends over time tell you?

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What they comment on...

- Pupils books and presentation.
- Impact of staff CPD seen.
- Fidelity to programmes and progress e.g. RWI.
- Behaviour for learning
- Case sampling children
- Staff knowledge of boundaries
- Ensure children are not 'floundering'.
 - EY: How purposeful is the direction and CP linked to pupil's needs/responsive to data?
 - Foundational knowledge across the school
 - What is the focus and is there IMPACT of leaders actions (rolling log)
 - Is pencil grip in KS1 rapidly addressed? Letter and number formation?
 - Basic spellings prioritised.
 - Marking is specific and addresses key points.
 - Focus on handwriting- what is in place to address this?
 - What is the intentional impact of children working at the higher standard?
 - Quality Interactions (ShREK: Share attention, Respond, Expand and Conversation) approach in EY.
 - Sense of 'belonging' through behaviour and attitudes. PT Timetables used appropriately and evaluated.
 - Behaviour on the playground/ bullying

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- Can children recall key information and make links to previous learning
- Geography fieldwork skills
- How do assessments support them?
- Subject-specific vocabulary.
- Do they know a range of artists, scientists, architects, historians?
- Can they recall key religions and facts related to different religions? (Holy books and places of worship)
- Do children write at length across the curriculum?
- Is the standard and quality of work the same across all subjects?
- Is the work sequential?
- Are staff knowledgeable around pedagogical approaches?
- Do IEPs/PLPs reflect what is happening in the classroom and does this aid children making progress?
- Do teachers know the starting points and how assessment supports them?
- How do different themes connect across the school e.g. Knowledge and Understanding of the world in EYFS connect to what children are learning in Year 6?

Leadership Narrative

Leaders articulate:

- What achievement looks like across phases
- Where improvement is targeted
- Impact so far
- What comes next



What they will comment on...

- Are leaders clear on the school priorities and are they the right ones to focus on?
- Is this typical across the school?
- Are issues dealt with quickly?
- Has the school made significant progress since the last inspection?
- Do leaders strengthen staff expertise so they adapt learning and make the necessary adjustments? (CPD)
- Do leaders have the best interests of the children? Are they at the centre of the decision making?
- Are staff positive with the support from leaders?
- Are parents happy with the school?

Attendance & Behaviour

Inspectors look at:

- Routines
- Respect
- low-level disruption
- safe & ready to learn.

Attendance

Leaders explain:

- Trends & patterns
- Persistent absence
- Support for vulnerable pupils
- Early help and family work



Behaviour

Inspectors expect:

- Consistent expectations
- Calm classrooms
- Clear routines
- Bullying dealt with quickly

Personal Development

Inspectors test pupils' understanding of:

- Staying safe
- Healthy choices
- Respect & diversity
- Contribution to community

What they may comment on....

- Does the curriculum reflect the cohort and the catchment?
- Are children clear about British Values and protected characteristics- can they talk about the links in the curriculum?
- Healthy snacks.
- How do you develop belonging and trust with the pupils?
- Do you monitor experiences closely to see what children engage in, and are you responsive to data?
- Are children knowledgeable about consent and boundaries, and are boys and girls treated the same?
- How do you develop and promote career education?
- How do you develop children's cultural and diversity awareness?
- Do you involve children in leadership opportunities?
- How do you adapt for children with SEND?

What Pupils Can Say



WHO DO YOU GO TO IF
WORRIED?



HOW DO YOU STAY
SAFE ONLINE?



WHAT HAPPENS IF
SOMEONE IS UNKIND?

Summary

Toolkit focuses on:

- Typicality
- Consistency
- First-hand evidence
- Leadership impact

Key question: What evidence would inspectors see tomorrow?



Inspection under the new framework for ITE

Case study

Post inspection thoughts

- February 2026 – very early in the cycle and only 2 years since the previous inspection
- Focused on context
- This was our experience only
- Heavy room allocation – space needed

- Case Sample – Some chosen by the team, some chosen by the provider.
- Visits – 2 mornings devoted to visiting trainees in schools.
- Curriculum – Light touch? Covered multiple OneNotes, records etc...
- Mentoring – Same
- SEND & Inclusion - the main focus here was our adaptations of the curriculum placements, mentoring, ITaPs etc... for our trainees
- Reasonable adjustments v Professional expectations
- Separate judgements for each phase – potentially tricky
- The toolkit is your friend

Monday							
	Primary Phase				Secondary Phase		
	OLI	LI	HMIa	HMIb	LI	HMIa	HMIb
11:00	Arrival at centre, introductions to leaders, set up and confirm timetable						
11:15	Leaders to share context, ITE structure, current priorities and relevant information about the provision						
12:15	Leaders to share relevant information about case sample in phases						
12:30	Lunch						
13:00	Sample phase meetings	Primary phase meeting(s) to understand curriculum, mentoring and training			Secondary phase meeting(s) to understand curriculum, mentoring and training		
14:30	Focussed meeting to understand oversight of course	Meeting with leaders to discuss inclusion and support for trainees	Case sampling activities – review trainee records and evidence of work	Case sampling activities – review trainee records and evidence of work	Meeting with leaders to discuss inclusion and support for trainees	Case sampling activities – review trainee records and evidence of work	Case sampling activities – review trainee records and evidence of work
15:15	Quality assurance of evidence	Quality assurance of evidence			Quality assurance of evidence		
15:40	Reflection meetings	Primary reflection meeting with leader(s)					
16:20					Secondary reflection meeting with leader(s)		

Tuesday

	Primary Phase				Secondary Phase		
	OLI	LI	HMIa	HMIb	LI	HMIa	HMIb
08:00	Travel to centre	Travel to centre	Travel to (Trainee P11)	Travel to	Travel to centre	Travel to	Travel to
08:30	Reflection meeting with leader(s)	Reflection meeting with leader(s)	Arrival at school	Arrival at school	Reflection meeting with leader(s)	Arrival at school	Arrival at school
09:00	Meeting with leaders to understand partnership provision	Meeting to understand AO and Apprenticeship routes	Meet with school leader(s)	Meet with school leader(s)	Meeting to understand AO and Apprenticeship routes	Meet with school leader(s)	Meet with school leader(s)
09:30			Meet with trainee(s)	Meet with trainee(s)		Meet with trainee(s)	Meet with trainee(s)
10:15	Quality assurance of evidence	Quality assurance of evidence	Visit part of a lesson taught by trainee(s)	Visit part of a lesson taught by trainee(s)	Quality assurance of evidence	Visit part of a lesson taught by trainee(s)	Visit part of a lesson taught by trainee(s)
10:45	Meeting to understand compliance including trainee selection and recruitment	Meeting with a group of school leaders	Meet with mentor(s)	Meet with mentor(s)	Meeting with a group of school leaders from secondary schools	Meet with mentor(s)	Meet with mentor(s)
11:30		Meeting with a group of mentors	Meet with ECT(s)	Meet with ECT(s)	Meeting with a group of mentors	Meet with ECT(s)	Meet with ECT(s)
12:15	Quality assurance of evidence	Quality assurance of evidence	Return to centre		Quality assurance of evidence	Return to centre	
12:45	Lunch						
13:15	Reflection meeting with leader(s)	Reflection meeting with leader(s)	Remote meetings with a group of x6 trainees	Remote meetings with a group of x6 ECTs	Reflection meeting with leader(s)	Remote meeting with a group of x6 trainees	Remote meeting with a group of x6 ECTs
14:00	Documentation review – course handbook, partnership agreement, records of oversight	Meeting to understand expectations around attendance and professional standards	Case sampling, review trainee records, evidence of work	Case sampling, review trainee records, evidence of work	Meeting to understand expectations around attendance and professional standards	Case sampling, review trainee records, evidence of work	Case sampling, review trainee records, evidence of work
15:00	Review evidence for reflection meetings						
15:30	Reflection meetings				Secondary reflection meeting with leader(s)		
16:15		Primary reflection meeting with leader(s)					

Wednesday

	Primary Phase				Secondary Phase		
	OLI	LI	HMIa	HMIb	LI	HMIa	HMIb
08:00	Travel to centre	Arrival at centre	Travel to	Travel to	Travel to centre	Travel to	Travel to
08:30	Reflection meeting with leader(s)	Reflection meeting with leader(s)	Arrival at school	Arrival at school	Reflection meeting with leader(s)	Arrival at school	Arrival at school
09:00	Quality assurance of evidence	Focussed meetings to discuss the training of mentors	Meet with school leader(s)	Meet with school leader(s)	Focussed meeting with leaders from specialist provision	Meet with school leader(s)	Meet with school leader(s)
09:30			Meet with trainee(s)	Meet with trainee(s)		Meet with trainee(s)	Meet with trainee(s)
10:15		Quality assurance of evidence	Visit part of a lesson taught by trainee(s)	Visit part of a lesson taught by trainee(s)	Quality assurance of evidence	Visit part of a lesson taught by trainee(s)	Visit part of a lesson taught by trainee(s)
10:45	Focussed meeting to discuss quality assurance, strategic leadership and priorities for development	Focussed meeting to discuss how trainees are prepared to identify and meet the needs of pupils with SEND and other barriers	Meet with mentor(s)	Meet with mentor(s)	Focussed meeting to discuss how trainees are prepared to identify and meet the needs of pupils with SEND and other barriers	Meet with mentor(s)	Meet with mentor(s)
11:45		Remote meeting with those from AO route	Meet with ECT(s)	Meet with ECT(s)	Remote meeting with trainees with a SEND specialism	Meet with ECT(s)	Meet with ECT(s)
12:15	Quality assurance of evidence	Quality assurance of evidence	Return to centre		Quality assurance of evidence	Return to centre	
12:45	Lunch						
13:15	Reflection meeting with leader(s)	Reflection meeting with leader(s)	Remote meetings with a group of x6 ECTs	Remote meetings with a group of x6 trainees	Reflection meeting with leader(s)	Remote meetings with a group of x6 ECTs	Remote meetings with a group of x6 trainees
14:00	Review Ofsted's survey results	Review Ofsted's survey results	Case sampling, review trainee records, evidence of work	Case sampling, review trainee records, evidence of work	Review Ofsted's survey results	Case sampling, review trainee records, evidence of work	Case sampling, review trainee records, evidence of work
15:00	Reviewing evidence						
15:30	Reflection meetings	Primary reflection meeting with leader(s)					
16:15					Secondary reflection meeting with leader(s)		

Implications for Teacher Developers

- How do we support and prepare trainees for this process?
- How do we prepare Professional Tutors and mentors?
- ECTs?
- Range of tutors (subject/phase)
- Will inspectors see a coherent thread through all aspects of the curriculum experience?
 - ★ Inclusion
 - ★ Curriculum, teaching and training
 - ★ Achievement
 - ★ Professional behaviours, personal development and well-being
 - ★ Leadership
 - ★ Compliance, including safeguarding

Latest from Ofsted and September revisions

- 921 school reports been done to date
- Strongest grades first and strongest texts first.
- Principle 1: Celebrate improvements, validate the work of leaders and highlight where work is needed.
- Principle 2: To focus of work of leaders and Governors and their impact on evaluation areas.
- Principle 3: To allow for grade changes to be made.

Overview of inspection



Types of Monitoring Inspections

Legacy

(annex of operating guide)

- schools that were placed in a category of concern, before the end of October 2025
- may have had one or more monitoring inspections already
- may be their first monitoring inspection.

Category of concern

- individual grades may improve, but the statutory designations of 'requires significant improvement' or 'requires special measures' can only be removed following a full section 5 inspection.
- may deem or next full inspection at earliest opportunity.

Evaluation areas 'need attention'

- schools will normally have a monitoring inspection no later than 24 months after the publication of the report card.
- robust evidence needed to change the grade, or it remains the same.

Focused

- follow up concerns about a school
- when we do this, we:
 - consider the issues that prompted inspection
 - do **not** determine grades for any evaluation area.

- **Attainment:** A new measure is being introduced in Autumn, this will help look at the contextual information about the school and compare you with similar schools.
- Data of similar schools will also be used as part of the overall picture. This context will be explored with leaders about what is happening.
- Evaluation pages of the framework- this is what we are going to look at, and the graded pages are the endpoint.
- They will ask about... Mobile phone policies- have leaders communicated mobile phone policies to parents?

Inclusion (expected) added-engage proactively with families, leaders, having regard to PLPs that are in place.

There is a page on the website with new toolkit and operating guidance.

In the old framework, if you had a declining good, this will be approx. 2.5 years of inspection after publication date.

Inclusion grading

Leaders have high expectations for these pupils. They engage proactively and in a timely manner with them and their families to help reduce barriers to their learning and/or wellbeing. Typically, the support they provide (following engagement and any specialist advice, if needed) reduces barriers to their learning and/or wellbeing.

Leaders support pupils well who are known (or previously known) to children's social care, including looked-after and previously looked after children. Staff work effectively, including with the virtual school, so that these pupils generally improve their learning opportunities and experiences. This includes leaders and staff having regard to the pupils' personal education plans, if any are in place.

Expected standard

Inclusion meets the 'expected standard' when all the following apply:

Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs 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 wellbeing.

Leaders have high expectations for these pupils. They engage proactively and in a timely manner with them and their families to help reduce barriers to their learning and/or wellbeing. Typically, the support they provide (following engagement and any specialist advice, if needed) reduces barriers to their learning and/or wellbeing.

Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.

Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and

Staff work effectively, including with the virtual school, so that these pupils generally improve their learning opportunities and experiences. This includes leaders and staff having regard to the pupils' personal education plans, if any are in place.

Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.

Standard

are generally understood and by staff.

it, the qualified SENCO has ority within the leadership ke a positive difference for ID.

mitted to, and understand, local area partnership's ve the experiences of, and s with SEND. Where ensure that local partnership ositive impact on pupils at

ils well who are known (or children's social care,

or and previously looked-

EY main changes..

EY- Leaders ensure that the statutory guidance for safe sleeping and food prep is understood and implemented well.