Resourced Provision: Quality Standards

Guidance

The primary purpose of the quality standards is to support improvement in all types of resourced provision in our schools. They provide a description of the features of quality in eight areas: ambition and culture; leadership and governance; inclusion; curriculum, teaching and assessment; partnerships; health and relationships; personal development; and safeguarding.

The standards are intended to be used to support self-evaluation and improvement planning in collaborative and enquiry-based ways. They will help us to gather high-quality evidence about resourced provision in the city and promote better dialogue about learning and improvement. This contributes to our collective goal of improving the lives of Sheffield children with additional needs.

The quality standards should not be used as a checklist. We do not believe that it is possible to describe all the features of quality for all types of resourced provision in a single document. They should be used thoughtfully and in a way that is proportionate to the provision type, alongside any other resources that are specific to the needs of pupils.

Acknowledgements

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	Standards:	Descriptors:
1	**Ambition and culture:** All leaders have high expectations for pupils placed in the resourced provision. They have established a strong, inclusive and ambitious culture for all pupils to have positive experiences and achieve the best possible outcomes.	▪ The resourced provision is integral to the school's values and mission, and to the education and care it provides for all its pupils. All leaders share strong inclusive values that are observable in practice throughout the school [policies and website, discussion with school leaders, observations of practice]. ▪ The education and care for provided for pupils is well-conceived. It is building towards ambitious person-centred outcomes that are regularly reviewed and updated [policies and plans, case sampling [EHC and support plans and reviews, discussion with pupils and families], outcomes data and information]. ▪ Pupils have a positive experience. They learn well and achieve excellent outcomes that prepare them well for the next stage of their education [SEF and outcomes data and information, case sampling [see above], observations of practice].
2	**Leadership and governance:** Self-evaluation and improvement planning are accurate and evidence based. There is sufficient leadership capacity [including governance] to drive effective improvement in the resourced provision. Training and CPD are prioritised by leaders. As a result, the school provides an enabling environment that supports all pupils' learning and development.	▪ Whole school self-evaluation provides an accurate and evidence-based picture of the quality of education and care for pupils placed in the resourced provision and the outcomes they are achieving [SEF, peer review findings and recommendations]. ▪ Improvement planning and the actions taken by leaders to improve the provision are effective. The quality and impact of improvement activity is evaluated well and reported to governors and other stakeholders regularly. Leaders seek external feedback about the quality of the resourced provision [improvement plans and reviews, reports]. ▪ Leadership and governance of the school's provision is strong and delegated resources are used well [SEF, peer review findings and recommendations]. ▪ Professional development is prioritised by leaders. CPD and training are focused on the current and future needs of pupils and informed by research and best practice. Teachers in the resourced provision contribute strongly to whole-school professional development and benefit from the expert knowledge of other teachers in the school such as subject, curriculum and pedagogy knowledge [training and CPD information and records, discussion with senior leaders and teachers, observations of practice]. ▪ The school [whole school and resourced provision] provides an enabling environment that supports all pupils' learning and development. As a result, pupils have positive experiences and achieve excellent outcomes [discussion with senior leaders, case sampling [see above], observations of practice].

	Standards:	Descriptors:
3	**Inclusion:** The school provides high-quality education and care for pupils in the resourced provision. Their needs are identified, assessed and met consistently well. They make strong progress and are fully prepared for the next stage of their education. The school has an effective approach to integration which maximises opportunities and benefits all the school's pupils. As a result, pupils in the resourced provision are meaningfully included in the school's subject and wider curriculum, and important aspects of school life.	▪ Arrangements for identifying and assessing pupils' strengths and main needs are effective. Plans include clear end points that are co-produced well. Systems are strong and the assess, plan, do and review cycle is working well. Pupils make strong progress towards outcomes that prepare them well for the next stage of their education [discussion with senior leaders, SEF, case sampling [see above], outcomes data and information]. ▪ The school has a flexible and responsive approach to integration that benefits all pupils. Opportunities for pupils placed in the resourced provision to work and learn alongside others in the school are meaningful and focus purposefully on their learning and development. All decisions about provision for pupils are made sensitively and in a person-centred way [policies and plans, case sampling [see above], observations of practice]. ▪ Pupils placed in the resourced provision have a rich range of experiences and opportunities, including opportunities to be with other pupils during the unstructured parts of the school day. As a result, they develop their cultural capital and contribute to the cultural capital of other pupils [SEF, case sampling [see above], outcomes data and information, observations of practice].
4	**Curriculum, teaching and assessment:** The school's curriculum provides a clear model of progression for pupils because subject and disciplinary content is selected and sequenced well. The curriculum is detailed, specific and builds towards clearly defined end points. Important knowledge and skills, such as independence and self-help skills, the development of speech, language and communication, early reading, pupils' physical development, and their personal, social and emotional development, are prioritised. The curriculum and teaching are developed and adapted so that all pupils learn in a cumulatively sufficient way. Assessment information shows that pupils are making strong progress because they are learning the curriculum well ie. they know more and remember more of what is intended and, as a result, can do more.	▪ The curriculum pupils for placed in the resourced provision is well-conceived. It builds towards ambitious end points that give pupils the knowledge, skills, qualities and attributes they need for the next stage of their education [curriculum policies and plans [SoW], discussion with curriculum leaders and teachers, case sampling [see above], observations of practice]. ▪ The curriculum describes in detail how pupils will make progress in specific subjects and disciplines as well as in their speech, language and communication, early reading, physical development, and personal, social and emotional development. The curriculum for pupils placed in the resourced provision links coherently to the whole-school curriculum and provides a clear model of progression in all subjects and disciplines [discussion with leaders, curriculum policies and plans [SoW], discussion with teachers]. ▪ The curriculum and teaching are developed and adapted in response to pupils' strengths and needs. Important knowledge and skills [linked to the main barriers pupils experience] such as speech, language and communication, early reading, physical development and personal, social and emotional development are prioritised [curriculum plans, discussion with teachers, case sampling [see above], observations of practice]. ▪ Pupils' learning and development is assessed well and assessment information is used to inform future planning [assessment policy, curriculum plans [SoW], observations of practice, outcomes data and information]. ▪ Pupils learn what is intended and make strong progress towards specified outcomes. Timely and well-planned action [including advice and support from other professionals and specialist services] is taken when there are concerns about the progress a pupil is making [outcomes data and information, EHC and support plans and reviews].

	Standards:	Descriptors:
5	**Partnerships:** School leaders successfully involve parents, carers and [as necessary] other professionals and specialist services, in deciding how best to support pupils. Partnership working [including arrangements for commissioning and providing specialist education, health and care services] is effective and contributes strongly to improvement in pupils' experiences and outcomes.	▪ School leaders work in close partnership with parents and carers. The school's approach is open, transparent and collaborative [case sampling [see above], discussion leaders, EHC and support plans and reviews, discussion with families]. ▪ There is regular formal and informal communication with parents and carers that results in strong relationships and high levels of engagement and trust. The views and experiences of parents and carers are valued and acted on [discussion with leaders, case sampling [see above], discussion with families]. ▪ Parents and carers who need help to participate are supported sensitively and are fully included in dialogue and decision making [EHC and support plans and reviews, case sampling [see above], discussion with leaders, discussion with families]. ▪ A wide range of education, health and care professionals and services contribute strongly to the resourced provision through advice and support, CPD and training and high-quality professional reports for reviews. Collaboration and partnership working are effective [case sampling [see above], discussion with school leaders, EHC and support plans and reviews, discussion with families]. ▪ A well-developed multi-disciplinary approach impacts positively on the experiences and outcomes of pupils [discussion with IR leaders, case sampling [see above], discussion with teachers and other professionals].
6	**Health and relationships:** Pupils work and learn co-operatively and attend well because they feel safe, build positive relationships, learn to self-regulate and develop agency. Where this is not the case, for example for pupils who have particular needs, their personal and social development and attendance are improving as a result of the effective support they receive.	▪ The school is a healthy and enabling environment. Pupils learn about themselves, how they feel and how to get along with others. They feel safe, build positive relationships and enjoy school [case sampling [see above], observations of practice]. ▪ The approach to developing emotional and cognitive self-regulation is well-conceived and practice such as the use of co-regulation strategies is effective. Pupils are learning to regulate their emotions, thoughts and behaviour. This is enabling them to work and learn in positive ways with others in the resourced provision and school [policies and plans, discussion with school and IR leaders, case sampling [see above], observations of practice]. ▪ The school's approach to working with pupils and families has a positive impact on attendance which is high or improving [discussion with school leaders, case sampling [see above], outcomes data and information]. ▪ There are meaningful opportunities for pupils to participate in the experiences and opportunities that enrich and extend the school's curriculum such as after-school clubs and activities, educational visits and residentials [SEF, case sampling [see above], discussion with school leaders, outcomes data and information].

	Standards:	Descriptors:
7	**Personal development:** The PSHE and personal development curriculum includes important elements [such as RSHE, physical health, emotional health, wider safety, understanding technology and the media, citizenship, development of character, CIEAG and SMSC development] and integrates them well. Pupils' wider development, including their preparation for adulthood is supported well from the earliest stage in their education.	• PSHE and pupils' personal development feature prominently in the education and care provided for pupils [curriculum policies and plans [SoW], discussion with school, resourced provision and curriculum leaders, EHC and support plans and reviews]. • The PSHE and personal development curriculum is well-conceived and integrates all important elements [RSHE, physical health, emotional health, understanding technology and the media, wider safety, citizenship, development of character, CIEAG and SMSC development]. The PSHE and personal development curriculum is taught and assessed well [curriculum policies and plans [SoW], discussion with school, resourced provision and curriculum leaders, SEF, observations of practice, outcomes data and information]. • Pupils' preparation for adulthood is supported strongly from the earliest stage in their education. The subject and wider curriculum describes in detail how pupils will develop important knowledge and skills that builds towards the four preparation for adulthood outcomes [preparation for employment, living independently, community inclusion and being healthy]. Pupils make strong step-by-step progress towards these outcomes [Curriculum policies and plans [SoW], discussion with school and resourced provision leaders, case sampling [see above], EHC and support plans and reviews, outcomes data and information].
8	**Safeguarding:** Safeguarding arrangements are effective. Adults are knowledgeable about the things that make pupils placed in the resourced provision more vulnerable and always act in their best interests. There is a strong and embedded culture of identifying and supporting pupils who need help and protection.	• Arrangements for helping and protecting pupils placed in the resourced provision are embedded in the school's policies and practices [safeguarding and child protection policies, observations of practice]. • All adults are knowledgeable about the additional vulnerabilities of pupils placed in the resourced provision and are alert to the signs that a pupil may need help or protection [safeguarding and child protection policies, discussions with leaders and teachers]. • Pupils placed in the resourced provision are taught important knowledge about how to keep healthy and stay safe [curriculum policies and plans [SoW], discussion with leaders and teachers, case sampling [see above], observations of practice]. • Pupils who need help and protection receive timely and effective support, including strong multi-agency working when this is necessary [case sampling [see above], discussion with school leaders].