

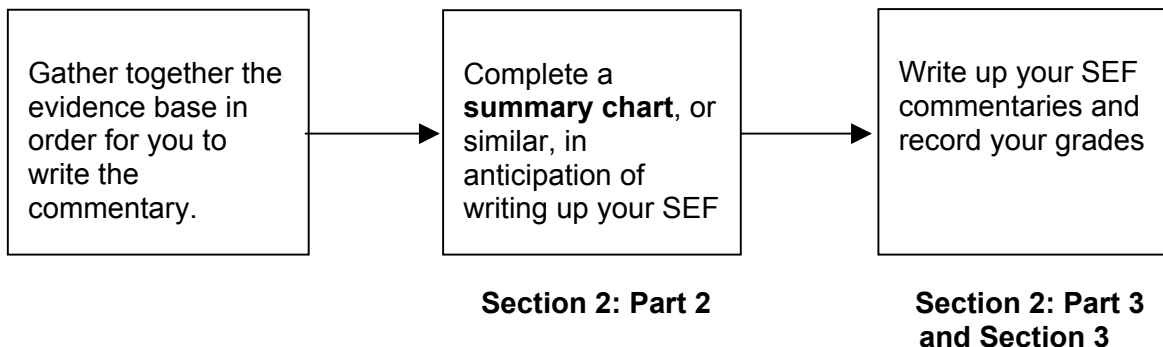
# Completing Summary Charts

## Introduction

Ofsted is quite clear in its advice on writing a SEF that there is no single way of completing the form. They do, however, advise that it is kept simple and accurate and that it is tackled rigorously and objectively. This section of the toolkit is intended to help you draw together the necessary information in order for you to complete the SEF; it is by use of **Summary Charts**.

School leaders are very unlikely to write up SEF aspects without first gathering information together and drafting the SEF response; this is the job of the summary charts. They act as a simple conceptual framework that ensures your SEF summary and grading will be based upon good practice and logical actions.

The process you are likely to go through looks something like this:



## Summary Chart Exemplars

The following pages include sample exemplars of SEF summary charts and blanks for your use.

There is no obligation for you to use these charts but it is advisable that in whatever way you come to your SEF commentaries you have documents that refer to:

- the evidence base you are using (broad and telling);
- the strengths and weaknesses in each of the aspects you comment upon;
- what action you have taken so far to improve;
- what you hope to achieve with the children in the future and
- what this might mean for future provision priorities.

The summary charts have been designed to allow you to go through this process and to demonstrate to Ofsted and other external validators that you are a self-evaluating school. It is recommended that you complete these elements of the SEF in the following order:

3. Achievement and Standards (Including, if applicable, Quality and standards in the Foundation Stage/Sixth Form)
4. Personal Development and Well-being
5. Quality of teaching  
Quality of the curriculum and other activities  
The care, guidance and support for learners
6. Leadership and Management
7. Overall effectiveness  
Improvement since the last inspection  
Capacity to improve  
Effectiveness of links with other organisations

## How to Complete the Summary Charts

Chart 1 on the opposite page details what must be considered and documented in order for a school to grade itself in each aspect and to do so in a way that Ofsted recognises as good practice.

### Stage 1: Present Key Performance Outcomes

Begin by identifying the performance outcomes that best demonstrate learners' achievements. List the most telling quantifiable indicators for each particular aspect. Inspectors acknowledge that numerical data on academic performance is readily available to schools through the PANDA and other sources (Fischer Family Trust etc.) but less so for Personal Development and well-being. This should not, it stresses, deter a school from making those judgements by reference to alternative sources of data or evidence.

When grading aspects of provision (e.g. teaching and learning; leadership and management) the basis of these judgements must still be in terms of the **standards, progress and personal development and well-being of learners**. In other words, schools will find it difficult to judge any aspect of their provision to be higher than the outcomes their learners achieve.

### Stage 2: Evidence Base

Ofsted places a great deal of store not only on the range of evidence but also on whether or not it is 'telling' – apt, analytical and actionable. Incorporating the views especially of learners but also of the wider stakeholder groups, is viewed by Ofsted as essential. The source of the evidence base should be from existing forms of data and evidence collection.

### Stage 3: Summary of Strengths and Weaknesses

This is a crucial part of the SEF, for it not only tells Ofsted what a school believes are its strengths and weaknesses but it uses this to test out the ability of a school to know itself. If it finds discrepancies between the school's findings and its own it will test this out during the inspection. Should, in Ofsted's view, a school not be able to provide an accurate picture of itself, it would reflect poorly upon the Leadership and Management of the school.

### Stage 4: Actions already taken to improve

At no point in a summary is Ofsted looking for a long descriptive list of what a school has done. The intention here should be to select and comment upon the most telling actions taken in response to the identified weaknesses and also those already leading to success. Ofsted will be looking here to see that those actions taken (and planned to be –stage 6) are the most appropriate to the tasks at hand.

### Stage 5: Future Targets (Learning Outcomes)

Ofsted wishes to know if a school is setting appropriate, challenging targets for pupil achievement and that these are reflective of the school's long-term vision.

### Stage 6: Future Actions to Achieve Targets (Provision)

Actions regarding provision must be directly related to pupil outcomes. Sources of information for Stages 3,4 and 5 are likely to be the Development Plan.