Scheme of Delegation – Links to Ofsted Framework V6 August 21

Ofsted Framework	Areas	TB	AIB	ELT
Quality of Education	Curriculum Intent: • Broad and balanced considering EBACC • Planned and sequenced • Disadvantaged/SEND equality • Religious Education • Relationships and sex education • Curriculum Narrowing • Cultural Capital	A		D
	Curriculum Implementation: • Quality of teaching and learning where assessment informs this • Subject curriculum allows for transfer of skills and knowledge • Remote learning • Approach to teaching rooted in evidence • Assessment including collection of data and workload • Quality Assurance processes	A	R	D
	Curriculum Impact: • Overview of attainment and progress data from IDSR • Overview of internal data and how it is collected and used • Cultural capital for SEND/Disadvantaged • Pupils prepared for next stage of education • Reading levels	A	R	D
Behaviour and Attitudes	Behaviour and attitudes overview: • Calm and orderly environment • Attendance and punctuality including absence and persistent absence rates • Policies linked to Behaviour and Attendance • Positive attitudes of pupils • Positive and respectful culture • A safe school environment • Pupils with particular needs in relation to behaviour/attendance and how this being dealt with • External and internal exclusion information including their rate, reason for exclusion and effectiveness • Off-site provision • Views of parents/carers	A	R	D
Personal Development	Spiritual, moral, social and cultural development: • Provision for the spiritual development of pupils • Provision for social development of pupils • Provision for cultural development of pupils	A	R	D
	Relationships, sex and health education: • A new curriculum plan • A published policy • Evidence of consultation with parents	A	R	D
	Personal development opportunities:	A	R	D

	• Range, quality and take up of extra-curricular activities • How subjects promote personal development • How other activities support British Values e.g. curriculum, assemblies, visits • Opportunity for debate and discussion			
	Careers information, education, advice and guidance: • Provide unbiased careers advice • Opportunities for training provides to speak to pupils • Policy statement on the education and training options • Use of Gatsby benchmarks • Published information on CIEAG	A	R	D
Leadership and Management	Leadership overview: • High expectations on a day-to-day basis • Education provision for better outcomes • Professional development • Quality assurance • Workload and well-being of staff • Leaders and governance understand their roles	A		R/D
	Governance: • Responsibility for Governance • Delegated responsibilities • Governance handbook being followed • Clarity of vision, ethos and strategic direction • How leaders are held to account • Financial performance	A/R/D		D
	Pupil Premium and catch-up funding: • Level of funding received. • Monitoring how the funding has been spent, the rationale and intended impact • Monitoring the attainment and progress of disadvantaged children	A	R	D
	Off-site provision: • The reason why off-site provision is being used • Appropriate checks on registration status of the provision • Safeguarding checks on the provision • Ensure that the curriculum for the pupil is broad and balanced • Attendance and behaviour of pupils • Promotion of personal development	A	R	D
	Gaming: • Checks completed on whether there are unusual entry patterns.	A	R	D
	Inclusion and off-rolling: • Early identification of children who may be disadvantaged or have additional needs or barriers to learning • The school meets the need of these pupil's by considering additional support	A		D

		A	R	D
	• Support provided to attend school • Pupils have a positive learning experience and achieve positive outcomes			
	Safeguarding: • The school acts in the best interests of the child both online and offline, including remote education • Identify children who require early help and who are at risk of harm • Secure the help that pupils need if required in a timely way • Manage safer recruitment and allegations about adults • Ensure that policies are effectively implemented in line with KCSIE	A		R/D
	Sexual harassment, online sexual abuse and sexual violence: • Appropriate policies are in place in relation to sexual harassment, online sexual abuse and sexual violence • The school's policies are reflected in the curriculum delivered to pupils • The staff have knowledge of KCSIE • Pupils are supported to report concerns and comprehensive records are kept	A		R/D
Early Years	Early years overview: • The curriculum design and implementation • Curriculum meets the needs of the children who attend, especially those with SEND • The progress the children make in their learning and development in preparation for the next stage of education • The children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy	A	R	D
Sixth-Form	Sixth-Form overview: • Leaders and teachers have high expectations for attainment and progress, including disadvantaged and those with high needs • The curriculum provides progression, stretch, mathematics and English for students without a grade 4-9 • Work experience or industry placements and non-qualification activities are provided for students • Impartial careers guidance supports student's progression • Personal, social and independent learning skills are developed • High levels of punctuality and attendance • The conduct and attitudes of students in all activities prepare them for the next stage of employment or education	A	R	D

A: Accountable
R: Responsible
D: Deliver