



**FAMILIES FIRST
QUALITY AWARD**
Schools in England
August 2026



**The Five Pillars
&
Impact Assurance Statements**

About Assessment Services

Assessment Services Ltd is a leading assessment centre with over 30 years of accreditation experience. Our commitment is clear: we ensure that our assessment processes deliver real value to organisations.

Guided by our philosophy **“We Care...We Assess...We Add Value,”** we have developed and accredited numerous standards across various sectors, including:

- Aspiring to Deliver Excellence in Care
- Customer Service Excellence
- Families First Quality Award for Organisations in England and Wales
- Investors in People
- Leadership and Management
- Information and Guidance for voluntary and not-for-profit organisations
- matrix – Information, Advice & Guidance
- One Planet Standard
- Quality Assessments, National Citizen Service Trust
- Supply Chain Partnership Standards
- SFEDI Qualifications
- The Strategic Growth Pathway

We work with organisations of all sizes and sectors, from small teams to large multi-site operations, providing trusted and independent accreditation services.

About This Award

Schools are crucial to their communities. They must show respect for parents and regularly update them on students' progress. Leading educational institutions build strong partnerships with parents and collaborate with a range of partners to enhance students' learning experiences. The **Families First Quality Award (FFQA) for Schools in England** offers educational institutions the opportunity to demonstrate their commitment to supporting families and delivering high-quality education.

This recognition signals to families and regulators, such as Ofsted, that the institution places student welfare and achievement at the forefront. Earning the Award boosts a school's credibility, confirms adherence to relevant standards, and demonstrates strong leadership and management.

Regulatory Alignment	Positioning of the Award	Multi-Academy Trust Level Adoption
The Award is clearly mapped to: ▪ Equality and inclusion duties ▪ Keeping children safe in education ▪ Ofsted and Estyn ▪ Safeguarding requirements	FFQA is positioned as: ▪ A culture and impact standard ▪ A leadership and governance assurance framework ▪ A strategic partner for inspection readiness	The Award provides : ▪ Clear reporting categories ▪ Cross-school benchmarking ▪ Trust-wide oversight

The Five Pillars of the Award

- **Culture & Ethos of Partnership** – welcoming, trusting, inclusive culture, transitions, and alignment between vision and lived practice.
- **Communication & Transparency** – clear, accessible, statutory, and in Wales bilingual communication about policies, safeguarding, finance, admissions and complaints
- **Engagement, Voice & Co-Production** – meaningful parent and pupil/learner voice, governance involvement, feedback loops, and co-production in school improvement.
- **Equity, Inclusion & Safeguarding** – early identification of vulnerable learners, effective use of funding Pupil Development Grant (PDG), Pupil Premium (PP), robust safeguarding, attendance and wellbeing, and tackling poverty and barriers.
- **Integrated Support & Community Partnership** – multi-agency working, community and employer partnerships, transitions, and early education access.



The Award & Ofsted

If you meet the FFQA outcomes, you are already demonstrating many of the core Ofsted expectations.

How the 5 Pillar Impact Model Supports Ofsted: The tables below demonstrate how FFQA for Schools in England can support a school in preparation for an external school inspection.

Key

✓✓✓ = Strong Direct Alignment

✓✓ = Substantial Contribution

✓ = Supporting Contribution

FFQA & Ofsted High-Level Judgement Alignment Matrix

FFQA Pillar	Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management	Safeguarding
Pillar 1 Culture & Ethos of Partnership	✓	✓✓	✓✓	✓✓✓	✓✓
Pillar 2 Communication & Transparency	✓	✓	✓	✓✓✓	✓✓✓
Pillar 3 Engagement, Voice & Co-Production	✓✓	✓	✓✓✓	✓✓	✓
Pillar 4 Equity, Inclusion & Safeguarding	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓
Pillar 5 Integrated Support & Community Partnership	✓✓	✓	✓✓✓	✓✓	✓✓

Definitions

Information, advice, and assistance (IAA) help parents, prospective parents, and family members access the information they need to make informed decisions about their children's care, health, education, and recreation, including those with special needs.

For the Award, IAA is defined as:

- **Information** – accurate, up-to-date, and objective information about childcare, health, recreation, and learning opportunities, progression routes, choices, funding, where to find help and advice, and how to access this.
- **Advice** – activities that help parents/carers, prospective parents and family members interpret information and apply it to their own circumstances.
- **Assistance** – provision of impartial signposting, brokerage and referrals to specialist support to help parents/carers, prospective parents and family members meet their information needs and make progress.

Providing IAA

Schools regularly provide families with important information, guidance, and support. They share details on school operations, teaching methods, educational options, and curriculum content. Staff can also direct families to local resources and support services as needed. Moreover, they help students and parents manage major life changes and prepare for developmental challenges associated with growth and maturity.

Delivering IAA

Schools play a crucial role in delivering face-to-face IAA to families in their communities. This support helps parents, prospective parents, and other family members make informed decisions about their child's education and access to school services. By providing IAA, schools help parents promote important outcomes, including health, safety, enjoyment, academic success, social contribution, and economic stability. These initiatives also foster optimism and hope for the future.

Features & Explanations

A **reference number** and a **title** identify each of the 32 impact-led **Assurance Statements** required to achieve the Award. Additionally,

- The focus of each Pillar is described.
- The significance of each impact-led **Impact Assurance Statement** is explained
- What each **Pillar** might mean in practice is shared under the headings of **Intent, Implementation, and Impact**.
- For each **Impact Assurance Statement**, concrete examples of what “doing the basics,” “doing better,” and “doing the best” could look like are provided. This should help your school self-assess and plan next steps.
 - **Doing the basics:** Minimum actions that meet the outcomes requirements or expectations.
 - **Doing better:** Steps that go beyond the minimum, indicating proactive improvement.
 - **Doing the best:** Exemplary actions showing leadership, innovation, or sector-leading practice.
- Where the term Parent/Carer appears in the Standards and Assurance Statement, it broadly refers to anyone with parenting responsibilities, including mothers, fathers, teenage parents, foster carers, other carers, guardians, prospective parents, grandparents, adoptive parents, and family members.

Every school seeking assessment is different and will address how it meets the Award in ways that reflect its uniqueness.



Pillar 1: Culture & Ethos of Partnership

In England, a strong school culture is reflected in respectful relationships, high expectations and a clear safeguarding ethos. A welcoming environment and well-managed transitions help pupils feel safe, attend regularly and engage positively in learning. Leaders ensure that the school's values are consistently lived in practice and understood by families.

Focus: of Pillar 1 The lived experience of families: ▪ Alignment between vision and lived practice ▪ Transition experience ▪ Trust and confidentiality ▪ Visibility and approachability of staff ▪ Welcoming culture	Pillar Overall Impact Statement Families consistently report that they feel welcomed, respected and valued as genuine partners in their child's education.
Ofsted Evaluation Focus ▪ Leaders establish a positive culture and high expectations ▪ Pupils feel safe and secure ▪ School promotes mutual respect ▪ Staff are approachable and professional	Alignment Explanation ▪ Ethos underpins behaviour climate and belonging ▪ Partnership ethos reflects strong relational leadership ▪ Trust between families and school supports safeguarding confidence ▪ Visible, respectful relationships reinforce culture
What This Might Mean in Practice Intent: Leaders prioritise relational culture and partnership with families. Example evidence may include: ▪ Confidentiality procedures ▪ Induction policy and welcome framework ▪ Staff relational practice training records ▪ Vision and values documentation Implementation: The culture is embedded consistently across the school. Example evidence may include: ▪ Case studies of new/vulnerable families ▪ Induction event records ▪ Reception/environment audit ▪ Staff visibility rota ▪ Transition planning documentation Impact: Families experience the school as welcoming and trustworthy. Example evidence may include: ▪ Attendance and engagement trends ▪ Compliments/feedback logs ▪ Parent survey data ▪ Transition feedback	

Pillar 1: Impact Assurance Statements

1.1 Welcoming First Impressions: Families describe their first contact and ongoing engagement as welcoming, responsive, and professional, reflecting a positive school culture.

Significance: First impressions set the tone for the entire school experience. A welcoming and professional initial contact reassures families and fosters trust, making them feel valued and comfortable engaging with the school. Families describe first contact and ongoing engagement as welcoming, responsive, and professional, reflecting a positive school culture.

Doing the basics: Staff greet families at the front desk; phones and emails are answered politely; basic information is provided promptly.

Doing better: Staff receive customer service training; all visitors are offered refreshments; the front office displays welcome messages in community languages; queries are followed up proactively.

Doing the best: Families are greeted by name; staff anticipate needs (e.g., providing translators and accessibility); families' feedback on their experience is collected and acted upon; families are invited to share their stories and cultures.

1.2 Visible, Approachable Leadership: Leaders and staff are visible, approachable, responsive and solution-focused, modelling high expectations and fostering respectful relationships.

Significance: Visible and approachable leadership ensures families and students feel supported and heard. It demonstrates accountability and fosters a culture of openness and mutual respect. Leaders and staff are visible, approachable and solution-focused, modelling high expectations and respectful relationships.

Doing the basics: Leaders are occasionally seen around the school; families can make appointments to meet with them.

Doing better: Leaders routinely greet pupils and families at key times (arrival/dismissal); attend school events; and publicise and ensure the open-door policy is accessible.

Doing the best: Leaders actively seek family feedback (e.g., regular 'Coffee with the Principal' sessions); leadership is diverse and representative; leaders model restorative conversations and positive behaviour expectations in daily interactions.

1.3 Vision in Practice: The school's vision and values are clearly understood by families and consistently reflected in everyday practice.

Significance: When the school's vision and values are evident in daily practice, they create consistency and a shared sense of purpose. This alignment strengthens community cohesion and guides positive behaviour. Families clearly understand the school's vision and values, and they are consistently reflected in everyday practice.

Doing the basics: The school's vision and values are displayed in reception and on the website.

Doing better: Staff and students can articulate the vision and explain how it applies to them; assemblies and communications reference the vision; families see the values reflected in staff behaviour.

Doing the best: Vision and values are co-constructed with families and students; families are involved in reviewing and shaping how values are enacted; impact stories are shared to show the vision in action.

1.4 Spaces of Belonging: Reception and public spaces foster inclusion, belonging and pride within the school community.

Significance: Inclusive and welcoming spaces reinforce a sense of belonging for all members of the school community. They visually communicate the school's commitment to diversity and pride. Reception and public spaces promote inclusion, belonging and pride within the school community.

Doing the basics: Reception and public spaces are tidy and display student work; inclusive posters or welcome signs are visible.

Doing better: Displays reflect the diversity of the school community; there are comfortable seating areas; students and families are invited to provide input on how spaces look and feel.

Doing the best: Spaces are co-designed with students and families; displays are regularly updated to reflect current learning and to celebrate all cultures; clear visual cues support inclusivity (e.g., sensory-friendly areas, accessible signage).

1.5 Trust and Confidentiality: Confidentiality is respected, and relationships are underpinned by trust, fostering a strong culture of safeguarding.

Significance: Trust and confidentiality are foundational to safeguarding and to effective relationships. They encourage open communication and ensure families feel safe sharing sensitive information. Confidentiality is respected, and relationships are underpinned by trust, supporting a strong culture of safeguarding.

Doing the basics: Confidential conversations are held privately; records are secured; safeguarding policies are followed.

Doing better: Staff receive regular training in confidentiality and safeguarding; families are informed about how their information is used; trust is evident in family feedback.

Doing the best: Safeguarding and confidentiality are discussed transparently with families; families are partners in safeguarding; the school is recognised for exemplary safeguarding practice.

1.6 Supporting New Families: Families new to the school, particularly those who may be vulnerable, feel supported, reassured and confident in the school's care.

Significance: Supporting new families, especially vulnerable ones, promotes equity and inclusion. It helps families integrate smoothly and builds their confidence in the school's care. Families new to the school, particularly those who may be vulnerable, feel supported, reassured and confident in the school's care.

Doing the basics: New families receive a welcome pack and a tour, and staff are available to answer questions.

Doing better: A buddy system connects new families with existing ones; interpreters or translated materials are provided as needed; regular check-ins occur in the first term.

Doing the best: Welcome events are held specifically for new families; bespoke induction is offered to vulnerable families; ongoing support is tailored and responsive to feedback.

1.7 Seamless Transitions: Transitions into and within the school are carefully planned to support pupils' emotional wellbeing, attendance and readiness to learn.

Significance: Well-planned transitions ease anxiety and help pupils adjust, promoting emotional wellbeing and readiness to learn. This continuity ensures no child is left behind during key transitions. Transitions into and within the school are carefully planned to support pupils' emotional wellbeing, attendance and readiness to learn.

Doing the basics: Transition information is sent to families, and pupils meet new teachers before moving classes.

Doing better: Transition events or days are held; additional support is available to vulnerable students; emotional wellbeing is addressed as part of transition planning.

Doing the best: Families and pupils co-design transition processes; personalised transition plans are created for those who need them; the impact of transitions is evaluated and improvements are made each year.

Pillar 2: Communication & Transparency

In England, clear and accessible communication supports effective safeguarding, strong leadership and a culture of transparency. Schools are expected to meet statutory requirements, communicate expectations clearly and ensure that all families, including those in complex circumstances, can access information and raise concerns with confidence.

Focus: of Pillar 2 The lived experience of families: - Admissions clarity - Complaints procedures - Early entitlement clarity - Financial transparency - Policy accessibility - Safeguarding communication	Pillar Overall Impact Statement Families report that communication is clear, accessible, timely and transparent, enabling them to make informed decisions and feel confident in the school's leadership.
Ofsted Evaluation Focus - Complaints handled effectively - Compliance with statutory requirements - Information for parents is accessible - Leaders are accountable and transparent - Safeguarding arrangements are effective	Alignment Explanation - Clear admissions, safeguarding, complaints and policy communication - Clear reporting pathways and parental understanding - Financial clarity and open governance - Plain English, alternative formats, inclusivity - Transparent procedures and confidence to raise concerns
What This Might Mean in Practice Intent: Communication is clear, accessible and compliant. Example evidence may include: - Admissions and finance documentation - Communication policy - Complaints procedure - Safeguarding communication plan Implementation: Information is consistently shared and accessible. Example evidence may include: - Accessible formats log - Policy publication records - Separated parent communication records - Website audit Impact: Families feel informed and confident in leadership. Example evidence may include: - Complaints trend analysis - Feedback on clarity of information - Parent survey responses - Reduced communication-related concerns	

Pillar 2: Impact Assurance Statements

2.1 Clear Financial Information: Admissions, fees and financial matters are clearly explained, transparent and easy for families to understand.

Significance: Families who receive clear, easily understood financial information are empowered to make informed decisions and plan ahead. Transparency in financial matters also builds trust between the school and its community.

Doing the basics: Admissions and fee information are available on request or on the website; staff answer basic financial questions.

Doing better: Fee structures, payment plans, and financial policies are clearly set out in accessible formats; families receive written confirmation of all charges; and FAQs are provided to address common concerns.

Doing the best: Financial information is proactively shared in multiple languages and formats; workshops or drop-in sessions are held for families to discuss financial matters; and regular review and feedback mechanisms ensure clarity and transparency.

2.2 Accessible Key Policies: Statutory policies, including safeguarding, behaviour and complaints, are accessible, up to date and clearly communicated to families.

Significance: Accessible key policies help ensure that all families understand their rights and responsibilities. This clarity fosters a safer, more consistent environment and supports compliance with statutory requirements. Statutory policies, including safeguarding, behaviour and complaints, are accessible, up to date and clearly communicated to families.

Doing the basics: Statutory policies are available on the website or at the school office; updates are posted as required.

Doing better: Policies are summarised in plain English; families are informed when key policies are updated; and signposting is clear across all communications.

Doing the best: Policies are co-developed or reviewed with family input; accessible versions (e.g., easy-read, translations, video explainers) are provided; families are invited to regular information sessions on key policies.

2.3 Fair Complaint Process: Families understand how to raise concerns or complaints and are confident that these will be handled fairly, consistently and in line with policy.

Significance: A fair and transparent complaint process reassures families that their concerns will be addressed impartially. This builds confidence in the school's willingness to listen and to improve continuously. Families understand how to raise concerns or complaints and feel confident that these will be handled fairly, consistently and in line with policy.

Doing the basics: The complaints policy is available for families to read, and families are told how to submit a complaint.

Doing better: Complaint procedures are explained in parent handbooks, on the website, and during induction; families receive confirmation and updates throughout the complaint process.

Doing the best: Families are invited to provide feedback on the complaints process; the school uses anonymised case studies to demonstrate how complaints lead to improvement; mediation and restorative approaches are offered as part of the resolution process.

2.4 Timely Family Updates: Leaders ensure families are promptly informed of changes affecting provision, policy, or practice.

Significance: Timely communication about changes enables families to prepare and adapt, reducing uncertainty and confusion. It demonstrates respect for families' need to stay informed about their children's education. Leaders ensure families are promptly informed of changes affecting provision, policy, or practice.

Doing the basics: Families are notified of important changes by letter or email.

Doing better: Multiple channels (text, app, social media) are used for urgent updates, and families are given advance notice whenever possible.

Doing the best: Families are consulted before major changes; communication is clear, timely and two-way; feedback on the timeliness of communication is sought and acted upon.

2.5 Removing Communication Barriers: Information is available in accessible formats, including plain English and alternative media, to minimise barriers.

Significance: Removing communication barriers ensures that all families, regardless of language or ability, have equal access to vital information. This inclusivity strengthens engagement and supports better outcomes for children. Information is available in accessible formats, including plain English and alternative media, to remove barriers to access.

Doing the basics: Key information is provided in plain English, and interpreters are available on request.

Doing better: Information is translated into community languages, and alternative media (audio, large print, Braille) are available to families who need them.

Doing the best: Families are regularly asked about their preferred formats; the school proactively identifies and removes barriers (e.g., visual, hearing, and literacy needs); staff are trained to recognise and address communication needs.

2.6 Equitable Family Access: Communication systems take into account separated parents and complex family circumstances, ensuring equitable access to information.

Significance: Equitable access to communication ensures that all family members, including those in complex situations, are kept informed. This promotes fairness and ensures that every child's support network is fully engaged. Communication systems take into account separated parents and complex family circumstances, ensuring equitable access to information.

Doing the basics: Both parents can request copies of reports or letters, and school records are updated with family contact details.

Doing better: School systems ensure that separated parents and carers automatically receive all communications; guidance is available for families in complex situations.

Doing the best: Communication preferences are discussed at enrolment and reviewed regularly; digital platforms provide secure, individualised access; the school supports families in navigating co-parenting or court order requirements.

2.7 Understanding Funding Entitlements: Early education entitlements, funding, and eligibility (where applicable) are clearly explained to help families make informed decisions.

Significance: Clear explanations of funding entitlements enable families to access the support and resources they are eligible for. This knowledge can improve children's opportunities and reduce financial stress for families. Early education entitlements, funding and eligibility (where applicable) are clearly explained, enabling families to make informed decisions.

Doing the basics: Information on early education entitlements and funding is available on the website or in prospectuses.

Doing better: Families are directly informed about eligibility and application processes; staff are available to answer questions and provide support.

Doing the best: Workshops or drop-ins help families access funding; proactive outreach to families who might be eligible; and regular reviews ensure all families understand their options and maximise uptake.

Pillar 3: Engagement, Voice & Co-production

In England, effective leadership includes meaningful engagement with parents and pupils to inform school improvement. Leaders are expected to evaluate the impact of provision, respond to feedback and ensure that governance provides appropriate challenge and support. Strong pupil voice and parental participation contribute to personal development, inclusion and sustained improvement.

Focus: of Pillar 3 The lived experience of families: ▪ Co-production in improvement ▪ Feedback systems ▪ Governance involvement ▪ Parent forums ▪ Participation tracking ▪ Student voice	Pillar Overall Impact Statement Families and pupils actively shape school life and feel that their voices influence decisions and improvement priorities.
Ofsted Evaluation Focus ▪ Leaders seek and act on stakeholder feedback ▪ Parents support learning ▪ Pupils have leadership opportunities ▪ School promotes active citizenship	Alignment Explanation ▪ Co-production and democratic participation ▪ Parent forums and consultation influence improvement ▪ Strong home-school engagement strengthens curriculum implementation ▪ Student councils and voice structures
What This Might Mean in Practice Intent: Families and pupils shape school improvement. Example evidence may include: ▪ Engagement strategy ▪ Governance engagement framework ▪ School improvement plan consultation records Implementation: Structured participation systems operate effectively. Example evidence may include: ▪ Parent forum minutes ▪ Participation tracking data ▪ Student council minutes ▪ “You said, we did” documentation Impact: Stakeholder voice influences change. Example evidence may include: ▪ Curriculum adaptations reflecting input ▪ Documented policy changes from feedback ▪ Increased parental engagement data ▪ Learner leadership examples	

Pillar 3: Impact Assurance Statements

3.1 Amplifying Community Voice: Forums for parent and pupil voice are well established, inclusive, and influential in shaping school priorities.

Significance: Providing structured forums for parent and pupil voice ensures that diverse perspectives are heard and valued. This approach strengthens community ownership and ensures that school priorities reflect the needs of its members.

Doing the basics: Parent and pupil forums or councils exist and meet occasionally; families are invited to share their opinions via surveys.

Doing better: Forums are held regularly, have diverse membership, and act on a published agenda; feedback from these groups is shared with the wider community.

Doing the best: Forums reflect the community's diversity; participation is actively facilitated for underrepresented groups; forum input is a key driver of school improvement planning, and outcomes are visible and celebrated.

3.2 Meaningful Parental Contribution: Parents contribute to governance, consultation and school development, thereby strengthening accountability and strategic oversight.

Significance: Enabling parents to contribute to governance and development enhances transparency and accountability. Their involvement brings real-world experience and ensures that school decisions are more responsive to family needs.

Doing the basics: Parents are invited to join the governing body or to attend consultation events.

Doing better: Parents participate in working groups, policy reviews, or school improvement planning, and their contributions are sought on key decisions.

Doing the best: Parental involvement is embedded at all levels of governance; there are clear, transparent mechanisms for parental input into strategic oversight; the impact of parental input is tracked and communicated.

3.3 Feedback Drives Change: Feedback from families and pupils is actively evaluated and demonstrably informs improvement and change.

Significance: Actively using feedback to inform change demonstrates that the school values input from families and pupils. This builds trust and encourages ongoing engagement by showing that voices lead to tangible improvements.

Doing the basics: Surveys or feedback forms are sent to families and pupils, and results are summarised.

Doing better: Leadership reviews feedback and discusses it with staff; families are informed about how their input will be used.

Doing the best: The school demonstrates specific changes made in response to feedback ("you said, we did"); ongoing dialogue with families and pupils ensures feedback loops are closed; the impact of changes is measured and reported.

3.4 Inclusive Engagement Monitoring: Parental engagement is monitored and reviewed, and barriers to participation are identified and addressed to promote inclusion.

Significance: Regularly monitoring engagement and addressing barriers ensures that all families have equitable opportunities to participate. Promoting inclusion in this way supports a more cohesive and representative school community.

Doing the basics: Attendance at parent events is recorded, and the school notices patterns of low engagement.

Doing better: School analyses which groups are underrepresented and seeks to understand barriers; targeted invitations or focus groups are used to improve inclusion.

Doing the best: Engagement data is regularly reviewed, and actions are taken to remove barriers to participation (e.g., childcare, translation, timing); new strategies are tested and evaluated; engagement is high across diverse groups.

3.5 Shared Learning Conversations: Families contribute to children's learning discussions and development reviews, supporting progress and shared expectations.

Significance: When families are involved in learning conversations and reviews, children benefit from shared expectations and stronger support networks. This partnership enhances students' progress and wellbeing.

Doing the basics: Parents are invited to parents' evenings and receive progress reports.

Doing better: Parents and carers are encouraged to contribute to learning discussions, goal-setting, and reviews; resources are shared to support learning at home.

Doing the best: Review meetings are flexible to meet family needs; families co-create learning targets; ongoing two-way communication supports shared expectations and continuous progress.

3.6 Pupil Leadership Opportunities: Pupils have meaningful opportunities to lead and represent, contributing to school life and decision-making.

Significance: Offering pupils leadership opportunities empowers them to influence their environment and develop essential life skills. Their participation in decision-making fosters responsibility and a sense of belonging.

Doing the basics: Pupil councils or leadership roles (e.g., class monitors) are in place.

Doing better: Pupils are involved in projects, assemblies, or school events, and their opinions are sought on relevant issues.

Doing the best: Leadership opportunities are available to all pupils, with an emphasis on inclusion; pupils lead initiatives, influence school policy, and see the impact of their contributions; leadership development is embedded in the curriculum.

Pillar 4: Equity, Inclusion & Safeguarding

In England, schools are expected to ensure that disadvantaged pupils and those with SEND achieve well and that barriers to learning are removed. Leaders must use additional funding strategically, promote strong attendance and maintain a robust culture of safeguarding.

Early identification, effective support and clear referral systems are central to improving outcomes and protecting pupils.

Focus: of Pillar 4 The lived experience of families: ▪ Attendance & wellbeing ▪ Financial hardship mitigation ▪ Gap monitoring and reporting ▪ Literacy and language support ▪ Referral pathways ▪ Safeguarding transparency ▪ SEND, Pupil Premium (PP), Looked After Children (LAC) & English as an Additional Language (EAL)	Pillar Overall Impact Statement Families, especially those facing disadvantage or vulnerability, experience the school as inclusive, protective and relentlessly committed to their child's success and equity of opportunity.
Ofsted Evaluation Focus ▪ Attendance and behaviour of vulnerable pupils ▪ Curriculum ambition for all pupils ▪ Impact of Pupil Premium ▪ Leaders prioritise vulnerable groups ▪ Respect for diversity ▪ Safeguarding culture and practice	Alignment Explanation ▪ Clear referral pathways and multi-agency coordination ▪ Data-driven oversight and protective systems ▪ Early identification and collaborative intervention ▪ Embedded inclusion and equality practice ▪ Inclusion ensures access for SEND and disadvantaged pupils ▪ Transparent monitoring and reporting
What This Might Mean in Practice Intent: Equity and safeguarding are leadership priorities. Example evidence may include: ▪ Inclusion framework ▪ Pupil Premium strategy ▪ Safeguarding policy and audit Implementation: Systems identify and support vulnerable pupils. Example evidence may include: ▪ Attendance monitoring ▪ Free school meals uptake data ▪ Gap analysis data ▪ Referral pathway documentation ▪ Safeguarding training records Impact: Vulnerable pupils experience improved outcomes. Example evidence may include: ▪ Attendance improvements ▪ Case studies of early intervention ▪ Gap narrowing data ▪ Parent confidence survey responses	

Pillar 4: Impact Assurance Statements

4.1 Early Targeted Support: Disadvantaged and vulnerable pupils (including those with SEND, Pupil Premium eligibility, looked-after status, and EAL) are identified early, and support is carefully planned and monitored for impact.

Significance: Early identification and targeted support for disadvantaged and vulnerable pupils ensure that no child is left behind. Proactive intervention promotes equity, enabling all students to achieve their potential.

Doing the basics: Disadvantaged and vulnerable pupils are identified through routine data checks, and basic interventions (e.g., small-group work) are put in place.

Doing better: Identification is proactive, with staff trained to recognise early signs; support plans are personalised, regularly reviewed, and include family input.

Doing the best: Early identification uses multiple data sources and community insight; families, pupils, and external experts co-create and monitor support; impact is systematically tracked, and practice is adapted quickly when needed.

4.2 Transparent Funding Impact: Leaders evaluate and communicate how additional funding, including the Pupil Premium, is used to improve outcomes for eligible pupils.

Significance: Transparent communication about the impact of funding builds trust within the school community and demonstrates accountability. Clearly linking funding to outcomes ensures that resources benefit those who need them most.

Doing the basics: Pupil Premium and funding information is published on the website in accordance with statutory guidance.

Doing better: Funding use is clearly communicated to families; leaders monitor outcomes for eligible pupils and adjust provision in response to impact.

Doing the best: Families and pupils are consulted on funding priorities; impact reports are detailed, accessible, and regularly updated; the school shares best practice and lessons learned with the wider community.

4.3 Robust Safeguarding Culture: Safeguarding systems and procedures are robust, consistently applied, and understood by families, reflecting a strong safeguarding culture.

Significance: A robust safeguarding culture protects every pupil's wellbeing and reassures families that their children are safe. Consistency and clarity in safeguarding procedures underpin a secure, supportive environment.

Doing the basics: Safeguarding policies and procedures are in place and adhered to; staff receive basic training; families are aware of the safeguarding lead.

Doing better: Regular safeguarding training is provided for all staff; safeguarding procedures are clearly visible and communicated to families; family feedback is used to improve policy and practice.

Doing the best: Safeguarding culture is lived and modelled by all; pupils and families are partners in safeguarding; the school is recognised for sector-leading practice or innovation in safeguarding.

4.4 Promoting Attendance: Attendance, wellbeing, and online safety are actively promoted, with families engaged in setting high expectations and in ensuring consistent attendance.

Significance: Actively promoting attendance, wellbeing, and online safety lays the foundation for academic success. Engaging families in these priorities encourages regular attendance and supports pupils' overall development.

Doing the basics: Attendance is monitored; families are contacted when attendance is low; basic wellbeing and online safety information is shared.

Doing better: Attendance is promoted through rewards and regular communication; families are engaged in attendance improvement plans; wellbeing and online safety are integrated into the curriculum and family workshops.

Doing the best: The school works with families to address barriers to attendance; attendance, wellbeing, and online safety are integrated into a whole-school strategy; impact is measured and celebrated.

4.5 Confident Referral Pathways: Staff understand and confidently follow referral pathways and local authority protocols, including early help and multi-agency working.

Significance: Clear referral pathways enable staff to act swiftly and effectively when concerns arise. Confidence in procedures ensures that pupils and families receive timely and appropriate support.

Doing the basics: Staff know whom to contact for referrals; local authority protocols are available for reference.

Doing better: Staff receive regular training on referral pathways and early help; referrals are timely and appropriate; families are kept informed and supported throughout the process.

Doing the best: Staff confidently initiate and lead multi-agency working; the school is proactive in shaping local protocols; referral outcomes are reviewed and used to refine internal systems.

4.6 Overcoming Literacy Barriers: Literacy and language barriers are promptly identified and addressed to enable pupils to access the full curriculum.

Significance: Addressing literacy and language barriers early ensures every pupil has equal access to learning opportunities. Removing these barriers is essential for academic progress and inclusion.

Doing the basics: Literacy and language needs are identified through assessments, and interventions (e.g., phonics groups, EAL support) are provided.

Doing better: Barriers are identified early and reviewed regularly; families receive support with literacy at home; a range of targeted interventions is available.

Doing the best: Literacy support is fully embedded in whole-school practice; innovative approaches address diverse needs; the school works with external partners to maximise impact and share success stories.

4.7 Removing Financial Barriers: Financial hardship does not prevent access to learning, wider opportunities, or statutory entitlements.

Significance: Ensuring that financial hardship does not limit access to education or opportunities promotes fairness and social mobility. By removing financial barriers, the school enables all pupils to thrive.

Doing the basics: The school provides information on financial support for trips, uniforms, or meals; a hardship fund is available.

Doing better: Staff identify and discreetly support families experiencing hardship; additional funding is used to subsidise wider opportunities; families are clearly informed about available support.

Doing the best: No child misses out on opportunities because of finances; proactive systems ensure needs are met without stigma; the school advocates for families and influences policy at local or national level.

Pillar 5: Integrated Support & Community Partnerships

In England, effective schools work collaboratively with families, external agencies and community partners to support pupils' development and readiness for their next stage of education, employment or training.

Strong transition arrangements coordinated support and meaningful employer engagement contribute to pupils' personal development and long-term success.

Focus: of Pillar 5 The lived experience of families: ▪ Community integration ▪ Early education access and flexibility ▪ Employer engagement ▪ Family signposting ▪ Multi-agency collaboration ▪ Transition planning	Pillar Overall Impact Statement Families experience the school as a connected community hub that works collaboratively with partners to improve children's life chances.
Ofsted Evaluation Focus ▪ Careers education ▪ Multi-agency working ▪ Personal development and SMSC ▪ Preparation for next stages of education / employment ▪ Strategic leadership beyond the school	Alignment Explanation ▪ Community and employer engagement ▪ Community integration and enrichment ▪ Coordinated support for families ▪ Outward-facing governance maturity ▪ Transition planning and employer partnerships.
What This Might Mean in Practice Intent: The school operates as a community hub. Example evidence may include: ▪ Employer engagement plan ▪ Partnership agreements ▪ Transition strategy Implementation: Multi-agency systems operate effectively. Example evidence may include: ▪ Early entitlement access data ▪ Employer engagement records ▪ Multi-agency case records ▪ Transition plans Impact: Families experience coordinated support. Example evidence may include: ▪ Family feedback ▪ Positive destination data ▪ Reduced duplication of support ▪ Transition satisfaction surveys	

Pillar 5: Impact Assurance Statements

5.1 Connecting Families to Services: The school proactively signposts families to relevant services, including health, social care, financial advice, and early years support, thereby reducing barriers to access.

Significance: Actively connecting families with key services helps remove barriers that may otherwise prevent children from thriving. This support ensures families can access the resources they need for wellbeing, health, and educational success.

Doing the basics: School has leaflets or posters in reception about local services; staff can direct families to relevant agencies upon request.

Doing better: Signposting is proactive; staff regularly refer families to services based on identified needs; the school website and newsletters provide up-to-date information on available support.

Doing the best: School hosts drop-in sessions with on-site service providers; staff are trained to identify needs early and to support families through referral processes; the impact of signposting is tracked, and family feedback is used to improve practice.

5.2 Joined-Up Agency Working: Multi-agency collaboration supports pupils' development, safeguarding and smooth transitions across phases and settings.

Significance: Effective multi-agency collaboration brings together expertise from different sectors, leading to improved outcomes for pupils. It safeguards vulnerable children and ensures smoother transitions between educational phases.

Doing the basics: School communicates with other agencies as required (e.g., for safeguarding or SEND), and information is shared when pupils transition between settings.

Doing better: Regular meetings are held with health, social care, and educational partners; transition plans include input from all relevant agencies; families are updated on multi-agency involvement.

Doing the best: School leads or co-leads multi-agency forums; joint action plans are developed and reviewed collaboratively; multi-agency working is seamless and anticipates pupils' needs, ensuring smooth transitions and holistic support.

5.3 Enriching Community Partnerships: Employer and community partnerships enrich the curriculum and strengthen pupils' preparation for further education, employment or training.

Significance: Strong partnerships with employers and community groups broaden learning opportunities beyond the classroom. These collaborations prepare pupils for future success and develop real-world skills.

Doing the basics: School invites local employers or organisations to occasional assemblies or events.

Doing better: Partnerships are sustained, with curriculum-enrichment activities (e.g., work experience, mentoring, enterprise days); local employers contribute to careers education.

Doing the best: Partnerships are strategic and co-designed with community stakeholders; students participate in long-term projects or placements; the impact on pupils' aspirations and readiness for next steps is measured and celebrated.

5.4 Equitable Entitlement Delivery: Where applicable, early education entitlements are delivered equitably and flexibly, enabling eligible families to access provision with confidence.

Significance: Delivering early education entitlements fairly ensures that all eligible families benefit from high-quality provision. Flexible access supports diverse family needs and encourages confident participation.

Doing the basics: School provides information on early education entitlements and ensures eligible pupils can access provision.

Doing better: Flexible provision is offered to suit family circumstances; outreach helps increase uptake among under-represented groups.

Doing the best: The School works with families to design provision that meets diverse needs; barriers to take-up are systematically identified and removed; entitlement access is regularly reviewed for equity and effectiveness.

5.5 Coordinated Family Support: Families receive coordinated and consistent support, with clear communication between services to prevent duplication or fragmentation.

Significance: Coordinated family support prevents gaps or overlaps in service delivery, making support more efficient and accessible. Clear communication between services ensures families receive seamless, consistent care.

Doing the basics: Schools refer families to services and follow up where necessary; basic information is shared between agencies.

Doing better: Key staff coordinate support and maintain regular communication with families and services; individual plans are shared and updated collaboratively.

Doing the best: Families have a single named point of contact; wraparound support is co-ordinated across agencies to avoid duplication; families report a seamless, “joined-up” experience and are involved in reviewing support arrangements.



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