

The subsidy and the revised school self-evaluation form

1. Introduction

In July 2009 Ofsted published its revised school inspection framework, effective from September 2009*. Under the new arrangements, inspectors will give particular priority to a number of areas including:

- evaluating the achievement and wider well-being of pupils as a whole and of different groups of pupils, and assessing the extent to which schools ensure that all pupils, including those most at risk, succeed, and
- assessing how effectively schools work in partnership with other providers to promote better outcomes for pupils.

The subsidy can have a significant impact on a school's performance in these areas, for example by providing targeted support to those pupils who are most economically disadvantaged, and by encouraging partnerships with third-party providers including those from the voluntary sector.

The table on the following pages offers practical guidance on how the subsidy can provide evidence for specific outcomes within Ofsted's new school self-evaluation form (SEF).

2. Audience

This document is aimed at individuals in schools who have a role in developing their school's SEF.

* Source: [Ofsted's evaluation schedule of judgements for schools inspected under section 5 of the Education Act 2005, from September 2009](#). Published 23 July 2009, Reference number: 090098.

3. How the subsidy can help provide evidence for the self-evaluation form (SEF)

The table below highlights some areas in the SEF for which the subsidy can help provide evidence to support an ‘outstanding’* grade. The table is not comprehensive and schools may find that the subsidy can support the SEF in ways other than those listed. The case studies referenced in the rightmost column are signposted at Annex A.

SEF outcome	Extract from Ofsted’s ‘outstanding’* descriptor	How the subsidy can help provide evidence	Case studies
Attendance	Attendance is consistently high for all groups of pupils.	<ul style="list-style-type: none"> The school actively chooses the eligibility criteria to target the subsidy at specific groups of economically disadvantaged pupils. For these groups, using the subsidy to increase participation in out-of-school-hours activities can improve their relationship with the school and result in increased attendance. Using the subsidy to support access to breakfast clubs and before school clubs can have a direct and immediate impact on attendance. 	1, 4, 24
Behaviour	Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well.	<ul style="list-style-type: none"> Challenging behaviour in school can result from a pupil’s lack of opportunity to engage in constructive activities outside the school. The subsidy can help improve behaviour - in some cases radically - by offering a constructive focus in their life. The subsidy can play an important part in the school’s early intervention strategy by providing pupils with activities that promote teamwork and build self confidence and esteem. The opportunity for students to engage with adults, including teachers, in a non-classroom environment can help create an atmosphere of mutual respect and lead to improved behaviour in school. 	1, 2, 3, 4, 6, 7, 9, 11
Attainment	Pupils’ attainment in key subjects and the attainment of sizeable groups of pupils are significantly above average.	<ul style="list-style-type: none"> Improved attendance and behaviour (as described above) are leading indicators of improved attainment. By targeting pupils from low-income backgrounds the subsidy contributes to reducing the attainment gap. Providing activities that help young people to identify their skills and strengths ultimately results in greater self confidence and promotes a culture of success, which can have a positive impact on their attainment. 	1, 2, 3, 4, 6, 7, 9, 11, 24 ⁽¹⁾

¹ These case studies demonstrate improved attendance and behaviour as leading indicators of improved attainment

SEF outcome	Extract from Ofsted's 'outstanding'* descriptor	How the subsidy can help provide evidence	Case studies
Healthy lifestyles	Many groups, including those most at risk , are very keen to take action to improve their health and enthusiastically take up activities to do so.	<ul style="list-style-type: none"> The subsidy can increase participation in healthy leisure activities by those who could not otherwise afford to do so. The subsidy can increase the takeup of free school meals by those who are eligible but who have not applied for them. It can do this by highlighting that those who apply for free school meals can also receive subsidy funding to enable them to participate in activities. The school can also identify families/pupils that may require support in claiming for free school meals. Breakfast clubs, cookery clubs and sports activities can educate pupils on healthy lifestyles. 	22, 23
Contribution to the school and wider community	Pupils from a wide range of groups have a strong voice in decisions relating to their learning and well-being.	<ul style="list-style-type: none"> The subsidy provides motivation for schools to fully involve and consult pupils from the targeted groups and their parents/carers in choosing, designing and continuously improving a range of activities that are attractive and relevant to them. Working with community service providers such as the police can help reduce anti-social behaviour. Providing activities for the targeted groups within their local community creates a sense of pride and ownership. 	2, 5, 27, 28, 29
Spiritual, moral, social and cultural development	Pupils have a very good insight, based on first-hand experience , into similarities and differences between their own and others' cultures.	<ul style="list-style-type: none"> The subsidy offers the opportunity for pupils from different socio-economic backgrounds to participate in the same activities and so gain first-hand experience of those with whom they might not otherwise mix. The subsidy can support school trips including visits abroad. Activities such as these provide experiences of different cultures and promote spiritual and moral development. 	5, 12
Meeting pupils' needs, including through partnerships	The school's curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being .	<ul style="list-style-type: none"> The subsidy offers the opportunity for pupils who would otherwise not be able to afford it, to participate in activities that offer wider personal development, such a family day out. The subsidy encourages the school to work with partners to develop specific activities and programmes that support wider personal development. 	8, 29

SEF outcome	Extract from Ofsted's 'outstanding'* descriptor	How the subsidy can help provide evidence	Case studies
Effectiveness of care, guidance and support	The school's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils facing challenging circumstances is deeply embedded at all levels.	<ul style="list-style-type: none"> The subsidy encourages the school to work with a range of agencies and individuals, eg parent support advisers and multi-agency teams, to ensure that the funding gets to the people who need it most. This can result in a substantial improvement in the relationship between the school and families. The subsidy encourages the school to identify and target economically disadvantaged groups and provides the means to break down barriers to accessing activities. The subsidy is part of an approach to meet individual pupils' needs. The subsidy can provide funding that allows young people respite, rewards and motivation. 	1, 4, 6, 10, 17 - 24
Effectiveness of leadership and management	The senior leadership team and other leaders and managers are conspicuously successful in inspiring the school community to share a strong sense of purpose which involves work towards meeting or sustaining ambitious targets for all pupils .	<ul style="list-style-type: none"> The subsidy allows school leaders and managers to ensure that all pupils, even those with historically limited opportunities, have the opportunity to raise their aspirations to match those of their peers. Explaining the benefits of the subsidy in a positive way can help school leaders inspire pupils from the targeted groups to achieve goals that those pupils might otherwise not have considered. The subsidy supports early intervention and personalised learning. 	
Effectiveness of the governing body	Governors are confident in providing high levels of professional challenge to hold the school to account	<ul style="list-style-type: none"> By engaging governors fully and early in the process of implementing the subsidy, schools can ensure that governors contribute effectively to their duties in ensuring that the school is giving all its pupils the opportunities they deserve. 	

SEF outcome	Extract from Ofsted's 'outstanding'* descriptor	How the subsidy can help provide evidence	Case studies
Engagement with parents and carers	The school has a highly positive relationship with all groups of parents and carers, particularly those groups of parents and carers who might traditionally find working with the school difficult.	<ul style="list-style-type: none"> The subsidy can develop a school's relationship with low-income parents/carers from "I want to help you" to "I can help you, and here's how...". This can have a significant benefit for the relationship between the school and parents/carers who have previously been reluctant to work with the school. 	17 - 24
The effectiveness of partnerships in promoting learning and well-being	The school is highly committed to working in partnership and participates fully and actively in developing, implementing and taking a leading role in a range of significant activities.	<ul style="list-style-type: none"> The Department for Children, Schools and Families and the Training and Development Agency for Schools very much encourage the use of third sector and private suppliers to deliver extended services activities. Schools can, therefore, use the subsidy to give the target group access to such activities. The subsidy supports the development of effective partnership working, helping local providers to support local initiatives and drive the development and growth of social capital in the area. 	25, 26, 27, 28
Promoting equal opportunities and tackling discrimination	Outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly.	<ul style="list-style-type: none"> The subsidy helps schools to narrow the gaps in attainment and well-being that result from economic disadvantage. Enabling young people of all backgrounds to participate in activities can encourage empathy and understanding between groups and help form friendships. 	25
Promoting community cohesion	The school's actions have a markedly beneficial impact on community cohesion within its local community and beyond.	<ul style="list-style-type: none"> The subsidy allows pupils from all backgrounds to participate in activities together within the community. The subsidy helps engage parents/carers from low-income backgrounds in the school, and so increase its relevance as a hub for the local community. The subsidy can have great impact on the quality, number and types of activities on offer at the school site and in the local community. 	25

* The top Ofsted rating is 'outstanding' for all outcomes except attainment and attendance, for which the top rating is 'high'.

Annex A: case study references

The table below signposts the case studies referenced in the body of this document. These case studies are available in the **Case studies** page of the subsidy DVD ROM resource kit (autumn 2009 refresh), which you can order by contacting publications@tda.gov.uk or 0845 6060 323, quoting reference TDA0771.

Ref	Case study	Document name	Page
1	Woodside Infants School, Croydon	Personal impact stories (TDA)	2
2	Withernsea High School, East Riding	Personal impact stories (TDA)	3
3	Kingston Centre Pupil Referral Unit, Wolverhampton	Personal impact stories (TDA)	4
4	Wheldon School and Sports College, Nottinghamshire	Personal impact stories (TDA)	5
5	Breeze Hill School, Oldham	Personal impact stories (TDA)	6
6	Key Team, Wolverhampton City Primary Care Trust	Personal impact stories (TDA)	7
7	Bellfield Primary School, Trowbridge	Personal impact stories (Wiltshire)	1
8	St Augustine's Catholic School, Trowbridge	Personal impact stories (Wiltshire)	2
9	Bellefield Primary School, Trowbridge	Personal impact stories (Wiltshire)	3
10	Staverton Primary School, Trowbridge	Personal impact stories (Wiltshire)	4
11	St Mary's Infant School, Marlborough	Personal impact stories (Wiltshire)	5
12	St John's Secondary School, Marlborough	Personal impact stories (Wiltshire)	6
13	Trowbridge area school	Personal impact stories (Wiltshire)	7
14	Trowbridge area school	Personal impact stories (Wiltshire)	8
15	Trowbridge area school	Personal impact stories (Wiltshire)	9
16	Trowbridge area school	Personal impact stories (Wiltshire)	10

Ref	Case study	Document name	Page
17	Case study 1	Personal impact stories – 1 (Suffolk)	1
18	Case study 2	Personal impact stories – 1 (Suffolk)	1
19	Case study 3	Personal impact stories – 1 (Suffolk)	1
20	Case study 1	Personal impact stories – 2 (Suffolk)	1
21	Case study 2	Personal impact stories – 2 (Suffolk)	1
22	Case study 3	Personal impact stories – 2 (Suffolk)	2
23	Case study 4	Personal impact stories – 2 (Suffolk)	2
24	Case study 5	Personal impact stories – 2 (Suffolk)	3
25	Enhancing ES provision for children and young people with special educational needs (Wiltshire)	Enhancing ES provision for children and young people with special educational needs (Wiltshire)	All
26	Delivering the pathfinder through parent and family support advisers (Somerset)	Delivering the pathfinder through parent and family support advisers (Somerset)	All
27	Emerging partnerships with Children's University (Somerset)	Emerging partnerships with Children's University (Somerset)	All
28	A marketplace event facilitates cluster-wide consultation (Gateshead)	A marketplace event facilitates cluster-wide consultation (Gateshead)	All
29	Ensuring provision is tailored to children's needs (Newham)	Ensuring provision is tailored to children's needs (Newham)	All