



## CPD: Central to the Ofsted Self Evaluation Form (SEF)

The Ofsted pre-inspection Self Evaluation Form will become the primary document in all Ofsted inspections from September 2005. Schools will complete the self-evaluation form electronically each year and short-notice inspections will, in part, be checking the validity of these judgements. It can be used very effectively in at least two ways to inform CPD.

1. It will become good practice for groups of staff to complete this form as a collaborative exercise. The very processes of making self-evaluation judgements, analysing the evidence and completing the commentary can become a major CPD activity for those involved.
2. The planning arrangements for school improvement that are made following SEF judgements that are weaker can, and should, drive and be driven by the school's CPD planning arrangements.

For each question the form requires a grading from 1 (very good) to 4 (not adequate) and a written response to questions. The following table illustrates the centrality of CPD to the SEF.

OFSTED Self Evaluation Form (SEF) questions	
<p><b>How well do learners achieve?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>The standards reached in achieving challenging targets, including the success of learners who are hard to reach and vulnerable; any trends over time and significant variations between groups of learners;</li> <li>Learners' progress in relation to prior attainment and capabilities, including any significant variations between groups of learners.</li> </ul> <p>How do you know? <span style="float: right;"><b>What are you doing to improve achievement?</b></span></p>	<p>What can make the single biggest contribution to improvement?</p> <p>↓</p> <p><b>CPD</b></p>
<p><b>How good is the personal development of learners?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>The attendance of learners;</li> <li>The attitudes and behaviour of learners;</li> <li>The response to provision made for spiritual, moral, social, cultural, physical development;</li> <li>The capacity of learners to make a positive contribution to the community.</li> </ul> <p>How do you know? <span style="float: right;"><b>What are you doing to improve pupils' personal development?</b></span></p>	<p>What can make the single biggest contribution to improvement?</p> <p>↓</p> <p><b>CPD</b></p>
<p><b>What is the quality of teaching?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>How well teaching meets individual needs;</li> <li>The rigour, suitability and use of assessment;</li> <li>The extent to which parents and carers are involved in their children's learning and development.</li> </ul> <p>How do you know? <span style="float: right;"><b>What are you doing to improve the quality of teaching?</b></span></p>	<p>What can make the single biggest contribution to improvement?</p> <p>↓</p> <p><b>CPD</b></p>
<p><b>How well do the curriculum and other activities meet the needs and interests of learners?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>The extent to which the curriculum and other activities match the needs of individual learners, support parents and carers and are responsive to the external requirements and local circumstances.</li> </ul> <p>How do you know? <span style="float: right;"><b>What are you doing to improve provision?</b></span></p>	<p>What can make the single biggest contribution to improvement?</p> <p>↓</p> <p><b>CPD</b></p>

OFSTED Self Evaluation Form (SEF) questions	
<p><b>How well are learners cared for, guided and supported?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>• The effectiveness of care, guidance and other support provided to safeguard welfare, promote personal development and well-being and achieve high standards;</li> <li>• The extent to which any services contribute to the learners' capacity to stay safe, be healthy and make a positive contribution to the community.</li> </ul> <p>How do you know? <b>What are you doing to improve provision?</b></p>	<p>What can make the single biggest contribution to improvement?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>CPD</b></p>
<p><b>How good are leadership and management?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>• How effectively leaders and managers at all levels set clear direction leading to improvement in standards, support, personal development and the quality of care;</li> <li>• How effectively the school is managed and performance is monitored and quality assured;</li> <li>• How effectively governors meet their statutory responsibilities;</li> <li>• How well equality of opportunity is promoted and discrimination tackled so that all learners make good progress;</li> <li>• How effectively and efficiently resources are deployed to achieve value for money;</li> <li>• The adequacy of staffing, accommodation and resources and how effectively they are deployed;</li> <li>• The effectiveness of the links made with other providers of education and care.</li> </ul> <p>How do you know? <b>What are you doing to improve leadership and management?</b></p>	<p>What can make the single biggest contribution to improvement?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>CPD</b></p>
<p><b>What is the overall effectiveness of the school?</b> Schools should evaluate:</p> <ul style="list-style-type: none"> <li>• How effective and efficient is the provision of education in meeting the needs of learners and what makes it so?</li> <li>• What are the main strengths and weaknesses of the school;</li> <li>• What has improved since the last inspection;</li> <li>• What needs to be done to secure further improvement.</li> </ul> <p>How do you know? <b>What are you doing to improve?</b></p>	<p>What can make the single biggest contribution to improvement?</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>CPD</b></p>