**Common Inspection Framework (CiF) – QUESTIONS IDENTIFIED for FUTURE ‘GoToMeetings’**

**SPIRITUAL**

In what way are we contributing to a pupil’s sense of enjoyment and fascination in learning about themselves; engaging with them to use their imagination and creativity in their learning? What are schools doing in this area and how are you informing schools about the context and outcomes of the work you do?

**MORAL**

In what way are we contributing to pupils’ and their learning about legal boundaries and understanding the consequences of their behavior and actions? What are schools doing in this area and how are you informing schools about the context and outcomes of the work you do?

**CULTURAL**

In what way are we making a difference to the engagement and response of pupils’ and their participation in artistic, musical and sporting opportunities? What are schools doing in this area and how are you informing schools about the context and outcomes of the work you do?

**SOCIAL**

In what way are we contributing to pupils’ understanding of British values and their willingness to participate in a variety of social settings? What are schools doing in this area and how are you informing schools about the context and outcomes of the work you do?

**LEADERSHIP & MANAGEMENT**

In what way are you communicating to leaders, staff, parents and pupils how you are contributing to the vision and ambition for the school? What are you doing with your staff/school staff to ensure a motivated, respected and effective delivery of high quality education for all pupils? What difference are extra-curricular activity opportunities making to pupil skills, knowledge and understanding? What is the range of activity offered and how does this contribute to curriculum design, breadth and balance?

**QUALITY of TEACHING, LEARNING AND ASSESSMENT**

In what way are you informing schools about the experience, expertise and ability of your staff in the age range they are working? How is your curriculum and planning contributing to a school’s pupil outcomes? Is it clearly and relevantly sequenced to ensure clarity of expectations, over time, for each child from entry to readiness for their next school phase? How is assessment information gathered and used to ensure progress is tracked? What does the overall experience for pupils look like and do other staff, pupils and parents know what progress is being made and what you are setting out to achieve/what the child has actually achieved?

**PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**

* In what way are you securing self-confidence and self-awareness in each
* pupil and their ability to be a successful learner? How is your provision
* contributing to the schools policies on safe practice, behavior and
* attendance. In what way does keeping healthy and participation in
* physical activity contribute to the schools wider personal development
* agenda?
* **OUTCOMES FOR PUPILS**

In what way are you able to show each child’s progress from their different starting points and their achievement expected for their age?