

# OFSTED - Under the New Framework

Nawton Community Primary School

March 2026

# Our School Context

- ▶ We are a small village school that is Federated with Rosedale Abbey. As a Federation leaders work across both schools.
- ▶ Our school is made up of 4 mixed age classes.
- ▶ I am a teaching SENCO with full class responsibility and also EYFS Leader.
- ▶ We currently have 91 pupils on roll.
- ▶ 26.74% of pupils are eligible for FSM (Close to average)
- ▶ 13.19% of Pupils with SEND support (at the time of the inspection) (Close to average)
- ▶ 1.10% of pupils with an EHCP (at the time of the inspection) (Below Average)

# Initial Call

- ▶ We received the call around 10 am on the Monday Morning.
- ▶ Pre - Inspection Call with the Head Teacher asked the following questions around Inclusion.
- ▶ Number of pupils on roll, age range and gender. This was broken down into year groups. **Number on SEN and the primary reason i.e. there are 5 children in KS1 and the main primary need is C and L**
- ▶ Whether there is any specially resourced provision for pupils with SEND or other pupils.
- ▶ Whether any pupils attend a Pupil Support Unit under the schools URN.
- ▶ Whether any pupils attend off site alternative provision.
- ▶ Whether the school has any pupils on roll whose places have been commissioned by the LA.
- ▶ Whether any pupils are currently on a part time table, receiving flexi schooling or being educated remotely.

# Planning Meeting

- ▶ Head and Deputy Head teacher had a long teams meeting with the Lead Inspector.
- ▶ Asked about our SEN vision and how they would see this in action over the 2 days - **HT needs to be able to articulate the vision/ graduated approach/ what had been identified as a training need and what training had been implemented and the impact.**
- ▶ Discussion about SEF and where we had judged ourselves and the evidence we had to show this.
- ▶ Requested a list of children on the SEN register including their need.
- ▶ Requested a list of Disadvantaged pupils.
- ▶ The Lead Inspector chose 6 pupils from the combined list that covered Reception to Y6. The 6 pupils chosen were all on our SEN register or were being very closely monitored and included our pupil with an EHCP.
- ▶ School requested photos of the Inspector Team to be shared with pupils prior to the inspection to help prepare some children for new faces in the classroom. We had 3 inspectors on day 1 and 2 on day 2. One of the inspectors was shadowing.

# Day 1

- ▶ SEN Plans, Individual Provision Maps and Pupil Premium Individual Plans for the 6 Case samples were given to the Inspection Team at the start of the day.
- ▶ The first morning was spent between EYFS and KS1 observing daily routines, maths and literacy.
- ▶ Afternoon observed foundation subjects in Key Stage 2.
- ▶ Pupil Voice with inspectors - a cross sample of pupils but always had a SEN pupil or a disadvantaged pupil in the group. Asked children about behaviour, lunchtimes, roles and responsibilities in school, aspirations, extra curricular activities. Asked the children whether they thought everyone was included in school life.
- ▶ SENCO/Pupil Premium meeting and learning walk 2.30 - 3.30.
- ▶ Safeguarding and Single Central Record Checks.

# Day 2

- ▶ Observed KS2 English and Maths in the morning.
- ▶ Lots of meetings with Leaders; EYFS, Attendance, Behaviour, Personal Development, Governors and School Improvement Advisor.
- ▶ Pupil Voice with books focusing on Science and History.
- ▶ 2pm Inspectors met to finalise thoughts and grade.
- ▶ Feedback to Head at 4pm
- ▶ Feedback to Senior Leadership Team 4.20. Left the site by 5pm

# Learning Walks

- ▶ Inspectors were always accompanied by either a senior leader or a subject leader during lesson observations. **SLT and Subject Leads need to be as knowledgeable about individual children and their provision and impact as SENDCO.**
- ▶ Before entering the classroom Leaders would explain what inspectors would see, support in place etc.
- ▶ Inspectors would look at support and provision plans and check what was in place in the lesson.
- ▶ Inspectors spoke to the children about their learning and looked through their books looking for correlation to support plans, adaptations and progress.
- ▶ SEN pupils had their target mats on tables so they could talk about their targets.
- ▶ Inspectors would ask children if this was ‘the norm’ for level of support and does this happen every day.
- ▶ Checked foundational knowledge and skills were evident in books - looked at basic skills for progress (handwriting, number formation, sentence structure etc)

- ▶ Where support plans focussed on literacy targets and Inspectors were observing Maths they would still check what support/adaptions were in place for that lesson.
- ▶ Looked at the environment - seating arrangements for SEN pupils, support aids on working walls, tables etc.
- ▶ Listened to all 6 pupils read to a staff member during day 1 to check texts were appropriately matched. One pupil has selective mutism so we shared a video of her reading at home that is sent in weekly.
- ▶ Asked subject leaders what adaptations they would see in pupils books before looking in books.
- ▶ Observed playtimes and lunchtimes, they continued to focus on the 6 pupils during this time to see how included they were.
- ▶ Pupil with EHCP they observed from a distance as she was quite dysregulated at times during the 2 days. They looked at her books and learning whilst in the classroom. Observed how staff interacted with her during lessons and how pupils interacted with her during play time.
- ▶ Pupils who were dysregulated they would observe from a distance at how staff supported the child.

# SENCO meeting

- ▶ Asked about **early identification processes**.
- ▶ Asked about my **vision** for SEN for the school and what this looks like in practice.
- ▶ Asked about **EHCP Provision** and how this was monitored and supported
- ▶ Asked about processes for **Annual Reviews**.
- ▶ Asked about **Whole School Provision Map** - keen to see our core offer of adaptations that can be made before targeted and personalised support.
- ▶ Asked about how we **tracked pupil progress**. We use Insight and I explained how for pupils working towards we broke this down further as to which year group they working in if they were working within, emerging or secure.
- ▶ Asked about **parent partnerships** - how they were involved and supported.
- ▶ Asked about how we use the **local offer** - talked about links to our school website signposting parents to the Local Offer page but also other useful links. This had already been looked at on the website.
- ▶ They asked what **training** and support staff have received this year for SEN.
- ▶ They asked what **monitoring** I had completed, the outcomes from the monitoring and the impact to pupils.
- ▶ They asked about **transition** procedures within school, on entry and into secondary settings or specialist settings.
- ▶ Asked which SEN **qualification** I had and when I qualified.
- ▶ Asked how included children were in **wider school experiences**.

# Paperwork

- ▶ Paper work they requested - SEN Register
- ▶ - Support Plans for 6 Case Samples
  
- ▶ Paper work I showed them
- ▶ - Staff Training Log for SEN
- ▶ Transition meeting notes
- ▶ Cause for Concern Paperwork
- ▶ Whole School Provision Map
- ▶ Provision Maps for pupils not on the SEN register but who we had identified as cause for concerns but reasonable adaptations have been put in place and have an impact
- ▶ Spreadsheet of wider experiences

# Subject Leaders

- ▶ Leaders were asked what adaptations were made for pupils with SEND in subjects they lead.
- ▶ English Lead was asked whether text choices represented disabilities and different ethnicities.

# Attendance

- ▶ Asked for data for SEN pupils attendance.
- ▶ Asked if children who were Persistently Absent were SEN pupils.
- ▶ Asked about our flexi school arrangements for pupils with SEN and how we supported learning at home.
- ▶ Asked about strategies to improve attendance for our SEN pupils and the impact of this
- ▶ We shared a case study of how we were supporting a pupil with SEN to improve their attendance and the impact of strategies implemented.