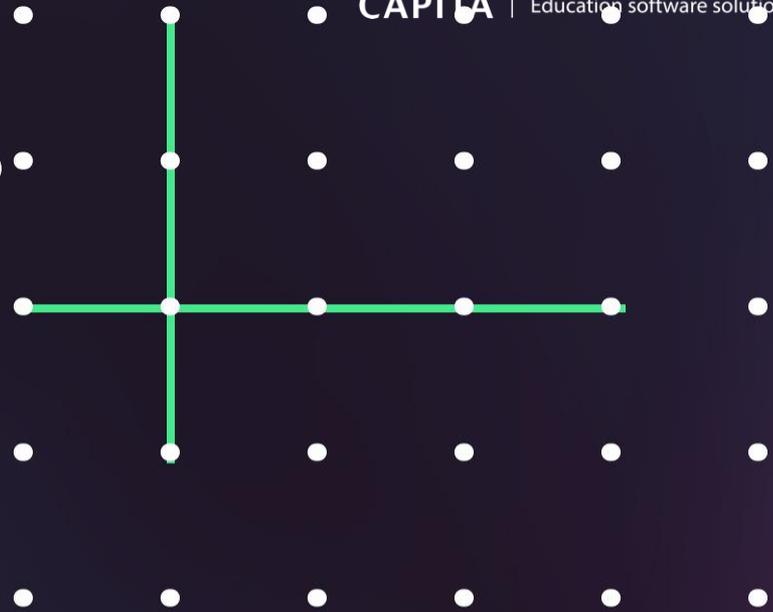


How SIMS supports Ofsted's Education Inspection Framework

Steve Long

BRINGING
SIMS TO
YOU



DRAFT FOR CONSULTATION – January 2019

School inspection handbook

Handbook for inspecting schools in England under the Education Act 2005

Published: January 2019
Reference no: 180041

DRAFT

SIMS

Education inspection framework: inspecting the substance of education

A report on the responses to the consultation

This is a report on the outcomes of the consultation on proposals for changes to the education inspection framework (EIF) from September 2019. The changes relate to the inspection of registered early years provision, maintained schools and academies, non-association independent schools and further education and skills providers.

Published: May 2019
Reference no: 190016

361

book

section 5 of the Education Act

out during inspections of
er section 5 of the Education Act

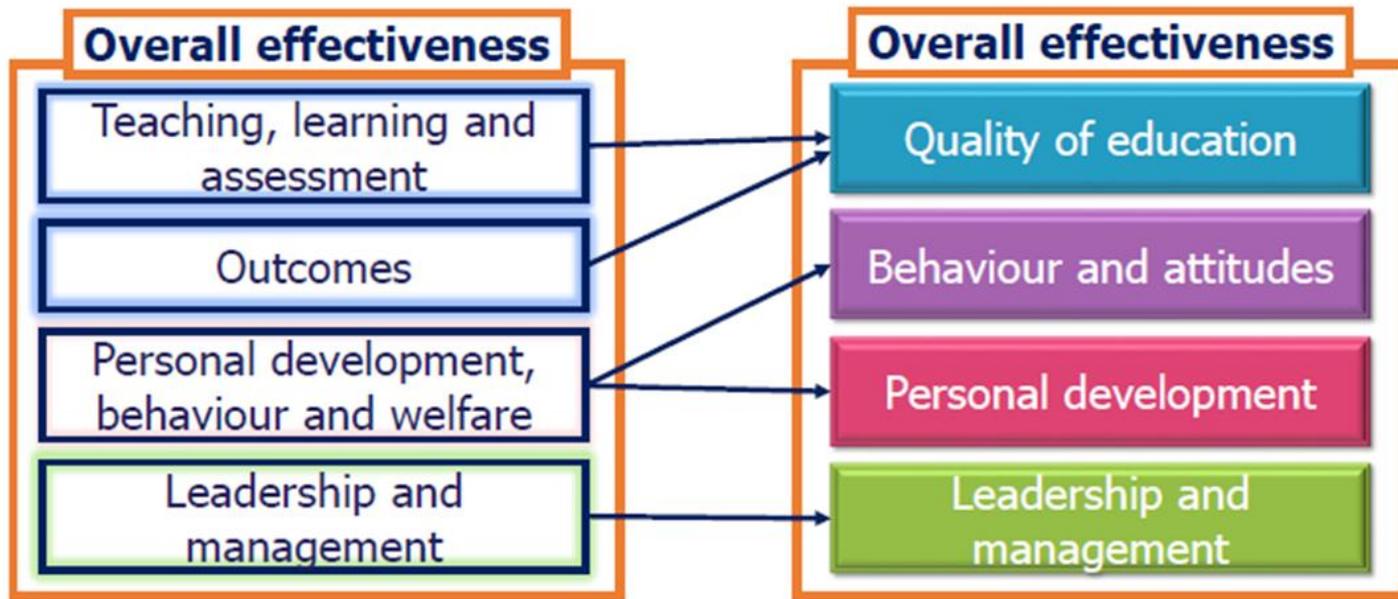
361



Key Headlines

- Inspection notification **phone calls will last for 90 minutes** to allow for a deeper professional dialogue with the Headteacher
- **Ofsted grades stay the same:** outstanding, good, requires improvement or inadequate
- The **judgement categories** have been **revised** and will now cover: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management
- Key themes: **reducing workload for teachers**, an emphasis on **good character** and resilience among pupils, **tackling off-rolling**, and a broad, **well-balanced knowledge-rich curriculum**
- Inspectors **will not consider internal assessment data** and will instead consider its purpose and the use to which it is put, specifically **how it is used to improve the overall quality** of education.
- Section 8 (short) inspections will be **2 days** in duration





Grade Descriptors

Outstanding (1)

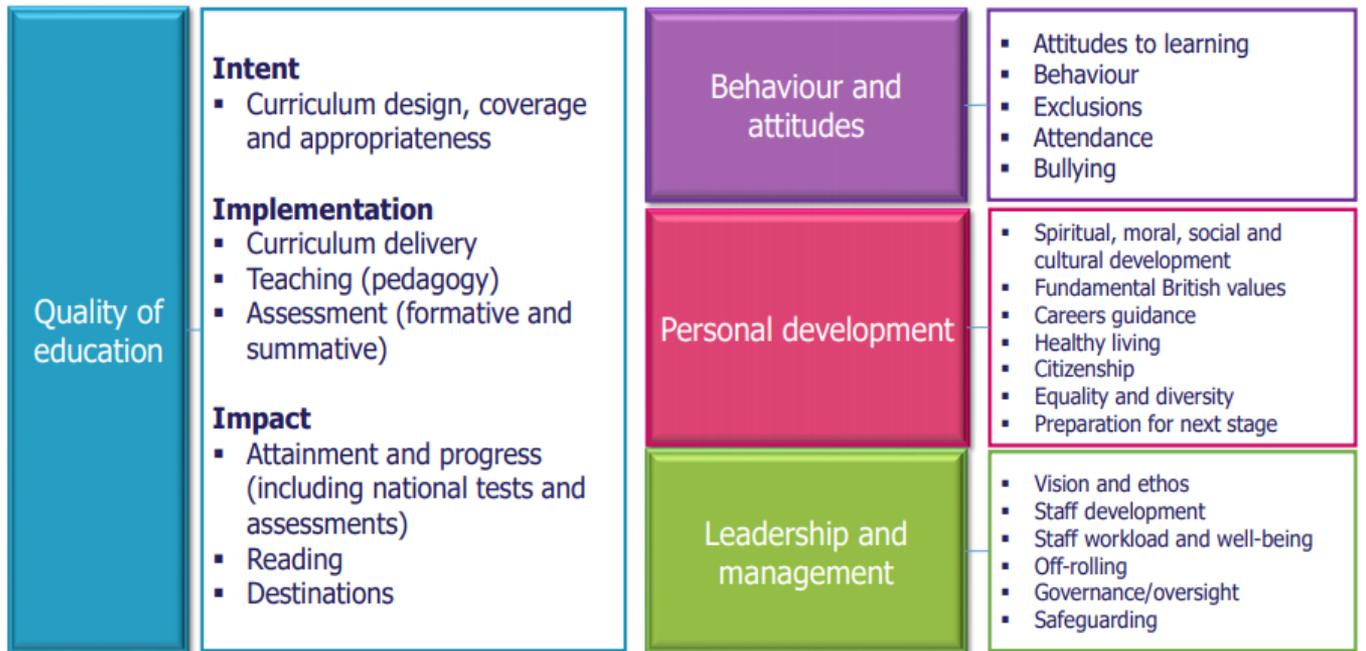
- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

School inspection handbook September 2019 p.49

In order to judge whether a school is good, requires improvement or is inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

School inspection handbook September 2019 para 200





Some key questions for leaders

- Are you clear on your curriculum's **intent**, **implementation** and **impact**?
- Do you have **2 or 3 assessment data collection** points a year, or if you have more do you have a clear rationale for this?
- Do you have strong policies that support staff in tackling poor **behaviour**?



Providing evidence in an inspection

Information that schools must provide by 8am on the day of inspection

The inspection support administrator will also send the school a note requesting that the following information is available to inspectors by 8am the next day, at the formal start of the inspection:

- the school timetable, current staff list (indicating NQTs) and times for the school day
- any information about previously planned interruptions to normal school routines during the inspection
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- the single central record for the school.



Providing evidence in an inspection

Information that schools must provide by 8am on the day of inspection

- records and analysis of sexual harassment or sexual violence
- records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils



What will inspectors use to reach their conclusions?

Questions about our curriculum's intent, implementation and impact (**particularly for curriculum leaders**)

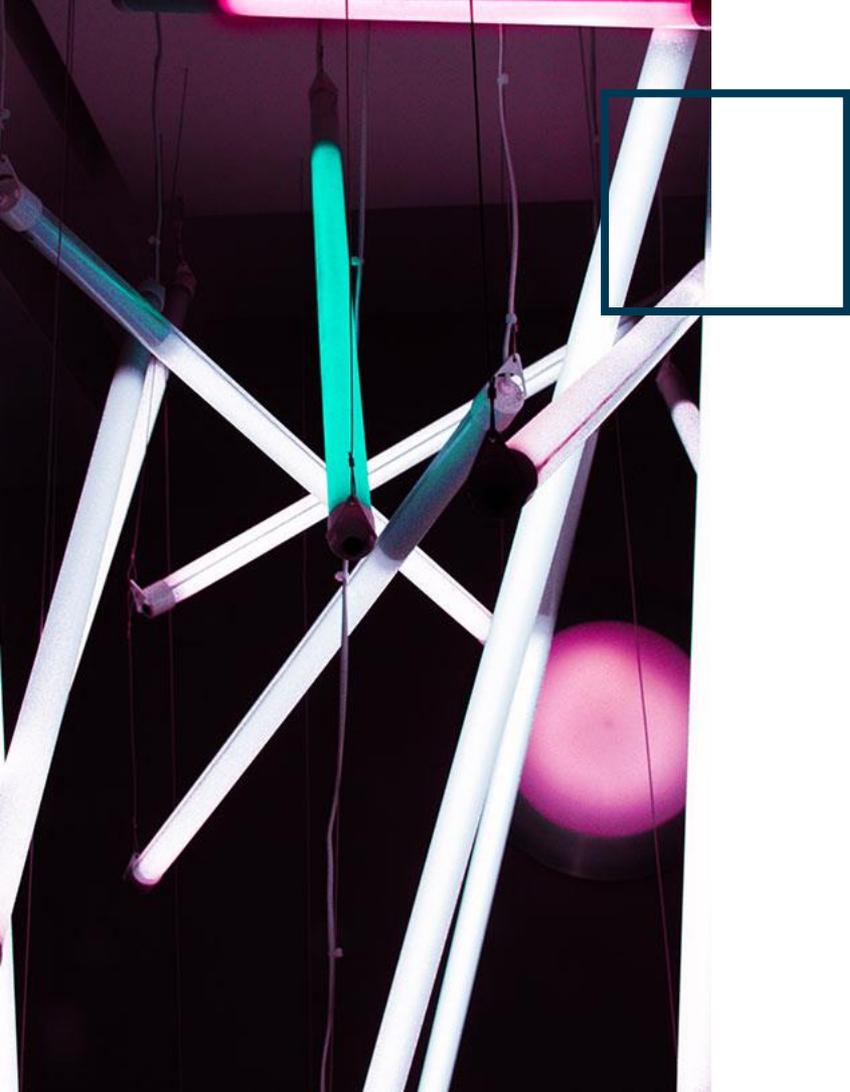
Deep Dives

- Discussions with senior leaders
- Discussions with teachers
- Discussions with pupils
- Discussions with curriculum leaders
- Scrutiny of pupil work
- Visits to a connected series of lessons (not graded)

Questions about behaviour (including for TAs, supply staff, NQTs and administrative staff)

Nationally-generated performance information





Possible Ofsted question

Inspector:

I know that the attendance of **FSM pupils and SEN support pupils** has been an issue historically. Can you provide me with an **attendance summary** for those groups, including **PA** from **September 2017 to May 2018** and **September 2018 to May 2019** so that I can **compare** the figures?

Can you tell me **what steps** you and your staff put in place to **address this issue**?

SIMS

How to satisfy this attendance request

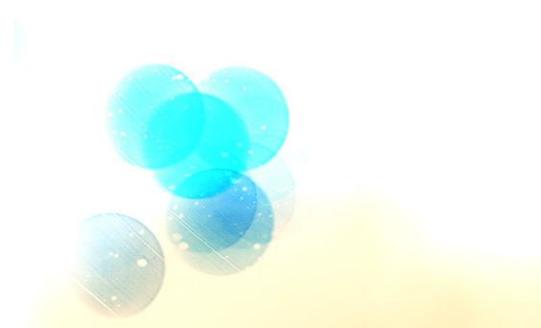
- Using current reporting in SIMS
- Using the 'safety' reports
- Using SIMS and Power BI
- Primary

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Percentage Attendance (& Nos of students)													
2														
3	ALL	98.4%	446	PPI	98.7%	88	Boys	98.4%	225	Girls	98.3%	221		
4														
5	EAL	98.4%	140	In Care	97.1%	8			Traveller	85.7%	8			
6														
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10														
11														
12														
13														
14														
15														
16	SEN													
17	A		0							First Language		English	98.4%	289
18	P		0									Other	98.3%	157
19	S		0											
20	K	99.0%	16									Summer Born		
21	E	100.0%	2									98.6%		
22	All	99.1%	18									Gifted & Talented		
23														
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Quality of Education

Inspectors will have a connected, education-focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.



Research and rationale

“Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.”

Sweller, J., Ayres, P., & Kalyuga, S. (2011).

- Progress means knowing more and remembering more.
- Knowledge is connected in webs or ‘schemata’.
- Knowledge is ‘sticky’, i.e. the more you know, the more easily you can learn.
 - Relevant knowledge allows successful inferences in written or oral communications between strangers.
 - It is hard to listen and respond when you do not know the meaning of words or social cues.
 - Rich background knowledge allows mental space to think about what has been encountered.
 - Children need the words to express themselves effectively.
- Vocabulary size relates to academic success.

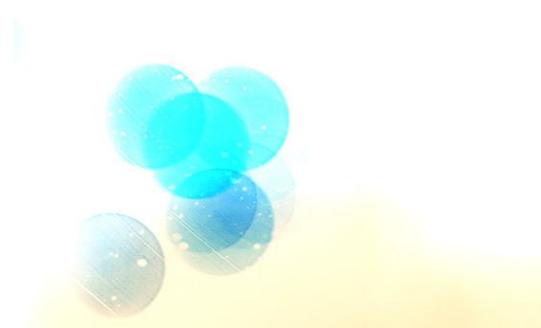


The Curriculum

Content selection: does the subject curriculum emphasise 'enabling knowledge' and ensure it is remembered?

- Significant knowledge
- Knowledge which enables subsequent learning
- Knowledge which enables a desired complex (skilled) performance

Sequencing: is subject content sequenced, so pupils build useful and increasingly complex schemata?



Quality of
education

Intent

- Curriculum design, coverage and appropriateness

- What's your rationale for the design of the curriculum?
- What are your ambitions for your pupils – what do you want them to know, understand and achieve by the time they leave?
- Is your curriculum model based on any research?
- How does your curriculum prepare pupils for the next stage in their education?
- How do you ensure that it meets the needs of all learners?



Quality of
education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

How is the curriculum designed to develop knowledge, skills, understanding and attitudes?

How is knowledge accumulated over time?

How do you ensure that learning is sequenced effectively?

How is essential knowledge of literacy and numeracy developed and reinforced?

How do you adapt the curriculum to meet the needs of pupils with different starting points?

What are the essential skills needed to be successful in subject X, Y, Z?

Tell me about your approach to assessment



Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

How do you evaluate the impact of the curriculum?

How successful is your curriculum in achieving a high quality of education for all?

Are there areas that are significantly strong/weak?

Has your curriculum been successful in supporting pupils to read well and often?

How well do published outcomes reflect the quality of education?

Are pupils prepared for the next stage of their education?



The school's use of assessment

- **When used effectively, assessment helps pupils to embed knowledge and use it fluently**, and assists teachers in producing clear next steps for pupils.
- Inspectors will therefore evaluate how assessment is used in the school to **support the teaching of the curriculum**.
- The Teacher Workload Advisory Group's report, 'Making data work', recommends that **school leaders should not have more than two or three data collection points a year**, and that these should be used to **inform clear actions**.
- If a school's system for data collection is **disproportionate, inefficient or unsustainable** for staff, inspectors will reflect this in their reporting on the school.



Inspectors will not use schools' internal assessment data as evidence

IT DOES NOT MEAN THAT SCHOOLS SHOULD NOT BE ASSESSING PUPIL ATTAINMENT AND PROGRESS.

THIS REMAINS FUNDAMENTAL TO THE PROCESS OF SELF-EVALUATION.



Programme of Study Content Management Help Close

NC Year: Year 7 Include Empty Strands: Academic Year: 2019/2020 Year: Year 7

Programme of Study Content Management Help Close

NC Year: Year 8 Include Empty Strands: Academic Year: 2019/2020 Year: Year 8

- Subjects/Strands**
- Subjects/Strands
 - English: Reading
 - English: Writing
 - English: Spoken Language
 - English: G&V
 - Mathematics
 - Science
 - Biology
 - Chemistry
 - Physics
 - Art & Design
 - Citizenship
 - Computing
 - Design & Technology
 - Foreign Language
 - Geography
 - History
 - Music
 - PE

Statements

Column Heading	Description	Status	Autumn HT	Autumn	Spring HT	Spring	Summer HT	Summer
			<input type="checkbox"/>					
En Writing S 79.01	writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing, notes and polished scripts for talks and presentations, a range of other narrative and non-narrative texts, including arguments, and personal and formal letters		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En Writing S 79.02	summarising and organising material, and supporting ideas and arguments with any necessary factual detail		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En Writing S 79.03	applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En Writing S 79.04	drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En Planning S 79.01	considering how their writing reflects the audiences and purposes for which it was intended		<input checked="" type="checkbox"/>					
En Planning S 79.02	amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
En Planning S 79.03	paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English		<input checked="" type="checkbox"/>					

En Planning S 79.03

User Description

Topic
+
Create Topic

Scheme
DFE National Curriculum | All Statements | Unallocated

Programme of Study Tracking - World War One - Year 6 Autumn

Filter By

View by Scheme or Topic

View
Topic

Topic
World War One

Curriculum Selection

Phase
Year 6

Subject

Strand

Assessment Period
Year 6 Autumn

Cohort Selection

- Year 6
- Handwriting & Presentation
- Spelling
- Year 6
- Vocab, Punctuation & Grammar
- Year 6

Save | Export | Pupil Info Columns

Show Me

Name	% of PoS Expectations Achieved	% of School Expectations Achieved	CAS En Writing Compose Overall	CAS En Writing Compose Strengths	CAS En Writing Compose Next Steps	CAS En Writing Compose Stat 56.01	CAS En Writing Compose Stat 56.02
	PoS Expectations	School Expectations	Writing: Compose Overall	Writing: Compose Strengths	Writing: Compose Next Steps	identifying the audience for and purpose of the writing, selecting the appropriate form and using ...	noting a drawing where n
						PoS Expectation	School Expectation
Cosenza, Isabella			10M			E	E
Dennis, Tommy			10S			U	U
Dixon, Stephanie			4S			New Grade	New Gr
Dolittle, Susy			4S			D	D
Edwards, Imogen			4S				D
Francis, Adam			4M				D
Gabara, Susan							D

Allocate To

- Dinosaurs
- Summer HT
- The Victorians
- Summer
- Tides and Waves at the Seaside

Programme of Study Tracking

Save Undo

Selection Parameters (Click here to reveal panel)

PoS for NCyear: Year 7 (Academic Year: 2019/2020) View: National Curriculum Subject: English: Reading Strand: KS3:Understanding Group: None [Sch

Show/Hide Summary Show Grade Distribution Lock Targets Export Reports Narrow Manage

PoS Expectations: 2						Y	Y	
School Expectations: 2						Y	Y	
TP Year 7 Autumn Term			Summary Columns	Overall	Strengths	Next Steps	En Understanding S 79.01	En Understanding S 79.02
Year 7 at 23/09/2019								
Students	Abimbola, Deon						E	E
	Adams, Ethan						D	D
	Ahmed, Maryam						E	E
	Akeman, Rebecca						E	E
	Allen, Eva						E	E
	Altenburg, Fieda						S	S
	Anwar, Aleena						E	E
	Arnell, Irene						E	E
	Astoni, Sorva		Y		7E		E	E
	Astwick, William				7E		E	E
	Bailey, Malakai			50.00%	7D		S	D
	Baker, Fiona				7E	Make sure...	E	E
	Barnes, Rachel				7D		D	D
	Barrett, Anthony				7E		E	E

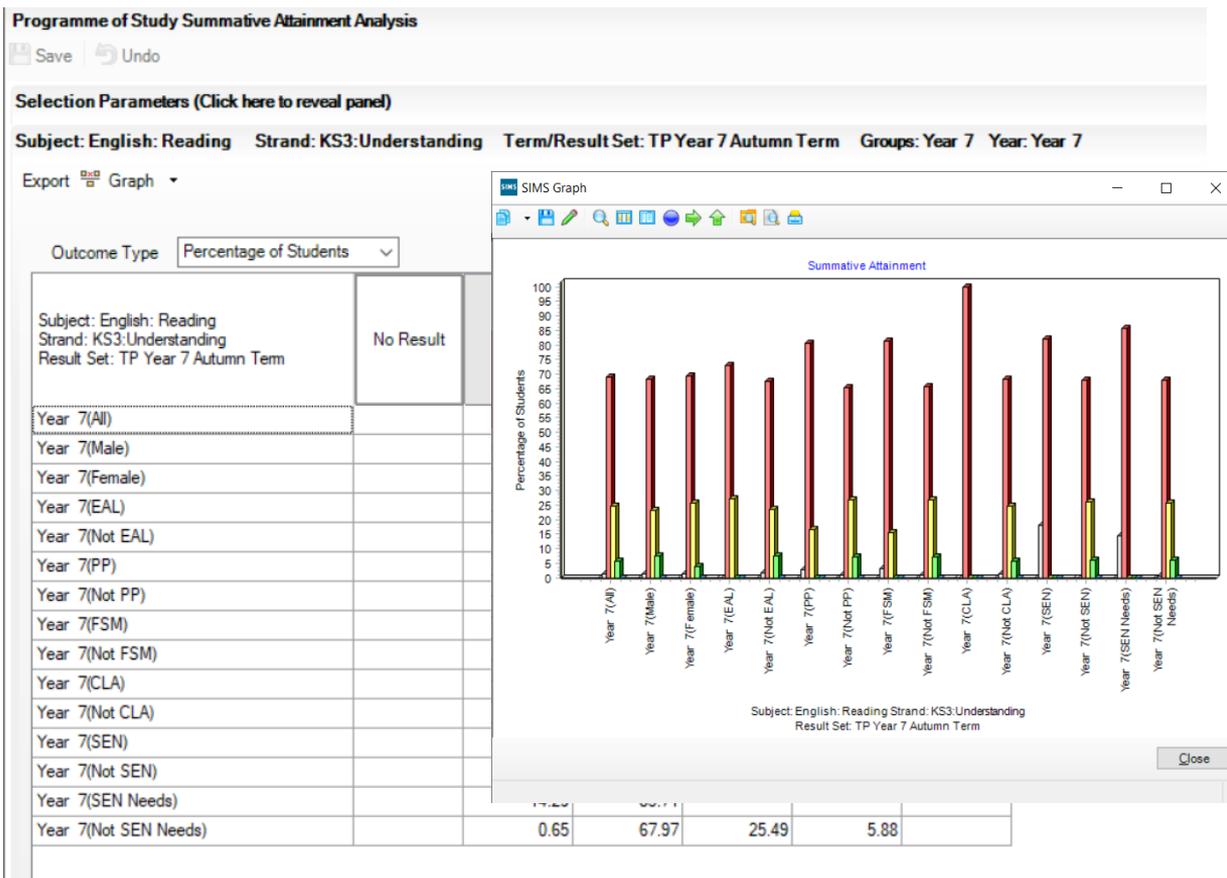
How is the curriculum designed to develop knowledge, skills, understanding and attitudes?

How is knowledge accumulated over time?

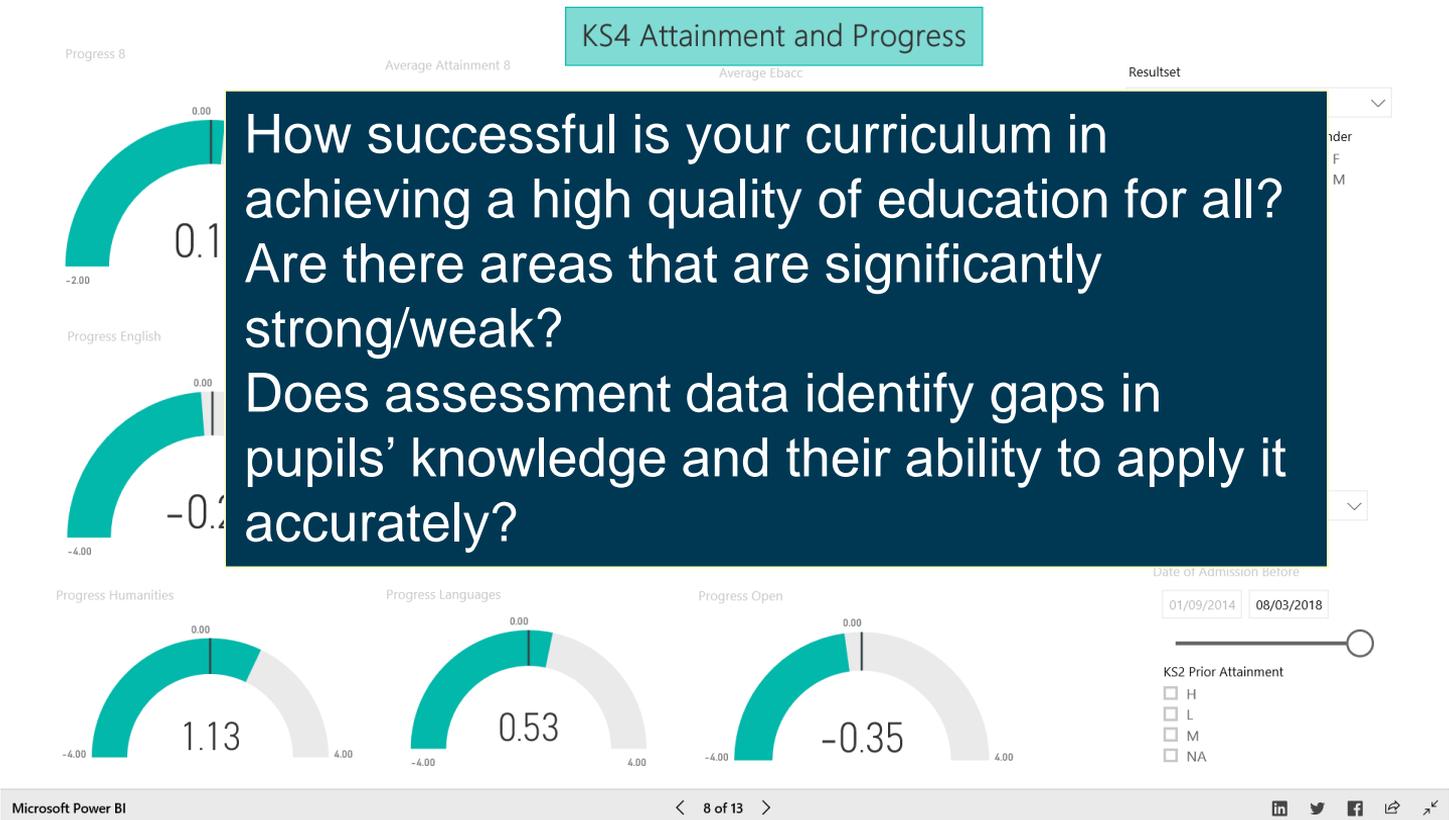
How do you ensure that learning is sequenced effectively?

nt

Analysis of Key groups (summative attainment)



Dashboards



The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning...

Formative and summative assessment in Programmes of Study or bespoke assessment built by LA/Customer Success team

For some learners with high levels of SEND, the curriculum is designed to be ambitious and to meet their needs....

SEND module that is able to record all SEND provision and any interventions

Learners develop detailed knowledge and skills across the curriculum and ...this is reflected in results from national tests and examinations...

SIMS tools to record EYFS, Phonics, KS1, KS2, KS4 outcomes and to analyse and report statutory data

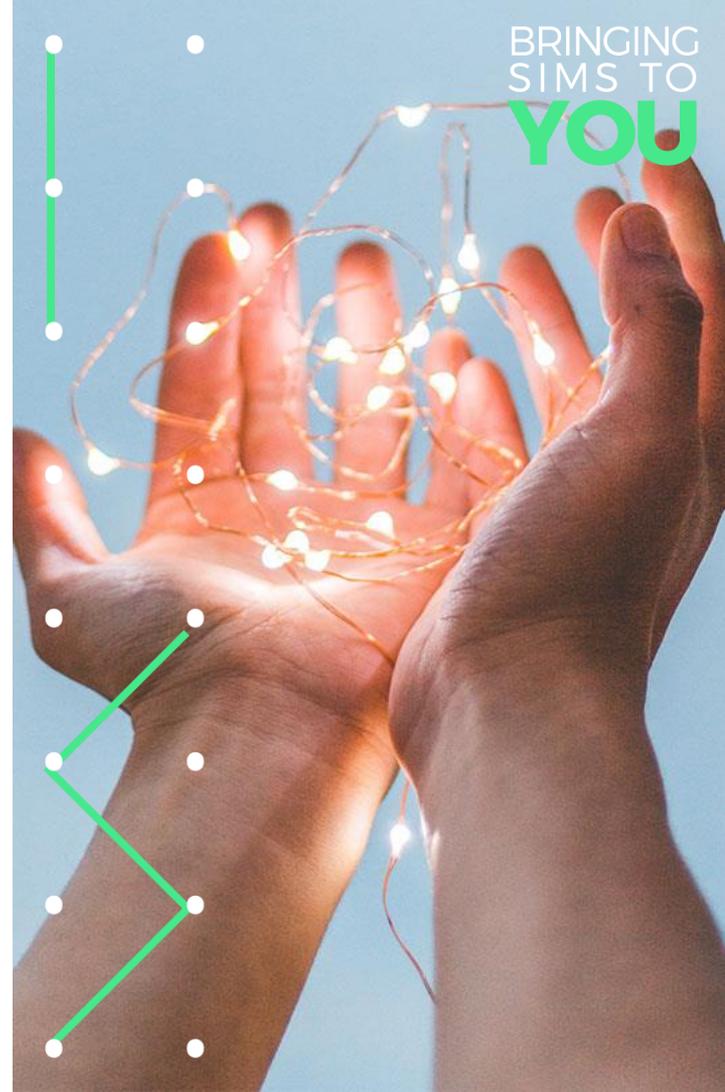


**Personal Development ,
Behaviour and Welfare**

Personal Development

Behaviour and Attitudes

SIMS



Personal Development

Spiritual, moral, social and cultural
development

Character

Fundamental British Values

Careers Guidance

Healthy Living

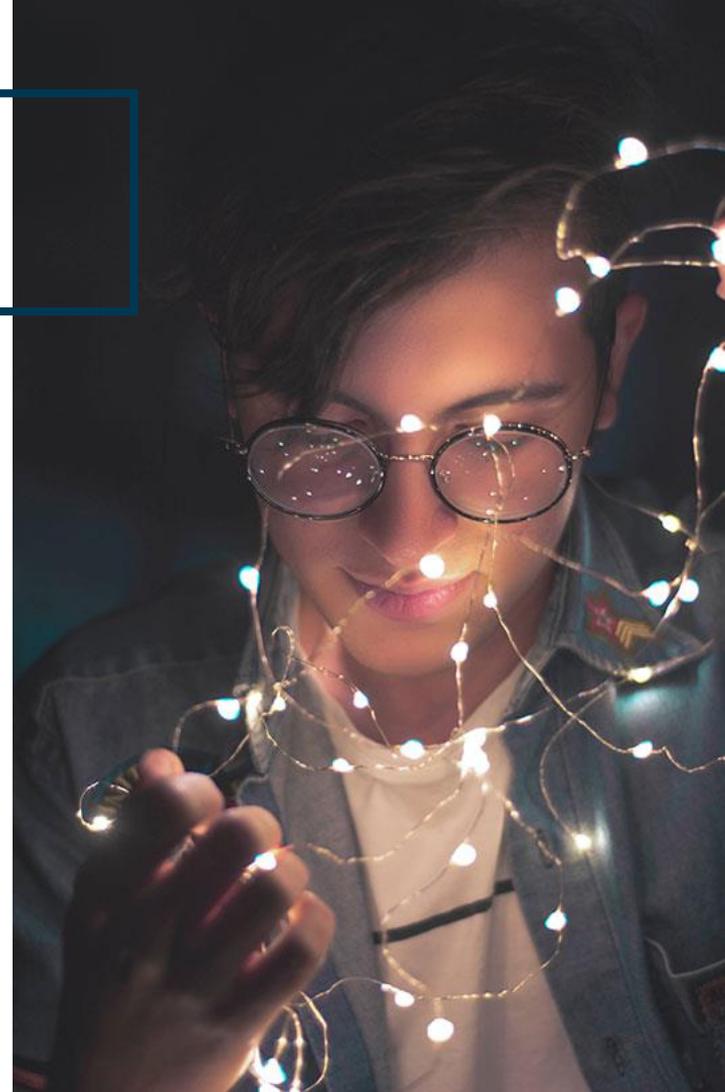
Citizenship

Equality and Diversity

Preparation for Next Stage

SIMS

Provision



PSHE curriculum

(Citizenship, Lifelong Learning etc.)

NC Year Include Empty Strands Academic Year Year

Subjects/Strands

- English: Reading
- English: Writing
- English: Spoken Language
- Mathematics
- Science
- Art & Design
- Computing
- Design & Technology
- Foreign Language
- Geography
- History
- Music
- PE
- PSHE
 - Health and Well-being
 - Relationships
 - Living in the Wider World

Statements

Column Heading	Description	Status	Autumn HT	Autumn	Spring HT	Spring	Summer HT	Summer
PS Heat U 2.01	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
PS Heat U 2.02	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS Heat U 2.03	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PS Heat U 2.04	Pupils learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
PS Heat U 2.05	Pupils learn about about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
PS Heat U 2.06	The importance of, and how to, maintain personal hygiene	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

PS Heat U 2.01

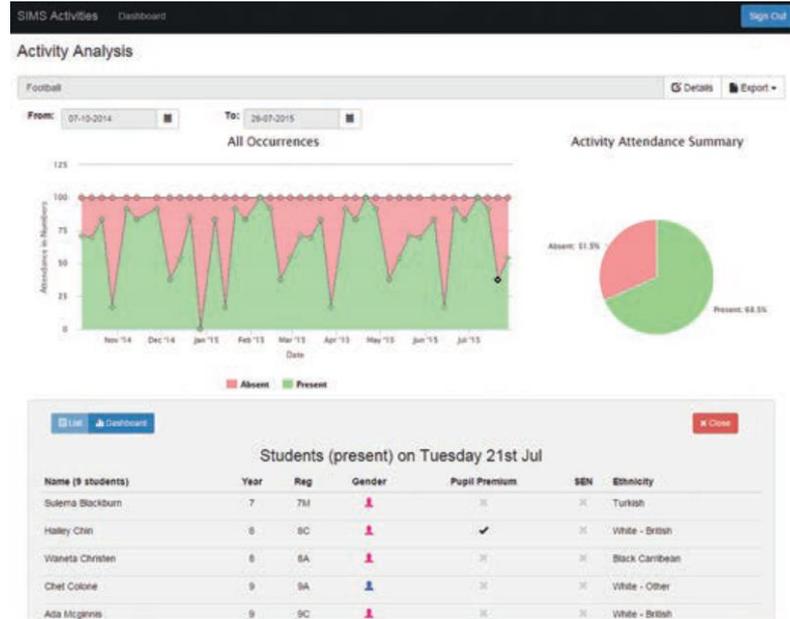
User Description

Default Description
What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health



Personal Development - Outstanding

- The school ensures that **participation in extra-curricular activities is consistently very high, including among those from disadvantaged backgrounds, so that all can benefit from these opportunities and experiences.**



GATSBY BENCHMARK 4

Linking curriculum learning to careers

WHAT GOOD LOOKS LIKE

All teachers link curriculum learning with careers.

- **Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.**
- **By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.**
- **All subject teachers emphasise the importance of succeeding in English and maths.**

The three main ways of delivering careers in the curriculum are:

- Providing career learning as a subject in its own right: in this approach careers content is delivered as a discrete curriculum, e.g. careers education or as part of PSHE.

WHAT THIS MEANS IN PRACTICE

- The school adopts a strategic approach to linking curriculum learning to careers and develops a coherent rationale for embedding careers in subject learning. This is not about making a subject more popular. It is about making subjects more relatable and relevant to everyday and working life. Real-life contexts and examples from the world of work can make subjects easier to understand and help students feel more engaged in their learning. Above all, linking curriculum learning to careers can boost achievement and help students to progress. Students are less likely to drop out if they know about opportunities for further study and how the subject can be combined with others to give access to different pathways.
- Each department or faculty produces schemes of work and lesson plans which show how career-relevant learning will be embedded in their teaching. They use a variety of approaches, with some schemes of work setting up dedicated careers-related units or modules at the beginning or end of courses. They devise lessons

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

The curriculum ...provides for learners' broader development, enabling them to develop and discover their interests and talents...

SIMS Conduct and SIMS Activities can record participation in extra-curricular Activities.

The provider prepares learners for life in modern Britain by...equipping them to be responsible, respectful, active citizens who contribute positively to society...

SIMS Conduct tracks pupils' positive and negative interactions against the school's own behaviour policy.



Beh Attit

Spielman: Schools must get parents backing on behaviour

Ofsted chief sets out what inspectors expect to see from schools and pupils on
behaviour under new inspection regime

By John Roberts
12 September 2019

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High expe
Attitudes to
Behaviour
Exclusions
Attendanc
Bullying



Ofsted: Off-Rolling

257. There is no legal definition of 'off-rolling'. However, we define 'off-rolling' as:

The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.



Standard SIMS Exclusions report

[Exclusions summary](#)

[Exclusions analysis](#)

Year, SEN status, PP columns added

EXCLUSIONS

Surname	Forename	Year	Reg	SEN Status	Pupil Premium Indicator	Start date	End date	Type	Reason	Sessions	Comments
Acton	Samantha	Year 11	11A		F	22 February 2019	22 February 2019	Fixed Term	Verbal abuse/threatening behaviour against a pupil	2.00	
Abbey	Sean	Year 11	11B		T	17 September 2018	17 September 2018	Fixed Term	Physical assault against an adult	2.00	Invited to stay off school whilst AAb and ABI discuss appropriate intervention
						04 September 2017	08 September 2017	Fixed Term	Sexual misconduct	10.00	AZe and ABI details taken. CAHMS and EPS involvement
Alsop	Jeremy	Year 11	11C		F	15 September 2014	19 September 2014	Fixed Term	Other	9.00	After refusing to comply with Mr Blacker's requests to stop smoking, and swearing and

Report produced on 10/09/2019 09:08 by blacka
 Report filter used: Student Status is On Roll
 and Year group is Year 7, Year 8, Year 9, Year 10, Year 11, Year 12, Year 13 or [blank]
 and Reg group is 10A, 10B, 10C, 10D, 10E, 10F, 11A, 11B, 11C, 11D, 11E, 11F, 7A, 7B, 7C, 7D, 7E, 7F, 8A, 8B, 8C, 8D, 8E, 8F, 9A, 9B, 9C, 9D, 9E, 9F, G, H, J, K, L, M, N, P, Q or [blank]
 Page 1



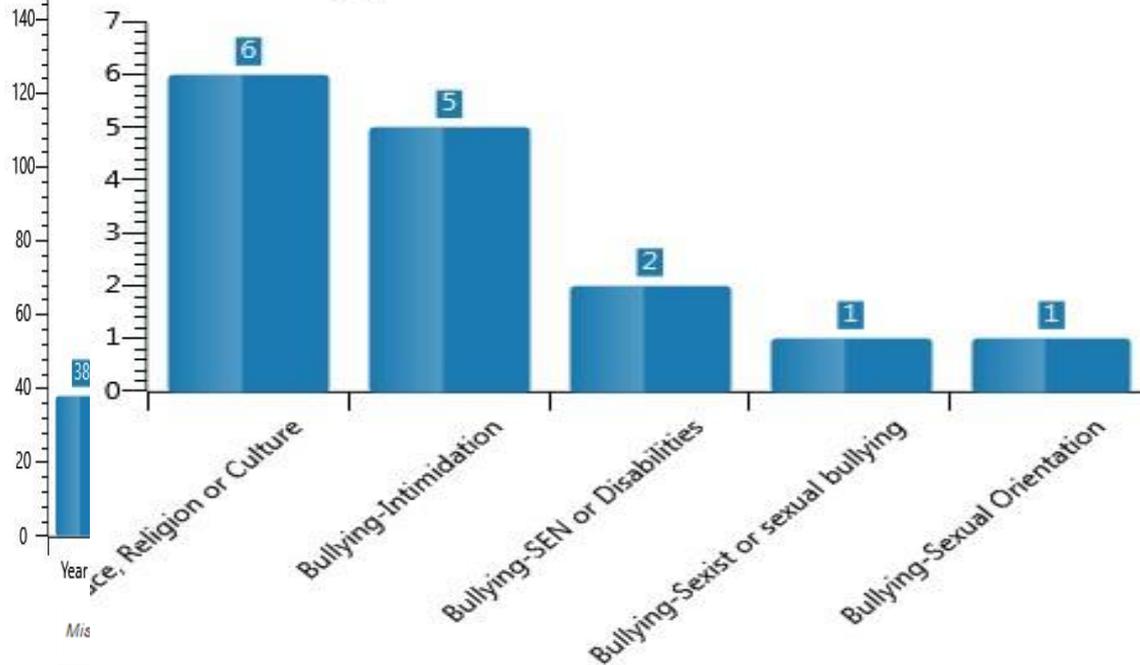
Behaviour incidents by Year Group

A count of student behaviour incidents



Student Bullying Incidents by Type

A count of student bullying incidents

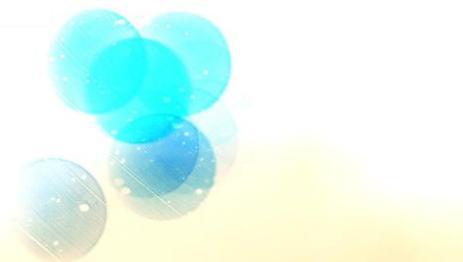
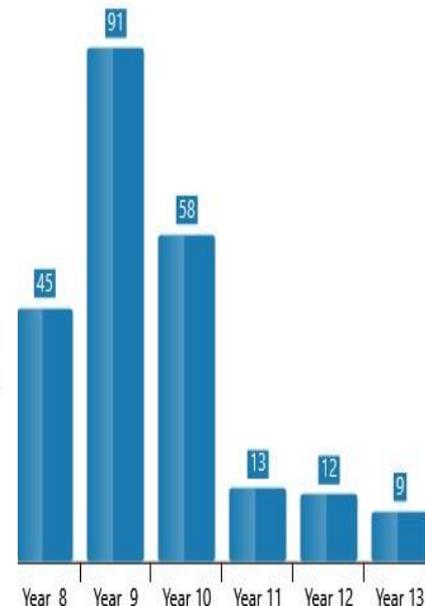


Behaviour incidents by Year Group [Last Year]

A count of student behaviour incidents

Behaviour incidents by Year Group [2 Years Ago]

A count of student behaviour incidents



Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

The provider has high expectations for learners' behaviour and conduct...

Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated

SIMS Conduct can be configured to record positive and negative behaviour in line with the school policy, from low level disruption through to extreme challenging behaviour. Conduct reporting allows leaders to analyse behaviour trends over time and to identify trends so that appropriate and timely interventions can be planned as well as measuring the impact of the school's actions.

Learners have high attendance and are punctual....

SIMS Attendance/Lesson Monitor enables leaders and teachers to rigorously monitor absence as well as attendance. This allows for those with high attendance to be recognised and rewarded, and early intervention to be put in place for those with poor attendance.



Leadership and Management

Vision, ethos and ethics

Staff development

Staff workload and well-being

Off-rolling

Governance/oversight

Safeguarding

SIMS



Leadership and Management

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils. This is realised through strong, shared values, policies and practice.
- **Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.**
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload.



Leadership and Management

Outstanding (1)

- The school meets **all** the criteria for good in leadership and management securely and consistently. In **addition**, the following applies.
- **Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.**
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.



Staff per

Edit Objective for Charmaine Brown

Save Undo Print Help Close

1 Details 2 Evidence 3 Objective Review 4 Author Details

1 Details

Appraisal Period:

Set By: Set On Date:

Summary:

Detail:

Success Criteria:

School Objective:

Professional Standard:

Planned Review Date:

2 Evidence

Evidence	Attachment	Summary	Type	Owner	Last
[Empty table body]					

Linked CPD Entries

Type	Summary	Date	Author
Mentoring	Mentoring		Grosvenor, Mrs Gillian

3 Objective Review

Actual Review Date: Achievement Status:

Comments:

4 Author Details

SIMS



ParentApp Demo 3 Hello Fiona Barnett

Messages 30 New

- School Diary Reminder 11 Sep 2019
- School Diary Reminder 11 Sep 2019
- School Diary Reminder 11 Sep 2019
- School Diary Reminder 7 Sep 2019
- School Diary Reminder 7 Sep 2019

Calendar 0 Today 3 Tomorrow

12

- Jamie
- Gary
- Sarah

Data Collection is pending review and is in Read-Only mode. Any changes you may have made will not be reflected here until approved at the school.

- Student Information Read-Only
- Addresses Read-Only
- Telephones & Emails Read-Only
- Medical Details Read-Only
- Cultural Information Read-Only
- Dietary Needs Read-Only
- Nationality & Passports Read-Only
- Travel Read-Only
- Parental Consent Read-Only

✓ Confirm No Changes
↺ Revert

ParentApp Demo 3 Hello Fiona Barnett

Last updated 12/09 08:55:39 Refresh

- 11 Sep 2019 Sarah has 1 school diary event on 13/09
- 11 Sep 2019 Jamie has 1 school diary event on 13/09
- 11 Sep 2019 Gary has 1 school diary event on 13/09
- 7 Sep 2019 Jamie has 1 school diary event on 09/09
- 7 Sep 2019 Gary has 1 school diary event on 09/09
- 7 Sep 2019 Sarah has 1 school diary event on 09/09
- 6 Sep 2019 Sarah had 100% attendance for week 26/08 - 30/08.
- 6 Sep 2019 Gary had 100% attendance for week 26/08 - 30/08.



Attendance
100
% this term
8 / 8 this week

Conduct
Achievements 3
0 this week
Behaviour 4
0 this week

Assessment
4
Maths Test Level KS2

Homework
14
pieces set
11 overdue

Timetable
Calendar icon

Reports
Latest Report
Termly
Interim
Report
1 More report

Data Collection
Review Pending

Activities
7 Invites

SIMS



SIMS Engagement

Homework >> Dashboard

Show **My Homework** Other Teachers Homework Set by Abell, Ar

Subject Assigned to No student

State

Order by: **Due Date** (earliest due first)

Lyme Regis Geography Field Trip Coursework Set by Mrs A Abell
 Geography Available From Today (05/06/2019)
 📍(1) K3_7A/Hi + 1 student Due 19/06/2019

SIMS | Student

Due Handed In Refresh

Set by Mr D Trench on 31st August 2018

School Details **History - History Of Britain**
 Set by Mrs D Asher on 10th September 2018

Messages **Music - Let's Dance - Who was David Bo...**
 Set by Mary Anderson on 18th September 2018

Planner Today 26th September 2018

Homework **No homework due**

Activities Wednesday 3rd October 2018

Music - Music Theory
 Set by Mrs D Asher on 26th September 2018

Thursday 4th October 2018

Music - II V I Progression
 Set by Mrs D Asher on 29th August 2018

Friday 12th October 2018

Music - History of EDM
 Set by Mrs D Asher on 10th September 2018



Leaders focus on improving staff subject, pedagogical and content knowledge...

Those responsible for governance ...hold leaders responsible for the quality of education or training...

The provider has a culture of safeguarding...

SIMS Staff Performance manages appraisals, observations and professional development, supporting staff well-being.

SIMS supports the School Workforce Census.

SIMS Single Central Record report evidences all staff DBS checks entered into SIMS.

Leaders engage effectively...including parents/carers...

The SIMS Parent app allows communication of attendance, conduct and assessment data as well as reports. Parents can communicate changes of address and other contact data easily to a school.

Leaders are realistic and constructive in the way they manage staff, including their workload...

SIMS allows data to be entered and shared efficiently across a school and with external stakeholders. Consequently time can be saved and workload reduced.

SIMS



Thank you

  **#BSTY**