

## Exemplar SEF

Linked to Study Support - Primary



## 1. Characteristics of your school

### 1a) Please outline the main characteristics of the learners and the communities served by the school.

Do you have children and young people with English as an additional language? What percentage?  
How do you use study support to target or address language barriers?

What is your baseline information/evidence for the study support provision you are providing –  
in other words, what is your rationale for providing study support activities?

How do you use this information to plan and develop the varied menu of activities?

### 1b) Please summarise briefly your distinctive aims and describe any special features of your school.

How are you meeting the Extended Services core offer for a varied menu of activities, including Study Support?

Have you carried out a baseline assessment for Extended Services? What did it tell you?

### 1c) Please outline specific contextual or other issues that act as aids or barriers to raising performance.

Who leads and manages study support?

### 1d) Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.

Is the school offering a varied menu of activities?

Is the varied menu of activities, including study support, currently reflected/embedded in your school improvement plan to meet key priorities?

## 2. Views of learners, parents/carers, community and other stakeholders

### 2a) How do you gather the views of learners, parents, carers and other stakeholders, such as those accessing additional services, how often do you do this, and how do you ensure the impartiality of the information?

How do you seek the views of pupils, parents, carers and other stakeholders about the varied menu of activities provision?

What do you do? How often? How do you use this information to develop study support provision?

How do you consider the pupils' voice?

### 2b) What do the views of learners, parents, carers and other stakeholders, including your hard to reach groups, for example young carers, tell you about?

How do you use this information to plan and develop the varied menu of activities?

### 2c) How do you share with parents, carers and other stakeholders the collated findings about their views?

How do you report back to parents, carers, pupils and other stakeholders on their views?

### 2d) Give an evaluation of areas where you have successfully involved learners, parents, carers and stakeholders in improving provision.

### 3. Achievement and standards

#### **3a) How well do learners achieve, and how high are their standards?**

How does the school's varied menu of activities contribute to better achievement in higher standards?

How do you use data to target or address issues in attainment? What impact has this had on learning?  
How do you know?

How are the school's strengths used to support extended services within the school or cluster?

How is study support used to address weakness in attainment within the school or cluster?

#### **3b) Where relevant, how well do learners achieve in the EYFS relative to their starting points and capabilities?**

#### **3c) On the basis of your evaluation, what are your key priorities for development in learners' achievement in standards?**

On the basis of your evaluation of Q3, what are your key priorities for development of the varied menu of activities, including Study Support?

## 4. Personal development and well-being

### 4a) To what extent do learners adopt healthy lifestyles?

How does the varied menu of activities, including Study Support, contribute to learners adopting healthy lifestyles?

How does the varied menu of activities support improvements in PE? How do you ensure participation?

Does participation in additional school activity affect children's attitude to being healthy? How do you know?

How effective are your partnerships with other organisations and agencies in supporting personal development and well-being?

### 4b) To what extent do learners feel safe and adopt safe practices?

How are activity clubs used to help pupils adopt safe practices, take risks and know how to deal with them?

How do activities support improvements in behaviour and combat racism and bullying?

How do activities support specific groups including those who are vulnerable?

How confident are your parents of good health and safety practice by other providers delivering study support provision?

Are parents' anxieties about welfare or personnel or travel a barrier to participation? How do you know? What opportunities are there to find out?

### 4c) How much do learners enjoy their education?

How have you used the varied menu of activities to support improvements in attendance, behaviour and attitudes to learning? How do you know?

How do you encourage participation? Do you know who doesn't attend and what do you do about this?

How is study support used to address homework?

How does the varied menu of activities contribute to pupils' cultural development and to their gaining new perspectives through varied experiences?

How is pupils' enjoyment of school affected by spending additional hours there? What have you done to ensure time is different and stimulating? How have you evaluated the impact of these actions?

### 4d) How good is the behaviour of learners?

Have your activities had positive benefits on behaviour in school and in the community? How do you know?

How do you decide on what activities to provide to enable children and young people to develop their social and emotional skills?

### 4e) How well do learners make a positive contribution to the community?

What opportunities do the children and young people have to suggest activities for themselves, their families and the wider community?

How well do you work with the community and encourage pupils to become involved? What impact does this have on pupils? How do you know?

#### 4. Personal development and well-being

##### **4f) How well do learners prepare for their future economic well-being?**

How well do you use Study Support to give opportunities for children to apply skills related to economic well-being?

##### **4g) Where relevant, how good are learners' personal, social and emotional development and well-being of learners in the EYFS?**

How have you decided on study support priorities in the foundation stage?

##### **4h) On the basis of your evaluation, what are your key priorities for development of learners' personal development and well-being?**

On the basis of your evaluation of Q4, what are your key priorities for development of the varied menu of activities, including Study Support?

#### 5. The quality of provision

##### **5a) How good is the quality of teaching and learning?**

To what extent do extra-curricular activities enhance teaching and learning?

How do you ensure the effectiveness of activities when other providers are involved? How do you track outcomes when using other providers, including the voluntary sector?

How effectively do you target activities for individuals and groups, including those who are gifted and talented?

##### **5b) How well do the curriculum and other activities meet the range of needs and interests of learners?**

How effectively is your provision for individuals and groups, eg. gifted and talented, SEN, EAL?

How is the curriculum enriched by providing the varied menu of activities?

##### **5c) How well are learners cared for, guided and supported?**

How effectively do you use baseline assessment and tracking to monitor the effectiveness of the varied menu of activities?

How effectively do you use targeted study support to raise standards for individuals and groups?

How effectively do you work with other providers to support pupils?

How effective are links with feeder schools to aid transition through study support provision?

##### **5d) Where relevant, what is the quality of provision in the EYFS, including (where appropriate), the quality of childcare?**

##### **5e) On the basis of your evaluation, what are your key priorities for development of your provision?**

On the basis of your evaluation of Q5, what are your key priorities for development of the varied menu of activities, including Study Support?

## 6. Leadership and management

### 6a) What is the overall effectiveness of leadership and management?

What evidence do you have to show that the school has clear policies on Study Support and how this contributes to whole school planning to raise standards?

How effectively do you work with other organisations and agencies to provide activities to support learners' well-being?

### 6b) How effectively do you promote community cohesion?

How do activities support improvements in behaviour and combat racism and bullying?

How does your study support provision enable pupils' to be safe from bullying and discrimination?

### 6c) Where relevant, what is the effectiveness of leadership and management in the EYFS?

### 6d) On the basis of your evaluation, what are your key priorities for the development of leadership and management?

On the basis of your evaluation of Q6, what are your key priorities for development of the varied menu of activities, including Study Support?

## 7. Overall effectiveness

### 7a) What is the effectiveness of any steps taken to promote improvement since the last inspection?

How have you incorporated Study Support into your school improvement plan?

How effective is your Study Support provision in raising standards? How do you know?

How have you monitored and recorded impact on attendance, behaviour and attainment?

### 7b) How effective and inclusive is the provision overall, including any extended services, and what are the main strengths and weaknesses?

How effective is the school at providing inclusive opportunities for participation to enable all learners to make good progress and achieve high standards?

What are your current challenges and what actions do you intend to take through your varied menu of activities provision to address school improvement priorities?

### 7c) How well does the school work in partnership with others to promote learners' well-being?

How effectively do you work with other organisations and agencies to provide activities to support learners' well-being?

Do all stakeholders and partners have a shared understanding of the need and rationale for further improvements?

## 7. Overall effectiveness

### **7d) Where relevant, how effective is the EYFS?**

### **7e) What are your main priorities to further improve the overall effectiveness of the school?**

On the basis of your evaluation of Q7, what are your key priorities for development of the varied menu of activities, including Study Support.

### **7f) What is the capacity to make further improvement?**

