

Guidance on Ofsted Inspection of BME and EAL

How schools can evidence impact

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	Key information	Key questions	Evidence
Pupil Characteristics	Number of BME/EAL pupils: <ul style="list-style-type: none"> By groups Overall 	<ul style="list-style-type: none"> How many EAL pupils are there in the school? What is the 3 year pattern? What are the key BME groups within the school? 	School assessment and monitoring systems EMA register/overview
	Age range of pupils	<ul style="list-style-type: none"> What is the distribution of BME/EAL pupils across the school age range? 	School assessment and monitoring systems EMA register/overview
	Range of needs: <ul style="list-style-type: none"> Number of pupils with different levels of English language acquisition 	<ul style="list-style-type: none"> What are the specific needs of pupils? What is the range of English language acquisition levels? What is the pattern over time? 	EMA register/overview
Achievement	Progress and attainment for: <ul style="list-style-type: none"> All BME/EAL pupils: By groups All pupils in school Comparison with national for all pupils 	<ul style="list-style-type: none"> <u>For all groups of pupils:</u> What is their APS progress relative to their starting points at particular ages? What is the progress of all EAL/BME pupils compared to % pupils achieving national expected progress? What %/number of EAL/BME pupils are making more than nationally expected progress? <u>For EAL /BME pupils with SEND:</u> What is their APS progress relative to specific assessment tools used by the school? How does this compare with all pupils in your school? What is the impact of this progress on <u>overall</u> attainment 	School assessment and monitoring systems Progression materials Transition matrices (Raise Online) MKC Interactive Transition Matrices for completed for groups Raise Online teacher assessment data: Pupils on levels attained on P scales at end KS 1 & 2 KS 2 data for pupils working below level of test Transition matrices for progress below level 1 at end of KS 2 Interactive scatter-plots and charts using

		<p>in the school?</p> <ul style="list-style-type: none"> • What are the implications of this for your school's overall attainment? 	end KS teacher assessment
Teaching	<p>Quality of provision:</p> <ul style="list-style-type: none"> • Planning for EAL/BME pupils • Briefing for specialist staff, (i.e. language assistants) • Feedback and forward planning 	<ul style="list-style-type: none"> • How do class/subject/specialist teachers plan for EAL/BME pupils? • How do you ensure consistency in effective planning for EAL/BME pupils? • How effectively do class/subject teachers brief specialist support staff before lessons? • How effective is the input of specialist staff in mainstream planning? • How is feedback from specialist staff used to inform forward planning and how do you know it is effective? 	<p>Provision management</p> <p>Lesson plan scrutiny</p> <p>Lesson observations</p> <p>Pupil work scrutiny (outcomes, outputs, changes to pupil work)</p> <p>Pupils progress meetings</p> <p>Performance reviews/meetings</p> <p>Staff interviews/surveys</p> <p>Specialist staff feedback compared to forward planning</p>
	<p>Use of:</p> <ul style="list-style-type: none"> • Approaches and strategies • Specialist advice • Resources 	<ul style="list-style-type: none"> • What approaches and strategies are used to support the specific needs of EAL/BME pupils? • How do teachers plan to use these approaches? • How do you monitor value for money in employment of different approaches? How does this link to your provision management? • What training has been provided to develop staff skills and how effective has in been in terms of pupils outcomes? • What specialist advice does the school draw on to make improvements in provision? How effective has this been? • What resources are provided? What accessibility is there to the resources? How do you monitor their use and impact on learning and engagement? 	<p>Provision Management</p> <p>Lesson plan scrutiny</p> <p>Lesson observations</p> <p>Pupil work scrutiny (outcomes, outputs, changes to pupil work)</p> <p>Performance reviews/meetings</p> <p>Staff interviews/surveys</p> <p>Resource audits</p>
Behaviour and safety	Prejudice-based incidents	<ul style="list-style-type: none"> • How do you record prejudice-based incidents? • How do you monitor type and frequency of prejudice-based incidents? 	<p>Single equalities scheme</p> <p>Prejudiced based incident recording and monitoring forms</p>

		<ul style="list-style-type: none"> How do you know that the responses to prejudiced based incidents have been effective for the pupils? 	Planning Pupil surveys/questioning Parental surveys
	Reasonable adjustments under equality Act 2010	<ul style="list-style-type: none"> How well does your school meet its general and specific duties under the Equality Act 2010? How well does your school and staff understand its duties under the act? What is your schools published objective? 	Provision management Pupil plans and review meetings Single equalities scheme Prejudice based incident reporting & log Staff training and evaluation
Behaviour and Safety	Attendance	<ul style="list-style-type: none"> How do you ensure that there is good attendance for groups of pupils? How does attendance of groups of pupils within the school compare with national attendance for all pupils? How do you monitor absence of pupils and what policies and procedures do you have in place to improve this? How effective are they? What actions are you planning to address attendance issues? 	Attendance register and overview Attendance policy and procedures Action planning and evaluation
Leadership and Management	EAL support in: <ul style="list-style-type: none"> class interventions 	<ul style="list-style-type: none"> What proportion of the support is in class versus intervention? How do you know that the timetabled support is most effective for the pupil both in terms of academic outcomes and language development? 	Timetables Analysis of timetabling Pupil surveys on engagement and well-being Parent surveys on pupil progress, engagement and well-being Pupil achievement and progress data Provision mapping
	Staffing: <ul style="list-style-type: none"> Number/fte and type of specialist staff Deployment 	<ul style="list-style-type: none"> How many specialist EMA staff are employed within the school? (fte/number) How do you ensure that skills match need and that they are updated based on changes in pupils' needs and developments in the specialist field? 	Provision management Lesson plan scrutiny Lesson observations Pupil work scrutiny (outcomes, outputs, changes to pupil work) Professional development overviews

		<ul style="list-style-type: none"> • How do you ensure that specialist EMA staff transfer knowledge and skills across mainstream staff? • How do you ensure that the quality standards for EMA specialist staff are maintained, even when school leaders do not have that specialist background knowledge? • How do you ensure that there is effective partnership teaching between mainstream and specialist EMA staff resulting in good progress for all pupils? 	<p>and individual meetings Planned opportunities for joint planning</p>
	<p>Engagement with and use of:</p> <ul style="list-style-type: none"> • outreach services • specialist teams • parents & community 	<ul style="list-style-type: none"> • How effectively do you use outreach services and specialist teams to secure improved outcomes for BME/EAL pupils? • Which services and teams do you use and in which contexts? • How do you ensure value for money when using traded services? • How effective are you in engaging with parents, community groups and supplementary schools in order to raise standards? 	<p>Provision management Pupil progress Pupil plans and review meetings Joint observations Review of service-level agreements Joint planning meetings</p>