



Hampshire  
County Council

Improvement and  
Advisory Service

SERVICES FOR SCHOOLS

# Good Practice Review

## Supporting inclusion through ordinarily available provision

May 2026

# Introduction

Ordinarily Available Provision (OAP) sits at the heart of Hampshire's ambition to ensure that all pupils, regardless of background, starting point or need, can access high-quality learning every day. OAP is not an additional layer of support for pupils with SEND or impacted by disadvantage but the culture of the ordinary: the consistent classroom practices, learning environments and pedagogical routines that reduce barriers to learning and enable all pupils to participate, think and succeed alongside their peers.

As part of the HIAS secondary good practice programme, 18 schools were visited during the 2025–26 academic year to explore how OAP is being led, embedded and sustained in mainstream secondary settings. For 15 schools, these visits were combined with the annual Leadership and Learning Partner Review Programme (LLPR). For three schools, a more in-depth review was undertaken.

The visits focused on how inclusive practice is enacted through everyday teaching, learning spaces and leadership, and how this provision benefits all pupils, particularly those with SEND and those experiencing disadvantage.

This review draws together common strengths and learning from visits to each of the schools, highlighting transferable approaches that other secondary schools may wish to reflect on and adapt within their own contexts.

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# Executive summary

Across the 18 secondary schools reviewed, there is strong evidence that Ordinarily Available Provision (OAP) is increasingly becoming embedded as the *culture of the ordinary*, in line with Hampshire's March 2025 guidance. In several settings, practice is now highly developed, coherent and evidence-informed, demonstrating what effective inclusion can look like when leadership, pedagogy and professional learning are aligned.

## Key strengths observed across the schools visited

### 1. Leadership and culture

Senior and middle leaders in the strongest schools clearly articulate OAP as *high-quality teaching for all*, rather than a SEND-specific add-on. Inclusion is framed as an entitlement, underpinned by aspiration, high expectation and a growth mindset. Where this clarity exists, inclusive practice is more consistent, observable and sustained.

### 2. Learning environments

Schools generally provide calm, predictable and accessible learning spaces. Low-sensory classroom design, clear routines, purposeful displays and ready access to resources are increasingly standard. In the schools where clear principles are well-defined and applied consistently, the conditions support regulation, focus and a strong sense of belonging for all pupils.

### 3. Pedagogical practice

The most secure and widespread strength lies in the collective commitment to **inclusive classroom pedagogy**. Advisers frequently observed:

- Chunked instruction and clear sequencing
- Explicit modelling and success criteria
- Deliberate practice and retrieval
- Frequent, low-stakes checking of understanding

These approaches support access to ambitious curricula while maintaining high challenge.

### 4. Visual and cognitive supports

Visual strategies (e.g. dual coding, task plans, mini-whiteboards) are beginning to be widely embedded as universal teaching tools. In the strongest examples, these are used systematically to support communication, reduce cognitive load, support memory and enable full pupil participation.

## 5. Independence, regulation and belonging

There is a clear shift away from one-to-one adult support creating dependency towards relational practice that promotes independence. Adult support is most effective when it is flexible, well-trained, and closely aligned with classroom pedagogy, helping to build regulation and confidence without creating dependence.

## 6. Systems and quality assurance

The most effective schools demonstrate strong coherence across internal systems, with:

- OAP embedded within quality assurance (QA) frameworks
- CPD planned directly from monitoring evidence
- Clear alignment between SENCo, SLT and subject leadership

These systems enable consistency and continuous improvement rather than initiative overload.

## Conclusions

Collectively, these findings demonstrate that Hampshire's ambition for OAP as the *culture of the ordinary* is increasingly realised, with several schools now exemplifying highly effective, evidence-informed inclusive practice. Positive impacts are not limited to SEND cohorts; they reflect improvements in *whole-class teaching, behaviour, engagement and independence* that benefit all pupils.

## Strategic implications

- The issue is now **less about defining OAP** and increasingly about **securing consistency and fidelity**.
- Next steps should focus on:
  - mobilising strong schools as exemplars
  - aligning QA tools more sharply to OAP principles supporting targeted professional learning where variability remains
  - Identifying appropriate methods of quantifying and tracking impacts on student outcomes over time.

# Section 1: Review methodology

The OAP School visits were structured around a shared set of questions and lines of enquiry, allowing consistent exploration of OAP while remaining responsive to each school's context. These themes were used flexibly during discussions with leaders, learning walks, book looks and pupil voice activities.

## Leadership and culture

1. What is the school's approach to ordinarily available provision, and how has this vision been implemented and communicated to all staff?
2. What stage of embedding is the school at, and how is this evident in classroom practice and pupil voice?
3. What aspects of OAP are well established, and what is still developing?

## Learning Spaces

1. How do learning spaces minimise sensory overwhelm (for example, through organisation, lighting, colour and ease of movement)?
2. How are furniture and seating used to support different learner needs?
3. How purposeful is the classroom climate? Do pupils understand routines, expectations and transitions, and do they feel they belong?
4. Are resources for learning and regulation readily accessible to all pupils, and presented in ways that support accessibility?

## Pedagogical Principles

1. How is knowledge presented to manage cognitive load, including the use of chunking, lesson maps or task plans and consistent instructional language?
2. How is vocabulary explicitly taught and revisited as part of everyday teaching?
3. How are new concepts taught using multi-sensory approaches and concrete resources?
4. How are scaffolds used to support success, including sentence stems, verbal rehearsal and adapted instruction?
5. How is assessment used flexibly to check understanding, inform teaching and provide precise, effective feedback?
6. Where appropriate, how are communication tools (such as language boards) used consistently to support learners?

## Visual Approaches

1. How are visual supports used across the classroom and within teaching to enhance understanding and reduce cognitive load?
2. How are lesson maps or task plans actively referenced to support the learning journey, rather than acting as static displays?
3. How are visual scaffolds such as colour coding, text navigation and word webs used to support retention and organisation?
4. How are visual timetables or now and next boards used to support pupils' understanding of time and transitions?

## Section 2: OAP in practice

### Summative report

#### 1. A shared culture of inclusion

Across all schools reviewed, there is strong evidence of an **increasingly coherent and values-driven culture of inclusion**, with OAP widely understood as the *entitlement of every learner* and not contingent on the identification of additional need. Inclusive practice was embedded through consistent routines, clear expectations and evidence-informed pedagogy, **reducing the need for individual adjustments**.

The strongest schools consistently emphasise:

- Inclusion explicitly framed as **high-quality, evidence-informed teaching for all**, underpinned by aspiration, high expectation and relational practice
- A commitment to **belonging, safety and dignity** for every pupil
- Staff understanding that **every teacher is a teacher of SEND**
- Clear, shared language around OAP expectations
- A strategic approach to implementation, which prioritises consistent and secure embedding and sustaining of approaches.

Strong examples include:

- At **Toynbee School** leaders have built strong shared ownership of OAP by grounding practice in research, clarifying *why* strategies matter as well as *what they look like*, and integrating OAP with behaviour, pedagogy and curriculum design. Clear principles, weekly department development cycles and instructional coaching have high pupil participation and deep staff buy-in.
- At **Horndean Technology College**, inclusive practice is tightly aligned with the school's vision of *Achieving Excellence*, reinforced through extensive quality assurance, pastoral oversight and professional learning. Inclusion is not siloed but woven through teaching, behaviour, attendance and enrichment.
- At **Cranbourne School**, an inclusive ethos is evident beyond lessons, with pupils describing feeling known, valued and confident to seek help. The house system, extensive student leadership roles and strong engagement in enrichment reinforce belonging and pride.
- **Crookhorn College**, where a *no one gives up on any child* ethos underpins everyday culture, supported by a bespoke OAP Action Plan and stakeholder surveys evidencing strong parental confidence (90% satisfaction with SEN).

Across the schools, where inclusion is **explicitly defined, modelled and monitored**, OAP is most consistently evident in classrooms.

## 2. Learning space conditions

Leaders have paid close attention to the creation of **calm, purposeful and predictable learning environments**, recognising that such environments are foundational to inclusion.

Common strengths include:

- Low sensory environments, particularly at the front of the classroom, with clear displays and purposeful use of space
- Predictable routines at the start and end of lessons
- Ready access to resources (e.g. mini whiteboards, vocabulary prompts, learning tools, subject-specific scaffolds and placemats)
- Spaces that support regulation without isolating pupils

Strong examples include:

- **Swanmore College of Technology**, where all classrooms were observed to be low-stimulus and carefully structured to maximise attention and positive behaviour for learning.
- **Toynbee School**, where whole-school routines (e.g. choral responses, 3-2-1 responses, predictable lesson openings) are explicitly taught from Year 6 induction onwards and are reinforced visually and relationally through consistent adult behaviours. Display is intentionally purposeful, and behaviour expectations are reinforced visually to reduce cognitive load.
- **Warblington School**, where leaders have established a high level of visible consistency in classroom expectations, resource presentation and checks for understanding, contributing to orderly, supportive learning environments.
- **Testbourne School**, where a consistently positive climate for learning across lessons enables inclusive, responsive teaching for all pupils, including those with SEND.
- At **Applemore College**, the autistic spectrum and dyslexia resource provisions provide structured, calm environments that support planning, regulation and reintegration into mainstream learning.
- At **Calthorpe Park School**, where leaders have developed structured safe spaces staffed consistently at breaktimes, allowing vulnerable pupils - particularly younger students - to experience a sense of safety and predictability within a large secondary context.

Across schools, **physical environments increasingly reflect deliberate design** to enable regulation, focus and belonging.

### 3. Pedagogical principles (high-quality inclusive teaching)

The **strongest and most consistent evidence** across all schools visited lies in their alignment with the pedagogical principles of OAP, particularly where these are informed by cognitive science and responsive teaching. The most inclusive classroom practice was characterised by clear instructional routines that reduce cognitive load and increase participation.

Common strengths include:

- Chunked instruction and clear sequencing
- Explicit modelling and staged success criteria
- Deliberate practice and retrieval
- Responsive assessment to address misconceptions (e.g. mini-whiteboards)
- Scaffolding that enables independence rather than dependence
- Explicit teaching of vocabulary and disciplinary language

Strong examples include:

- **Crookhorn College** and **Warblington School** show strong consistency in checks for understanding, using mini-whiteboards, choral response, thumbs up/down and structured questioning to adapt teaching in the moment.
- At **The Hamble School**, teachers plan carefully for group needs in advance, providing graduated scaffolds such as sentence starters, targeted vocabulary lists and modelling, while keeping lessons calm, purposeful and ambitious for all.
- **Brookfield Community School** demonstrates highly effective metacognitive practice and oracy work through strategies such as turn and talk, visualiser modelling and structured discussion prompts.
- At **Portchester Community School**, pupils are explicitly supported to build towards independence through staged success criteria, clear models and “I–we–you” structures, particularly in English, maths and technology.
- **Toynbee School**, where mini-whiteboards are used systematically to ensure full participation, surface misconceptions in real time, and support inclusive discussion. Reassuring language such as: ‘even if you’re not sure, show your thinking’, support psychological safety and encourage inclusive participation. Teachers combine clear modelling, retrieval, dual coding and carefully structured questioning to maintain high challenge while supporting all learners.

Across the sample, inclusive pedagogy is characterised by **high expectations paired with strong scaffolding**, reinforcing that OAP is about *enabling success*, not lowering demand.

## 4. Visual approaches

There is strong evidence of **visual approaches being embedded as universal practice**. In the most effective settings, where visual supports are used with an emphasis on purposeful clarity rather than decorative display.

Strengths include:

- Dual coding to reduce cognitive load
- Lesson maps, vocabulary lists and worked examples as routine reference tools
- Visual timers and *Now/Next* cues to support transitions
- Clear, uncluttered presentations that aid memory and focus
- Sentence stems, structured talk scaffolds and visual vocabulary prompts supporting communication

Strong examples include:

- **Brookfield**, where visualisers are consistently used for modelling in English, science and humanities, improving essay structures and extended answers for pupils with SEND.
- At **Toynbee School**, slides, diagrams and maps are deliberately uncluttered, key information is dual coded, and visual templates support independent recording of learning. Pupils explicitly identify diagrams and visual explanations as supporting long-term recall.
- **Hamble School** has established a coherent school-wide use of dual coding, using visual symbols on slides to signal expectations for learning and behaviour, improving clarity and consistency. Students identify subjects such as science as particularly effective in using diagrams and visualisers to support the learning of complex content.
- At **Warblington School**, expectations for resource presentation ensure that lesson materials are accessible and cognitively manageable for all pupils.

In the strongest practice, visual approaches are no longer viewed as SEND adjustments, but as universal design principles supporting clarity, communication, recall and independence.

## 5. Supporting regulation, independence and belonging

Strongest practice observed demonstrated the **intentional promotion of regulation, independence and self-confidence** within universal provision. In the best examples this is embedded consistently across all curriculum areas.

Common strengths include:

- Teaching Assistants trained to **prompt, question and withdraw**, rather than over-support
- Use of regulation cards, movement breaks and structured safe spaces
- Growing emphasis on enabling students to articulate needs and strategies

Strong examples include:

- **Court Moor's** use of *Learning Coaches* provides a particularly strong model. Support is fluid rather than attached, focused on prompting, questioning and timely withdrawal to avoid dependence.
- **Kings' School**, where LSAs model best practice and apply *Kings' Core Principles* of adaptive support consistently across curriculum areas, ensuring alignment with high-quality teaching rather than parallel systems.
- **Portchester Community School, Swanmore College and Warblington School** each demonstrate effective Teaching Assistant deployment through focused training and alignment with classroom pedagogy, ensuring adult support builds independence rather than reliance.
- At **Yateley School**, pupils described regular access to regulation tools and valued relational check-ins from staff. The Hudson Centre provides an illustration of how flexible, inclusive universal provision can support wellbeing and reintegration without segregation.

Across the schools, regulation and independence are increasingly **designed into classroom practice**, rather than addressed reactively and **adult support increasingly reinforces, not replaces, independent learning behaviours**.

## 6. Systems supporting the implementation of OAP

OAP implementation is strongest where systems are **coherent, monitored and aligned** with whole-school improvement. The most secure OAP practice is underpinned by **strong systems for professional learning, monitoring and quality assurance**. A defining feature across all the most successful schools was the intentional leadership of OAP. Leaders ensure that staff understand not only what the strategies are, but why they matter, enabling intelligent and adaptive implementation.

Common systemic strengths:

- Leaders prioritise clarity and consistency
- Staff training for teachers and support staff is aligned with school level priorities
- Inclusive pedagogy is modelled and rehearsed
- OAP is embedded into learning walks, curriculum reviews and QA processes
- Structures close the loop between monitoring, feedback and CPD meaning that staff have opportunities to refine practice incrementally with concrete examples given as feedback after observations or drop-ins

Strong examples include:

- **Warblington School** drives visible consistency at classroom level through excellent leadership of teaching and learning aligned with tightly focused CPD, frequent *pop-ins*, and rapid, actionable feedback.
- **Horndean Technology College** demonstrates rigorous whole school quality assurance, aligned to teacher standards and inclusive practice, supported by close collaboration between SLT, SENCo and subject leaders.
- **Crookhorn College**, where whole school self-assessment against an *excellence as standard* OAP framework ensures alignment, consistency and shared expectations across one of the highest SEND profile cohorts in the county.
- **The Hurst School**, where SENCo and middle leader joint walks ensure *blue folder* guidance is accurately reflected in practice, and a revised QA calendar strengthens adaptive teaching expectations.
- **Henry Beaufort School**, where OAP principles have been adapted into a focused learning walk proforma to monitor implementation and identify strengths and areas for development. Leaders also use student passports for pupils with SEND on learning walks to check that agreed adaptations are consistently in place.

Leaders increasingly recognise that **consistency, clarity and follow-through** are critical to embedding OAP at scale. These systems ensure that OAP is **embedded, not episodic**.

## Next steps

While practice across the schools visited was strong, each visit also identified refinements that, when brought together, suggest shared next steps that may be relevant across the secondary sector.

### 1. Increasing the ratio of pupil participation

Several classrooms relied primarily on hands up responses. Schools may wish to reflect on:

- Increasing use of mini-whiteboards and whole class response techniques
- Teachers identifying key misconceptions during planning leading to precise exposition and well-chosen hinge questions to check understanding
- Using wait time and everybody thinks routines
- Making greater use of structures to support pupil responses so that all language and thinking needs are supported.

These approaches increase the proportion of pupils whose thinking is visible and support more responsive teaching.

### 2. Strengthening structured talk and oral rehearsal

Further gains may be secured through:

- More deliberate use of consistent practice in *Think–Pair–Share* or *Turn and Talk* methodologies
- Scaffolded talk frames and sentence stems
- Opportunities for oral rehearsal before writing to strengthen pupils' ability to use precise vocabulary in explanation and argument.

### 3. Reviewing classroom display expectations

Schools may wish to:

- Audit classroom displays with a sensory-aware lens
- Ensure the primary teaching zone is visually uncluttered
- Prioritise displays that support current learning rather than distract. This is particularly beneficial for pupils with sensory processing differences
- Further consider classroom layout and seating flexibility.

#### 4. Clarifying residual knowledge

A further refinement lies in explicitly identifying the residual knowledge pupils are expected to carry forward:

- The key disciplinary and substantive knowledge and concepts pupils should retain year on year that need to be secured
- How this knowledge is secured in lessons and later revisited, strengthened and built upon through *Do Now* tasks, retrieval, revisits and cumulative assessment
- How teachers are explicit about what pupils should still know and be able to articulate over time, and how this clarity shapes teaching in terms of what is emphasised, revisited and assessed.

This focus ensures that learning outcomes are defined in terms of what endures in pupils' minds, supporting curriculum coherence, equity and long-term retention rather than short-term performance.

### Concluding summary

Together, the schools visited demonstrate that Ordinarily Available Provision is not about doing more, but about doing the right things consistently well and proportionately universal in approach. After all, the purpose of OAP is to consistently create the optimum learning environment for all children to equitably access their education and benefit from high quality teaching. The strongest practice seen offers valuable learning for schools seeking to strengthen inclusion through everyday teaching, culture and leadership.

The most secure practice is characterised by:

- Clear, values-led leadership for inclusion
- Calm, predictable, accessible learning environments
- Strong alignment with OAP pedagogical principles
- Purposeful, embedded use of visual approaches
- Relational cultures that promote regulation, independence and belonging

As OAP becomes more embedded, the next phase is to strengthen **fidelity and consistency**, ensuring that *the best of inclusive practice becomes the everyday experience for every Hampshire learner*.

## Section 3 - Case studies

### Case Study: OAP at Hamble School

#### Strategic Leadership and Implementation

Hamble was part of the HIAS Embedding Ordinarily Available Provision Programme in 2024-5 and participated in a HIAS in-depth OAP review in November 2025. The review judged that, 'The school operates exemplary practice'. This was because, 'Strategies are clearly led and monitored by the SLT and SENDCO. There are staff development opportunities meaning that the excellent work embedded in the last 2 years is sustainable in the medium- and long-term future'. Their 2025 Ofsted report recognised that the school was a happy, calm and inclusive place to learn', while 'ambitious for pupils' achievement'.

Senior leaders and the SENDCO work in close partnership to ensure inclusive practice is a strategic priority within teaching and learning, rather than a reactive SEND-led response. SLT have established a shared expectation that adaptive teaching is universal, underpinned by research and driven through a clearly articulated school policy. Early identification of need is systematic, supported through platforms such as ClassCharts, routine progress checks within lessons, and weekly SEND review meetings. This enables teachers to respond to emerging needs quickly through classroom adaptation rather than onward referral or withdrawal. The result is a culture of visible consistency, where pupils experience predictable, inclusive practice across subjects and phases.

At SLT level, leaders critically engaged with evidence around adaptive teaching, OAP and inclusive pedagogy through both a SEND and disadvantaged lens. This led to the identification of 12 core adaptive strategies, developed collaboratively through structured INSET and middle-leader facilitation.

These strategies were codified into the school's Adaptive Teaching and Learning Toolkit, which provides staff with a shared language, clear exemplification and agreed indicators of effective practice. While initially framed as strategies to be used where appropriate, monitoring and professional dialogue led SLT to sharpen expectations, identifying key non-negotiables such as formative assessment, challenge and lesson narration as features expected in every lesson represented in Figure 1.

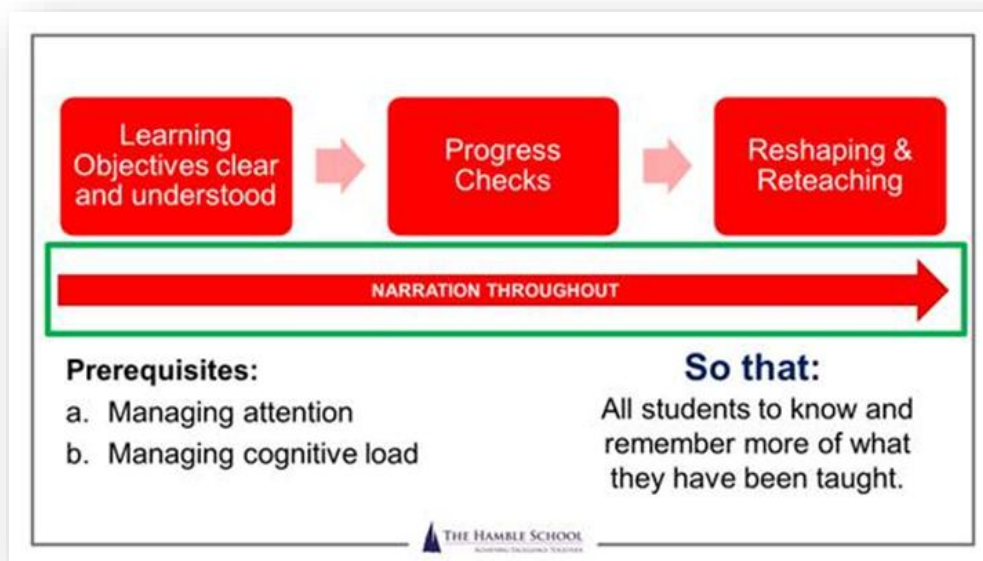


Figure 1: Lesson Narration

This iterative approach demonstrates strong implementation fidelity, with leadership adapting systems in response to evidence rather than assumption.

Lesson narration is central to the success of Ordinarily Available Provision at Hamble School, acting as a motivator, a driver for belonging and builder of buy-in. It ensures pupils understand how learning builds incrementally towards answering the lesson enquiry, connecting new knowledge to prior and future learning and sharing the rationale behind learning tasks.

Leaders drew on educational research of Howard and Hill in their book, *Symbiosis*,

*“The way we introduce new ideas to students can contribute to whether our curriculum flourishes or falters. From the vocabulary that we use to convey key terms, to the way we present key moments for consideration or critique, our delivery must be constructed in such a way that it offers the best possible explanation of ideas and systemically seeks out what students do not understand. We need to furnish ourselves with ways of explaining curricular content that provides students with a narrative, enabling them to make connections between one moment and the next”*

As cognitive psychologist Daniel Willingham notes in his writing, *Why Don't Students Like School?*, *“the human mind seems exquisitely tuned to understand and remember stories”*, meaning that effective explanation should explicitly demystify curriculum content for students.

A whole-school lesson overview slide supported this narration and provides a consistent visual structure across subjects. It enables teachers to share their thinking explicitly, reduce cognitive load and increase pupil engagement. It also supports metacognition, particularly for pupils with SEND and lower prior attainment, while maintaining appropriate challenge for higher prior attainers.

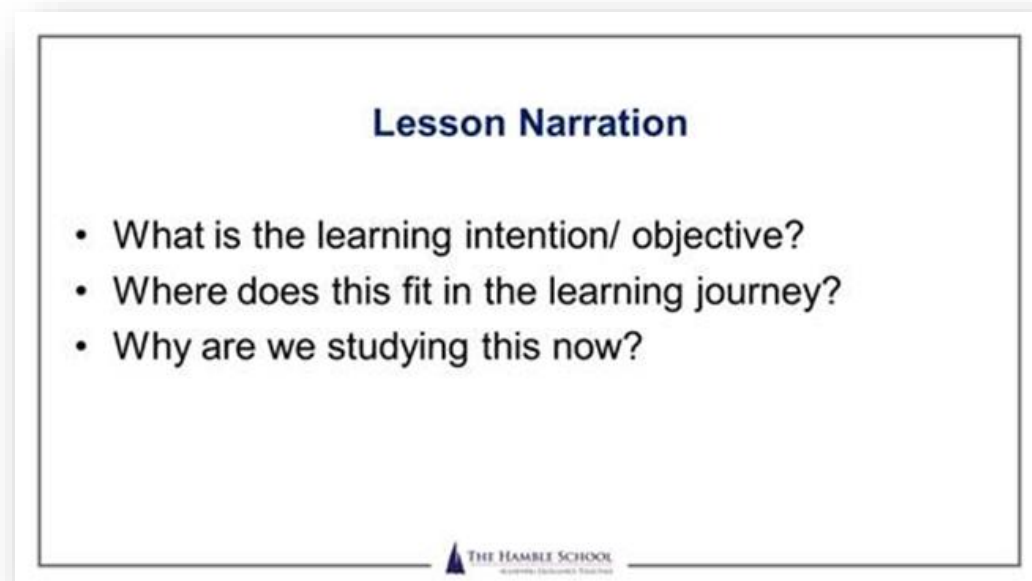


Figure 2: Lesson Narration Questions

Recent monitoring through observations evidenced faithful implementation across the school with 96% lessons recorded as having ‘learning narrated clearly and effectively’, up from 72% in the first round.

### **Pedagogy and Classroom Practice**

Lessons observed were calm, purposeful and inclusive, closely aligned with school policy. Teachers planned carefully for group need, using differentiated scaffolds while maintaining common learning goals. In English, this included graduated use of literary construct lists and sentence starters, ensuring all pupils could engage meaningfully with the same text. In history teachers used a visualiser to refine and extend pupil responses in real time. This supported lower prior attainers through modelling and scaffolded thinking, while simultaneously stretching higher prior attainers through deeper analysis and metacognitive reflection.

Instruction was well sequenced and chunked with deliberate progress checks and clear narration. In mathematics and languages, mini-whiteboards were used routinely to ensure full participation, enabling teachers to quickly diagnose misconceptions and adapt teaching in real time. In history a series of targeted and challenging questions were used with counter examples to help students understand diverse perspectives.

Feedback was regular and actionable, with time built in for pupils to respond, a consistent feature across books and lessons.

## **Visual and Learning Space Conditions**

The school has embedded a whole-school dual coding approach, meaning pupils encounter consistent visual cues, routines and expectations across subjects. This built on staff training from Amjad Ali who emphasised the need for “visible consistency” in routines, language and expectations to support pupil regulation and engagement, reducing cognitive load and anxiety. Learning environments are low-sensory and purposeful, with resources readily accessible. Adapted furniture and regulation tools are available where required and are carefully overseen by the SEND team to support self-regulation without fostering dependency.

## **Impact**

Pupils described lessons as well paced, clear and supportive, particularly at KS4. OAP enables pupils to remain engaged, regulated and learning confidently alongside their peers. Support is delivered through high-quality universal classroom practice, rather than reliance on withdrawal or reactive intervention.

Overall, OAP at the school is not an initiative but an embedded culture of inclusive, adaptive teaching, driven by strong leadership, coherent systems and sustained professional learning.

# Case Study: OAP at Harrow Way Community School

## Strategic Leadership and Implementation

The school has established a highly inclusive culture in which pupils and staff consistently demonstrate a strong sense of belonging and mattering. This culture is modelled explicitly by the headteacher through everyday interactions and reinforced by leaders at all levels. In classrooms, it is evident through the deliberate use of strength-based language and the creation of a can-do learning climate, where high challenge is balanced with high support. Pupils are encouraged to take risks in their learning, knowing that they are supported to succeed.

Ordinarily Available Provision (OAP) sits at the heart of the school's strategy for improving teaching and learning, ensuring that all pupils can thrive. Senior leaders have prioritised effective use of OAP strategies as the expected standard of classroom practice rather than an additional or specialist offer. This has been underpinned by a clear teaching and learning framework rooted in cognitive science and evidence-informed practice, closely aligned with Hampshire Improvement and Advisory Service (HIAS) guidance on OAP and the Teachers' Standards.

Leadership has been instrumental in translating this framework into consistent classroom practice. Targeted professional development, led and modelled by senior leaders and lead practitioners, has ensured that staff understand both the *what* and *why* of OAP strategies, creating commitment to the framework by all teachers. The deputy with responsibility for teaching and learning provides a summary of the research on each of the evidence informed approaches and pitfalls to support teachers in engaging in research and their ability to intelligently adapt the strategies to different contexts. Effective implementation of the Teaching and Learning Framework is supported through regular monitoring by the Senior Leadership Team and SENDCo with a strong emphasis on sharing effective practice and refining approaches collaboratively. Teachers are supported with a set of questions (figure 3) that include key elements of OAP. This implementation process is embedding inclusive practice as a core feature of the school's pedagogical culture across subjects.

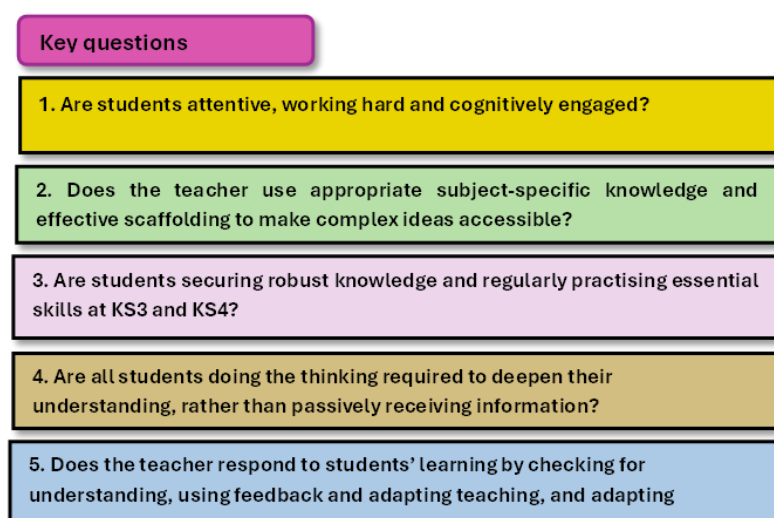


Figure 3: Key Questions for teachers to check key elements of OAP



# The Harrow Way - Teaching and Learning Framework

## A. Attention and Working Memory Are Limited



### 01 BEHAVIOUR FOR LEARNING (STANDARD 7)

- Teachers manage behaviour calmly and consistently.
- Teachers establish routines and maintain expectations.
- Teachers use prompts, praise, and circulation.
- Teachers maintain focus and set clear timeframes.

### 02 CLARITY OF INSTRUCTION (STANDARD 4)

- Teachers explain tasks and concepts clearly.
- Teachers present material in manageable chunks.
- Teachers incorporate interactivity and repetition.
- Teachers guide coherent, well-timed transitions.

## B. Disciplinary and Pedagogical Knowledge Drive Great Teaching



### 03 SUBJECT AND CURRICULUM (STANDARD 3)

- Teachers know their subject in depth.
- Teachers plan lessons meticulously with clear objectives.
- Teachers sequence a challenging, coherent curriculum.
- Teachers promote high standards of literacy.

### 04 SCAFFOLDING (STANDARD 5)

- Teachers provide models and concrete examples.
- Teachers use modelling strategies.
- Teachers employ appropriate scaffolds.
- Teachers use real-time and curriculum adaptations.

## C. Learning Must Be Made Secure Before It Becomes Flexible



### 05 RETRIEVAL PRACTICE (STANDARD 2)

- Teachers provide ambitious retrieval strategies.
- Teachers consolidate current and previous topics.
- Teachers prioritise portable knowledge and skills.
- Teachers ensure core knowledge can be applied.

### 06 DELIBERATE PRACTICE (STANDARD 2)

- Teachers embed deliberate, broken-down practice.
- Teachers provide clear criteria for success.
- Teachers ensure students reflect on their progress.
- Teachers ensure work demonstrates growing mastery.

## D. Understanding Grows Through Thinking



### 07 GENERATIVE THINKING (STANDARD 1)

- Teachers set high cognitive expectations.
- Teachers use generative tasks to build thinking.
- Teachers help students connect concepts.
- Teachers explicitly promote oracy skills.

### 08 QUESTIONING (STANDARD 4)

- Teachers question all students.
- Teachers use a variety of questioning strategies.
- Teachers use a variety of question types.
- Teachers provide thinking time and ask deep questions.

## E. Teaching Is Most Effective When It's Responsive



### 09 ASSESSMENT (STANDARD 6)

- Teachers check prior knowledge and understanding.
- Teachers check that students can apply knowledge.
- Teachers use formative assessment and respond.
- Teachers use cumulative assessment and respond.

### 10 FEEDBACK (STANDARD 6)

- Teachers use appropriate, timely feedback.
- Teachers ensure feedback is manageable.
- Teachers ensure that students act on feedback.
- Teachers ensure feedback transfers to new contexts.

Figure 4: Harrow Way Teaching & Learning Framework



### 1: Behaviour for Learning

- Are there clear routines in place and are they being reinforced?
- Is there consistent praise being used?
- Is the teacher ensuring that there is focus from all?
- Have clear timeframes been provided to students?
- Is the teacher circulating the room to monitor and prompt?
- Are there positive relationships that help build self-efficacy?
- Is low level disruption being tackled appropriately?
- Is the teacher using names?
- Are there proportionate consequences for poor behaviour for learning?
- Does the teacher use appropriate verbal and non-verbal prompts to guide students effectively?

### 2. Clarity of Instruction

- Is the teacher effectively priming the appropriate prior knowledge before introducing new ideas?
- Are explanations precise, interactive, structured, and supported with visuals?
- Is information chunked to avoid overload?
- Does the teacher use multiple modalities to support clarity and understanding?
- Does the teacher concretely model or verbalise key steps or thinking?
- Is literacy taught explicitly through Tier 2 vocabulary, reading for comprehension, sentence composition, and oracy?
- Are instructions clear, consistent, and checked for understanding before students begin?

### 3. Practice and Guided Application

- Are opportunities built into lessons to constantly consolidate learning from previous lessons and topics?
- Are students given sufficient time to deliberately practise new or existing knowledge and skills?
- Is practice carefully scaffolded before full independence?
- Are examples and feedback used to refine performance?
- Does feedback help students apply their learning to new scenarios?
- Does retrieval target the most valuable knowledge and skills linked to end-points?
- Are retrieval and deliberate practice adapted to the class's knowledge and skills gaps?
- Does the teacher avoid passive strategies and ensure students do the hard thinking?

### 4. Checking for Understanding

- Are frequent junctions built into the lesson to check that all students understand before progressing?
- Is every student being asked to contribute?
- Does the teacher use targeted questions?
- Are knowledge and skills gaps recognised and adapted for?
- Are misconceptions identified and addressed? E.g. re-teaching
- Is questioning used to deepen understanding, not just test recall?
- Is the teacher ensuring that no assumptions are made of prior knowledge and this is constantly checked?

### 5. Lesson Sequencing, Pacing and Resourcing

- Is the planning precise, systematic, and coherent?
- Is the learning objective clear and revisited during the lesson?
- Does the lesson clearly build on prior knowledge, checking this first and fit coherently within the curriculum sequence?
- Are transitions smooth, maintaining momentum and focus?
- Are students aware of end-points and success criteria?
- Are resources meticulously prepared, purposeful, and used efficiently to support learning?
- Is work being produced high-quality?

Figure 5: The Expected Standard at Harrow Way – Quality First Provision

The framework makes explicit the habitual behaviours expected of teachers, reflecting a culture where precise planning, clear learning aims and consistent instructional routines enable adaptive teaching and the deliberate building of strong learning habits for all pupils.

## Pedagogy and Classroom Practice

DO NOW		Keywords	
Foundation Questions		9: Migration	Movement
1: What does LIC mean?	Low Income Country	10: Sanitation	Process of keeping clean
2: What does HIC mean?	High Income Country	11: Interpretation	Opinion based on evidence
3: What does NEE mean?	Newly Emerging Economy	12: Significant	Important
4: In which year did the Industrial revolution start in Britain?	1750s		
5: What is agriculture?	Farming		
6: What is a push factor?	A reason to leave		
7: What is a pull factor?	A reason to come		
8: Name a country that is an NEE?	Nigeria		

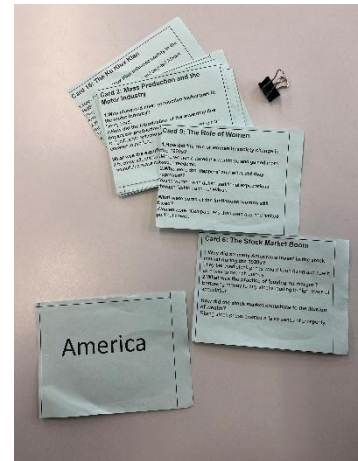
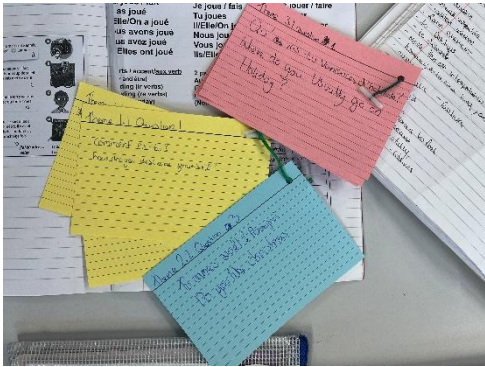
Figure 6: Do Now Example

Across subjects, lesson observations demonstrated secure and consistent implementation of Ordinarily Available Provision (OAP) pedagogical principles. Teaching was characterised by effective chunking of content, explicit modelling and deliberate practice, ensuring pupils could access new learning while maintaining high expectations. Vocabulary instruction was

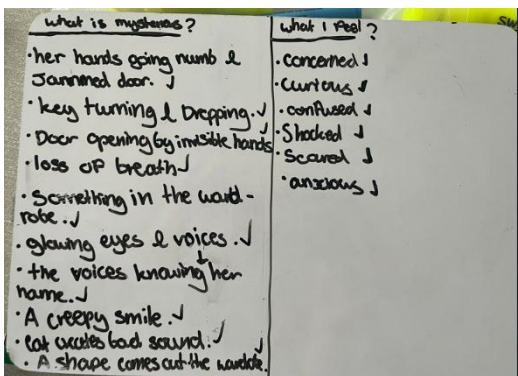
explicit and systematic, with teachers frequently revisiting and refining Tier 2 and Tier 3 language through Do Now tasks and cumulative retrieval activities.

In Geography, Do Now activities were used to check and refine understanding of key vocabulary, including strategically selected Tier 2 terms such as significance and interpretation, deliberately aligned across Year 7 History and Year 9 Geography. This coherent approach supported transfer of learning across subjects. Teachers expected pupils to refine and correct responses, reinforcing accuracy and depth of understanding.

Leaders demonstrated thoughtful curriculum planning by identifying core knowledge to be revisited across years, enabling gaps from earlier learning to be identified and addressed in later cohorts. Revision cards are made to support knowledge retrieval chunked using question and answer to prevent overwhelm.



White boards were used in English to support cognitive load and reinforce accuracy in identifying how an author creates a sense of mystery.



Modelling and guided practice were evident across subjects. In English, teachers led shared reading with whole-class choral participation, pausing strategically so pupils read aloud together. This improved reading fluency and comprehension, with challenging vocabulary (e.g. nautical) explicitly explained in context. Reading in history was supported with pre-teaching of vocabulary and scaffolded thinking.

Writing tasks were scaffolded through clear success criteria, sentence structures and collaborative groupings, ensuring pupils with SEND were fully supported without reducing challenge. Exploratory questioning, such as probing why an author selected specific language, encouraged deeper thinking and metacognitive engagement.

In History, one lessons began with structured metacognitive reflection. Pupils identified errors in a paragraph using two colours to distinguish factual inaccuracies from spelling and punctuation mistakes, before correcting their work using green pen alongside the teacher. This colour coded approach supported self-regulation, error awareness and independent improvement. In another History lesson, deliberate mistakes were embedded into a text, with teachers using differentiated instruction and frequent checks for understanding to guide pupils in identifying and correcting misconceptions.

<p><b>Prior Knowledge needed</b> What do you remember about Henry VIII?</p>	<p><b>Predict</b> - What can you predict about Hoover and how he is remembered?</p>	<p style="text-align: center;"><b>Key words</b></p> <p>Pope</p> <p>Divorce</p> <p>Reformation</p> <p>Protestant</p> <p>Monasteries</p>
<p><b>Comprehension questions</b></p> <ol style="list-style-type: none"> <li>1. Who was Henry VIII's father?</li> <li>2. Who was Henry VIII's first wife?</li> <li>3. Who is the head of the Catholic Church?</li> <li>4. What did the Church say Henry could not have?</li> <li>5. What religion was England after the break with Rome?</li> <li>6. How did Henry solve his money problems?</li> </ol>	<p>Henry VIII was king of England following the death of his father, Henry VII. Henry wanted a son to be the next king, but his wife, Catherine of Aragon, couldn't have one.</p> <p>Henry asked the Pope (the leader of the Roman Catholic Church) if he could end his marriage and marry someone else, but the Pope said no as the Catholic Church did not believe in divorce.</p> <p>Henry was very unhappy, so he made a big decision. He broke away from the Pope and the Roman Catholic Church. Instead, he made himself the head of a new church in England, called the Church of England. This was called the Break with Rome (or sometimes, the Reformation). It changed religion in England forever and made England officially a Protestant country</p> <p>The Reformation also allowed Henry to solve his money problems by closing monasteries, stealing church land and selling it to his rich friends.</p>	
	<p><b>Clarify</b> - What questions do you have?</p>	<p><b>Summarise</b> - Write what happened in your own words</p>

Figure 7: History Learning Resource

In History, teachers also use carefully structured scaffolds and guided reading approaches to support pupils' comprehension of complex texts and historical language.

Mathematics lessons demonstrated strong use of responsive teaching and vocabulary scaffolding. In Year 8, key terms such as mean and mode were displayed on worksheets for reference, supporting independence. Teachers checked understanding using mini-whiteboards, re-explaining concepts in alternative ways when pupils were unsure. In lower-attaining groups, tasks were carefully sequenced and visually supported through bolded key terms (e.g. difference) and colour coding. Explicit modelling was followed by close teacher circulation to ensure pupils could apply learning confidently.

Multisensory approaches supported understanding across subjects. In Science, teachers used diagrams and systematic revisiting of core concepts and vocabulary, such as evaporation within the rainforest topic, to strengthen memory and conceptual links. In History and Design & Technology, pupils handled artefacts, including World War I objects, supporting concrete understanding without oversimplification.

In Photography, high expectations were made explicit through analysis of professional photographers' work. Teachers modelled critical and analytical vocabulary, which pupils recorded and applied independently. Clear guidance on portfolio presentation supported structure and self-regulation, while pupil choice over photographic themes enabled strong engagement and personal meaning, particularly at Key Stage 4.

Across lessons, teachers frequently adapted instruction in response to pupil feedback, using questioning, visual cues and alternative examples to clarify understanding. Opportunities for metacognitive reflection, deliberate practice, structured talk and independent application were embedded routinely. These examples demonstrate how OAP principles are enacted consistently across subjects to secure inclusive, high-quality classroom practice.

## Visual and Learning Space Conditions

	A Monday	A Tuesday	A Wednesday	A Thursday	A Friday
Tutor 8:45 - 9:10					
Period 1 9:10 - 10:10	Science - E004 JPT	Catering - A004 ELL	Study Skills - D101 CSC	Maths - A104 NR	P.E - P.E 1 CJB
Period 2 10:10 - 11:10	Maths - D101 NR	Catering - A004 ELL	English - B005 HMR	English - B005 HMR	P.E - P.E 1 CJB
BREAK 11:10 - 11:30					
Period 3 11:30 - 12:30	Photography - B003 EKS	Photography - B003 EKS	Maths - A104 NR	Science - E006 JPT	Maths - C001 NR
Period 4 12:30 - 1:30	Photography - B003 EKS	English - E005 HRM	Science - E006 JPT	History - A102 LMB	English - B005 HMR
LUNCH 1:30 - 2:00					
Period 5 2:00 - 3:00	English - B005 HMR	Science - E005 R/JH	History - A102 LMB	History - A102 LMB	Study Skills - E010 MVH

Figure 8: Visual Timetable

Visual approaches across the school were purposeful, restrained and well aligned with Ordinarily Available Provision (OAP) principles. Teachers made deliberate use of colour coding, dual coding and step-by-step visual scaffolds to support clarity, independence and access, without creating visual overload.

Colour coding was used effectively to foreground key information and reduce cognitive demand. In French, colours highlighted essential grammatical features, such as the capitalised A with accent and key time phrases, supporting accurate sentence construction. In English, inverted commas were introduced

through a clear visual analogy ('starts with a 66 and finishes with a 99'), with steps modelled incrementally to enable pupils to apply conventions independently.

Dual coding was evident across subjects. In Photography, technology-based visual guides combining images and vocabulary supported independent portfolio work. In English, teachers used a single, carefully chosen sentence for analysis, visually labelled to model high quality responses without overwhelming pupils. Clear success criteria were consistently displayed, enabling pupils to understand expectations and self-check their work.

Visual timetables, now and next boards and schedules were used where appropriate to support predictability and smooth transitions, particularly for pupils with SEND. Personalised visual timetables were provided for those who benefit from additional structure, while visual timers supported focus and task completion. For example, in English, timers were used during short retrieval or exploratory tasks, such as identifying imagery, helping pupils manage time confidently.

Visual supports also promoted emotional and regulation and positive behaviour. Simple visual cues, such as reminders for 'whole-body listening' or choice cards using character images, reinforced expectations with minimal language. Fidget to focus concessions and structured doodle booklets, with clear rules and expectations, along with booklets based on the Zones of Regulation, provide pupils with accessible tools to support emotional regulation, focus and self-management (see figure 9).

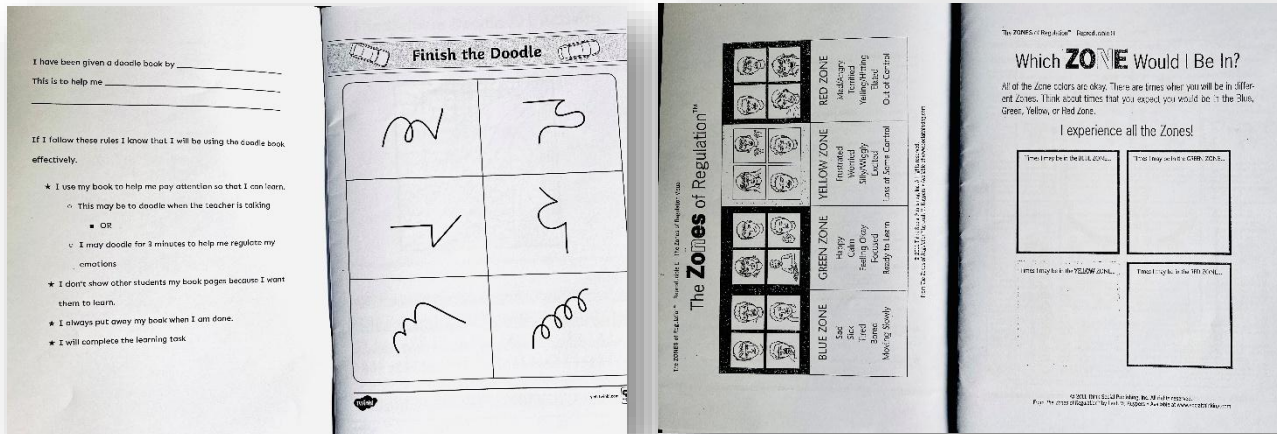




Figure 9: Resources Supporting Emotional Regulation




**Comic Strip Conversations**  
(devised by Carol Gray)

 **Helps a student to:**

- Understand the rules of conversation
- Understand their own feelings, thoughts and reactions better
- Understand the perspective of another person
- Understand what went wrong in a social situation and come up with a new way forward for next time
- Understand the thoughts and intentions behind the actions of characters in stories, texts, history, current politics etc.


This strategy also helps teaching staff to understand the student's perspective and understanding of a situation.

 **When to use it:**

- When a student is **struggling to understand** and follow conversation 'rules' such as taking turns to talk and keeping to topic.
- Following a social incident** which has been challenging for the student.
- When the student is struggling to understand why characters in texts behave the way they do.

**How to use Comic Strip Conversations:**

- The student (preferably) or a supporting adult draws a **series of simple cartoon pictures** (stick figures are fine) to illustrate a series of actions or conversational turns.
- It can be **drawn as you talk**, making the live conversation visual after an event.
- The drawings should **represent what the student remembered**, including:
  - Where it happened
  - Who was there
  - What was said (speech bubbles)
  - What happened (actions)
  - What people might have been thinking (thought bubbles)
  - How people might have been feeling (using a colour coded system).

 **Remember:**

Students with social communication difficulties (including Autism):

- Can find it difficult to see things from another's point of view (i.e. put themselves in someone else's shoes).
- Need help to understand that what people are thinking can be different to what they are saying.
- Need help understanding how others might perceive what they say or do.
- Can have difficulty understanding and naming feelings both in themselves and in other people.
- Need support in understanding how to do things differently for a better social outcome.
- Need support in understanding how to read others' intentions.
- Benefit from consistency** - so make sure all those using this strategy use the same format and colour coding system.
- May struggle to communicate if they are experiencing heightened emotions – it is best to **trial this strategy with something that is not highly emotive** for the student so they have initial success and **always wait until they are calm** before attempting to unpick a tricky situation.

Communication and Interaction Learning Toolkit – Comic Strip Conversations  
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Figure 10: Comic Strip Conversations Resource

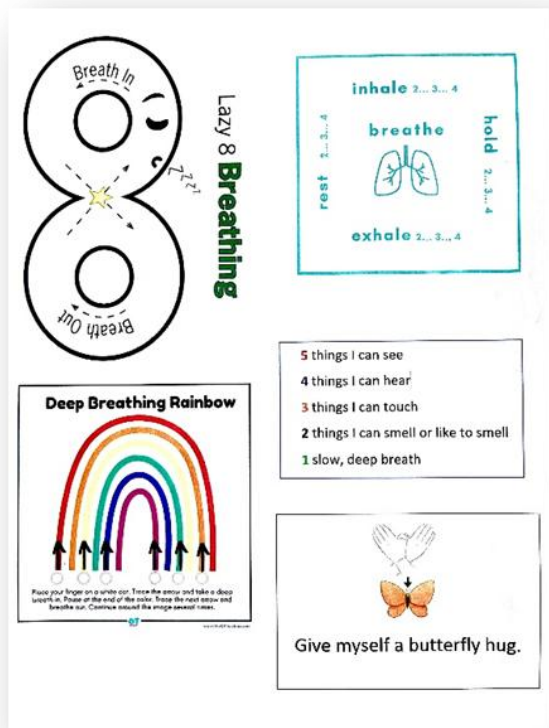


Figure 11: Self-Regulation

Social stories and comic-strip conversations, informed by Carol Gray’s approach (see figure 10), are used by the SENDCo to support emotional regulation and social communication. Visual guidance for self-regulation strategies, such as square breathing, was accessible in learning spaces (see figure 11).

Learning environments were thoughtfully adapted to support focus and inclusion. Low-sensory teaching zones, such as the front of English classrooms, reduced distraction and supported sustained attention. Adapted furniture was provided discreetly. For example, in science classrooms, high stools were replaced with tall, high-backed chairs, with chair-based TheraBands supporting posture and sensory regulation.

These visual and environmental strategies demonstrate how the school’s OAP is embedded through clarity, consistency and thoughtful design, ensuring all pupils can engage confidently and successfully with learning.

## Impact

The consistent implementation of Ordinarily Available Provision has had a clear and positive impact on pupils’ confidence, engagement and approach to learning. During pupil voice discussions, pupils explained how consistent scaffolding, explicit modelling and regular checks for understanding helped them approach tasks with greater clarity and confidence. They particularly valued the way knowledge was routinely revisited and gaps were identified and addressed, which helped them feel more secure in their subject knowledge. As a result, pupils were highly focused in lessons, secure in established learning routines, and increasingly willing to take intellectual risks and persevere with challenge, deepening their learning over time.

# Case Study: OAP at Toynbee School

## Strategic Leadership and Implementation

The inclusive culture at Toynbee School was recognised in the 2024 Ofsted report, which highlighted teaching and learning principles that were, ‘thoughtfully and collaboratively developed’ to ensure all pupils, including disadvantaged pupils and those with SEND, achieve well. This culture has been further strengthened through sustained strategic leadership, including participation in the HIAS Embedding Ordinarily Available Provision (OAP) Programme during 2024–25 and an in-depth follow-up review in March 2026. Their resulting OAP case study offers a sector-leading example of research-informed OAP embedded coherently across the school through clear leadership, shared ownership and disciplined implementation.

The headteacher highlighted how the senior leadership team has deliberately applied research to the specific context of the school, building shared ownership among staff and students. Leaders recognise that getting the learning right requires more than simply ‘getting the behaviour right,’ and have therefore designed a coherent model that integrates behaviour, pedagogy, and OAP. This relational, research-engaged approach has secured strong buy-in from stakeholders and generated a highly positive response across the school community.

Senior leaders have translated research into a clear pedagogical framework underpinned by seven core principles. Initially the teaching and learning principles were established and exemplified through whole-school CPD. Work with HIAS has strengthened leaders’ understanding of both what OAP looks like in practice and why it matters, translating relevant research into high-leverage classroom strategies. Implementation is secured through robust leadership systems. The weekly Department

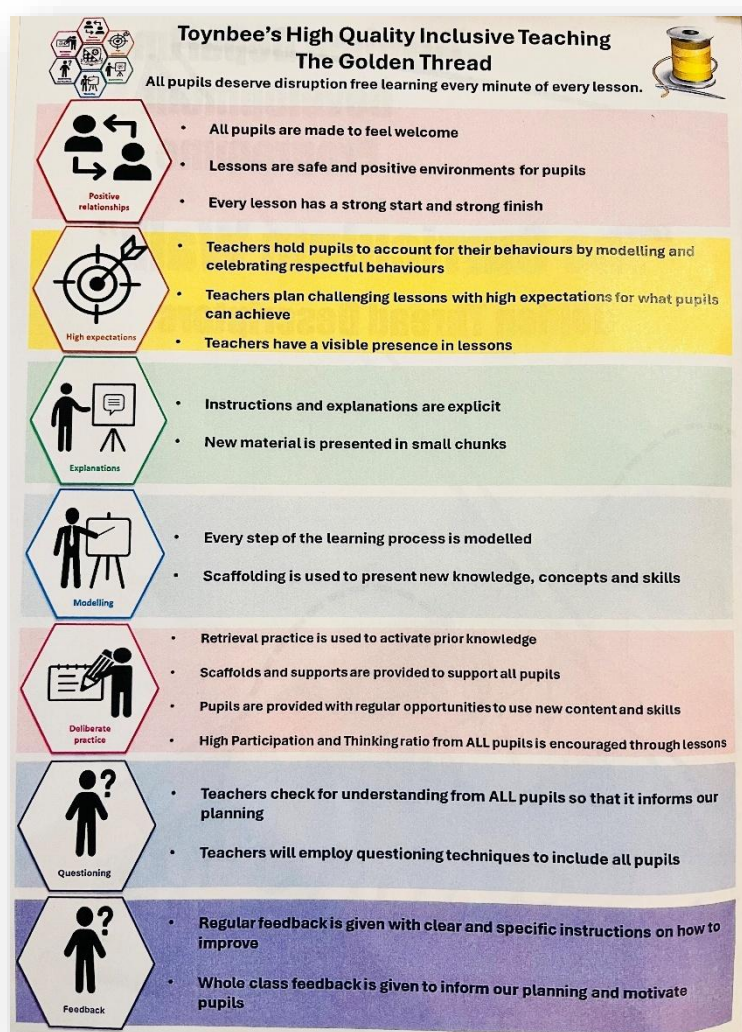


Figure 12: Toynbee's High Quality Inclusive Teaching

Development Programme (DDP) focuses on one Golden Thread at a time (you can see one thread in figure 13 below), providing precise, actionable guidance on effective enactment. Strong practitioners model agreed approaches, such as step-by-step task breakdown or the

**Curriculum Walk: Golden Thread Descriptions**

**Questioning**

**QU (1): TEACHERS CHECK FOR UNDERSTANDING FROM ALL PUPILS SO THAT IT INFORMS OUR PLANNING**

**DESCRIPTION OF STATEMENT**

Checking for Understanding is a crucial component of effective teaching. It involves teachers regularly assessing what pupils know about the material being taught. Checking for understanding acts as a tool for us as teachers to adjust our teaching methods and improve learning by assessing pupil understanding in real time, allowing us to make necessary instructional decisions such as whether re-teaching during the lesson is necessary. Checking for understanding also enables a more responsive classroom, fostering a culture of continuous feedback and improvement.

**INDICATORS OF GOOD PRACTICE COULD INCLUDE:**

- The teacher will be explicit about participation. By this it will be clear to all pupils what is expected of them and are to respond.
- The use of Whole Class Questioning perhaps through Mini Whiteboards or Up/Down for responses.
- Choral response is utilised to ensure all pupils participate in class. There is a culture of 'no wrong answers' where incorrect responses are welcomed using phrases such as "Say it with me" or "Build on" to other pupils to "Build on" the response.
- A range of questions are used to assess understanding and diagnostic.

**QU (2): TEACHERS WILL EMPLOY QUESTIONING TECHNIQUES TO INCLUDE ALL PUPILS**

**DESCRIPTION OF STATEMENT**

Whole class checking for understanding encourages a high participation and thinking ratio as both involve the unpredictability (for the pupils!) of who will be asked to answer a question.

Whole class checking for understanding ensures that all pupils are actively involved in retrieval practice and that they are held accountable for their understanding and participation.

**INDICATORS OF GOOD PRACTICE COULD INCLUDE:**

- Teacher encourages high participation and wait time after a question before moving on so that all pupils have time to think of a response.
- Whole Class Questioning techniques might be evident such as voting, use of hands, cold calling, mini whiteboards or call & response (Choral response).
- Turn and Talk may also be used to enable pupils to share ideas and build upon their responses.
- Teacher may also Check for Listening through questioning

**Feedback**

**FE (1): REGULAR FEEDBACK IS GIVEN WITH CLEAR AND SPECIFIC INSTRUCTIONS ON HOW TO IMPROVE**

**DESCRIPTION OF STATEMENT**

As teachers we need feedback from our pupils on their understanding of new content to inform our planning – this can be done in the lesson through our checking for understanding techniques or in or after the lesson through their books and work.

Pupils crucially need feedback from us –to inform them about their learning –where they are at and what they need to do to move forward. This can be written, verbal, from us, their peers or from themselves.

**INDICATORS OF GOOD PRACTICE COULD INCLUDE:**

- Book looks may provide evidence of written feedback from the teacher.
- In the moment feedback may be given by the teacher while they are circulated and working with pupils.
- Some strategies such as Show Call or Live Marking may be in use to enable the teacher to highlight feedback for the whole class.
- The use of a visualiser to model improvements or the use of a pupil to demonstrate in more practical settings are also examples of techniques used to deliver feedback for the pupils.

**FE (2): WHOLE CLASS FEEDBACK IS GIVEN TO INFORM OUR PLANNING AND MOTIVATE PUPILS**

**DESCRIPTION OF STATEMENT**

Providing pupils with written feedback on how they can improve their learning is essential in closing the learning gap between what you need them to learn and what they have actually learnt. Books do need to be looked at but marking them is not essential. Feedback does need to be provided to pupils, but not individualised comments. A healthy and effective way to feedback to pupils is through whole-class feedback approach. Books will need to be reviewed, learning points considered, and effective ways to improve their work provided to the class.

**INDICATORS OF GOOD PRACTICE COULD INCLUDE:**

- Use of the pink feedback sheet and green pen. Other more practical subjects may have a feedback whole class tracker that is used.
- A feedback wall / bank of targets that pupils are referred to may be in operation. Coding of targets could be seen in work.
- Warm Calling may be used to provide whole class feedback by gathering information from the group before questioning.

**Toynbee Department Development Programme**  
**"The Curriculum Walk"**  
**Golden Thread Descriptors**

Figure 13: Golden Thread Descriptions

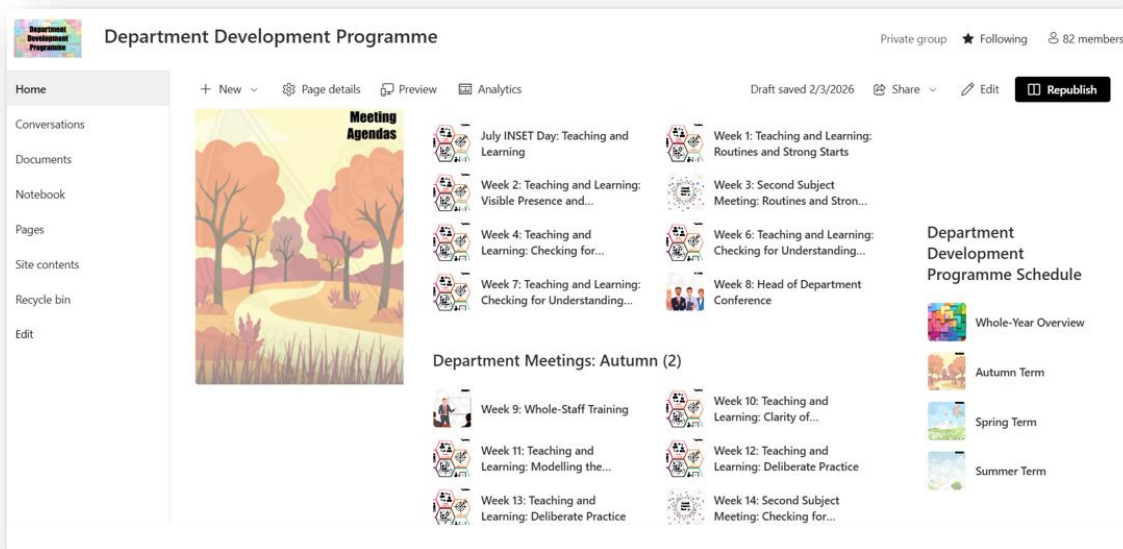


Figure 14: Departmental Development Programme

use of '3-2-1 go' to secure smooth transitions and collective attention during in-class assessment. In addition to SLT learning walks, weekly observations by subject leaders create an opportunity to celebrate successful OAP implementation and give concrete feedback within each subject. This supports incremental improvement (using step by step breakdowns in Sisra) and reinforces the expectation that every teacher continues to develop. This means that OAP is implemented intelligently and consistently rather than compliantly. Best Practice Prompts (shown in the image) support teachers' knowledge retrieval and cognitive load on key OAP strategies.

Ongoing CPD sustains the school's inclusive culture. Recent training has focused on adaptive teaching, emphasising proactive strategies such as scaffolding, worked exemplars and pre-teaching vocabulary, alongside responsive in-lesson adaptations. The SEND priority within the School Improvement Plan ensures inclusive practice remains central to improvement work rather than peripheral.

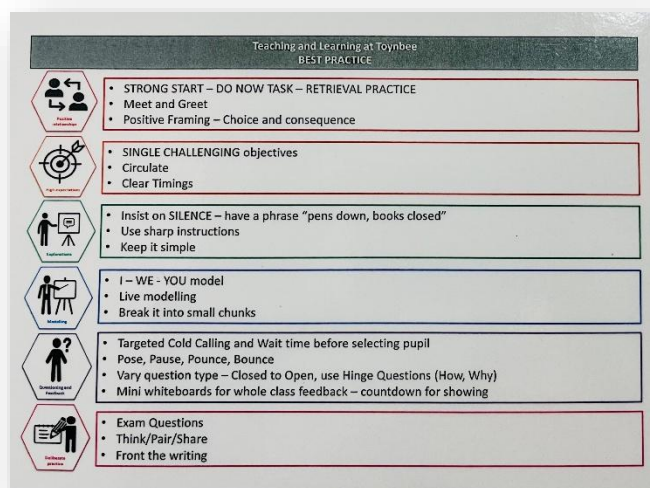


Figure 15: Best Practice Outline

Leaders are now extending this coherence through a working group refining the behaviour policy, specifically integrating relational practice with high expectations. Drawing on the work of Karla Simiane, Sam Strickland, Paul Dix, Dowley and Lovell, the group have formed a set of principles that capture the ethos and culture of behaviour management at Toynbee. This includes creating a framework of de-escalation strategies, strengthening low-disruption interventions and support for disengaged pupils, while maintaining a focus on compassion, curiosity and restoration so that consequences sustain learning and relationships.

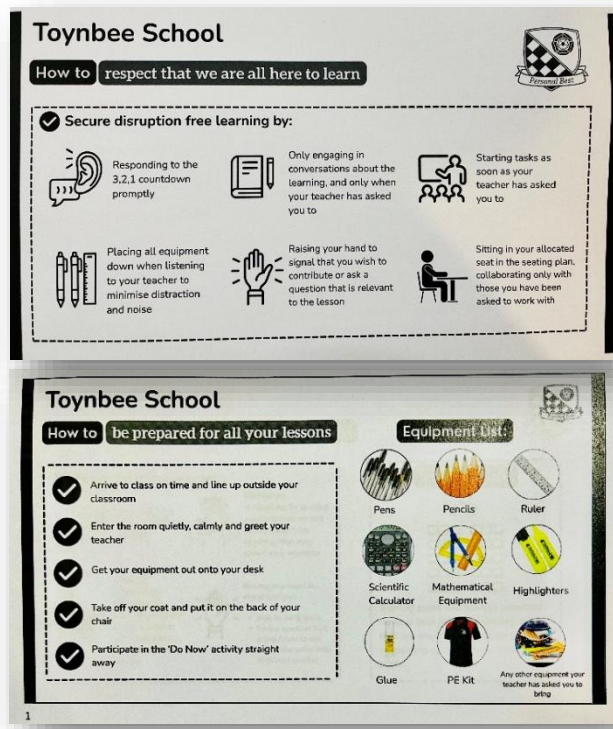


Figure 16: How To...

Leaders also prioritise the explicit teaching of routines to pupils. Students are consistently taught what teachers will do, why routines matter and what is expected of them. For example, choral responses are framed as strategies for building attention and collective understanding, not simply compliance. Expectations around preparedness are embedded from Year 6 induction and reinforced through dual-coded corridor displays. Staff model the habits they expect pupils to mirror, such as greeting pupils at the door to signal readiness and calm starts, with clear explanations of purpose. This clarity around what it looks like and why it matters is a defining feature of OAP implementation.

Recognising the importance of wider alignment, leaders are now strengthening parental engagement by communicating expectations, routines and their rationale more clearly, enabling families to reinforce learning habits and behaviour and further embedding a coherent whole-community approach to inclusion and improvement.

### Pedagogy and classroom practice

Across subjects, lessons demonstrated exceptionally high participation through consistent use of mini-whiteboards, choral responses and structured talk. Teachers used reassurance and predictable routines (e.g. '3-2-1 show me') to reduce performance anxiety and ensure that all pupils, including reluctant responders, shared their thinking. For example, in Geography, pupils explored why people choose to live in danger zones by simultaneously recording ideas on whiteboards, with prompts such as, 'A question mark is fine' supporting psychological safety and inclusion.

Explicit modelling, retrieval practice and dual coding were securely embedded to support memory and understanding. Teachers regularly modelled thinking processes, chunked instructions and used *I-We-You* structures to scaffold independence, as seen in English and Geography reading tasks where key ideas were read aloud, repeated and then transferred into structured written responses. Teachers adapted instruction in real time based on whole-class feedback. Misconceptions were identified through whiteboard responses (e.g. confusion around Japan's wealth or key contextual terms in *Of Mice and Men*) and addressed immediately through targeted questioning, brief explanation, or visual reinforcement.

Responsive teaching was evident across subjects. In English, strong exemplar responses were shared to clarify success criteria before pupils generated ideas under timed conditions, ensuring sustained participation to the end of lessons. In Languages, Year 11 pupils translated sentences on whiteboards, enabling the teacher to spot emerging gaps (e.g. specific vocabulary items) and respond immediately through re-teaching and choral repetition. These observed practices exemplify the school's ordinarily available provision: low-stakes checking, explicit instruction, and adaptive teaching used routinely to secure understanding for all pupils.

## **Visual and Learning Space Conditions**

Across subjects, visual approaches are deliberately designed to support clarity, reduce cognitive load and improve access for all pupils. Teachers consistently use uncluttered, purposeful visuals that foreground key information without distraction. For example, in geography, a simplified map showing only essential cities and danger zones enabled pupils to focus on core concepts without visual overload. This was supported by dual coding through colour-coded maps on desks and concise, bolded language on slides, reinforcing understanding and attention.

Visual structures are used to scaffold learning routines and independence. PowerPoint slides follow a consistent template, supporting pupils to record the date and key question accurately without relying on verbal instructions. Diagrams and visual representations are embedded throughout lessons to support visualisation and long-term recall. Pupils commented that these supports help them 'see' and remember learning more effectively, particularly in geography. These approaches exemplify the school's OAP commitment to accessible, memory-focused learning through clear modelling, dual coding and frequent low-stakes checking.

Learning spaces are equally structured to support inclusion and calm, disruption-free learning. Senior leaders have worked collaboratively to translate the whole-school vision into consistent routines that reduce cognitive load and make expectations explicit. Behavioural norms and participation routines (e.g. choral responses, '3-2-1 respond') are explicitly taught, rehearsed from Year 6 induction and reinforced through large, dual-coded corridor displays such as 'Be on time,' ensuring expectations are visible and memorable.

In lessons, expectations are narrated clearly and positively (e.g. 'We are now sat silently in 4-3-2-1, thank you' or 'Everyone is reading and ready to take over'), providing clarity and predictability. Teachers greet pupils at the door to model punctuality and readiness, supporting calm lesson starts through positive relational interactions. The SENDCo further supports access through social stories and consistent language such as 'kind voices, kind hands,' while practical adaptations, including lower desks in science classrooms, ensure the physical environment meets diverse needs. Display walls are subject-specific and designed to support, rather than distract from, learning, supported by SEND leadership.

Together, these visual and environmental approaches demonstrate how the school's OAP is grounded in clarity, consistency and accessibility. Routines, visuals and learning spaces work in alignment to reduce cognitive demand, support positive behaviour and ensure all pupils are able to engage confidently and successfully with learning.

## Impact

OAP at Toynbee School supports deep engagement, high expectations and equitable access for all learners. During the visit, pupils articulated clearly what helped them learn, particularly the use of diagrams, modelling and structured routines. High levels of participation along with regular checks for understanding were evident across classrooms during the OAP visit enabling all children to thrive. This aligned with Ofsted's comments in 2024 reporting that Toynbee's inclusive culture and ambitious curriculum resulted in 'enthusiastic' pupil participation and rising levels of achievement, 'both in school and in public examinations', including 'pupils with special educational needs and/or disabilities (SEND)'. The school's clear leadership, shared ownership and disciplined implementation of OAP, represents the best of what inclusive, evidence-driven schooling can look like.

Teaching and Learning at Toynbee	
<b>Positive behaviour &amp; Relationships:</b> Toynbee, teachers will create safe and inclusive environments	
<b>STRONG STARTS TO LESSONS</b> <ol style="list-style-type: none"> <li><b>THRESHOLD:</b> Welcome</li> <li><b>ROUTINE ENTRY:</b> Books out</li> <li><b>STRONG START: DO NOW</b> activity – learning starts at the start</li> </ol>	<b>TRANSITIONING FROM TASK TO TASK</b> <ol style="list-style-type: none"> <li><b>CLEAR INSTRUCTIONS:</b> Be specific</li> <li><b>CLEAR TIME:</b> Count down</li> <li><b>NARRATE THE POSITIVES:</b> Identify those who are complying</li> <li><b>BE SEEN LOOKING:</b> Pastore's Perch (corner), Invisible column, tiptoes</li> <li><b>THANK YOU</b></li> </ol>
<b>CORRECTING OFF TASK BEHAVIOUR</b> <ol style="list-style-type: none"> <li><b>NON-VERBAL:</b> Gesture – makes it private correction</li> <li><b>POSITIVE GROUP CORRECTION:</b> Quick verbal reminder early on</li> </ol>	<b>KEEPING PUPILS ON TASK</b> <ol style="list-style-type: none"> <li><b>CIRCULATE:</b> Move strategically</li> <li><b>EYES ALL AROUND:</b> Strategic walking</li> <li><b>NARRATE THE POSITIVES:</b> Pick up on pupils doing the right thing</li> </ol>

Figure 17: Teacher Guidance on Positive Behaviour and Relationships

## Section 4: Leadership lessons for successful implementation of OAP

Focus	Strong Practice	Impact	Next Steps
<b>1. Non-negotiable principles</b>	<ul style="list-style-type: none"> <li>Define a small set of clear OAP principles;</li> <li>teach them explicitly;</li> <li>revisit regularly;</li> <li>use as lens for CPD, QA and feedback;</li> <li>prioritise clarity over comprehensiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Reduces variability;</li> <li>moves OAP from a checklist to a shared professional standard.</li> </ul>	<ul style="list-style-type: none"> <li>Identify 5–7 golden-thread OAP principles;</li> <li>pause new initiatives and strengthen fidelity to the core.</li> </ul>
<b>2. OAP embedded in QA</b>	<ul style="list-style-type: none"> <li>Align lesson visits and learning walks to OAP;</li> <li>give frequent, precise, actionable feedback;</li> <li>use short monitoring cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Defines quality through OAP;</li> <li>avoids initiative fatigue.</li> </ul>	<ul style="list-style-type: none"> <li>Use OAP-aligned QA tools;</li> <li>clarify OAP as inspection-relevant teaching quality.</li> </ul>
<b>3. Practice-focused CPD</b>	<ul style="list-style-type: none"> <li>Codify practice with concrete examples;</li> <li>introduce research in service of practice;</li> <li>model routines in CPD and classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Builds confidence;</li> <li>improves fidelity through understanding rationale and routine.</li> </ul>	<ul style="list-style-type: none"> <li>Use videoed routines, live modelling and annotated examples;</li> <li>prioritise practice-first adaptive teaching.</li> </ul>
<b>4. Design for independence</b>	<ul style="list-style-type: none"> <li>Use fluid adult support;</li> <li>train TAs to prompt and withdraw;</li> <li>rely on universal tools.</li> </ul>	<ul style="list-style-type: none"> <li>Improves self-efficacy;</li> <li>SEND support complements teaching quality.</li> </ul>	<ul style="list-style-type: none"> <li>Position independence as an OAP success indicator;</li> <li>align TA development to pedagogy.</li> </ul>

<b>5. Behaviour, pedagogy and OAP as one system</b>	<ul style="list-style-type: none"> <li>• Teach and practice behaviour routines;</li> <li>• chunk and visualise expectations</li> <li>• reject learning/ behaviour divide.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces cognitive load;</li> <li>• improves regulation, engagement and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Align behaviour policy with OAP principles;</li> <li>• emphasise how learning happens.</li> </ul>
<b>6. Visuals as universal infrastructure</b>	<ul style="list-style-type: none"> <li>• Design uncluttered, consistent visuals; embed whole-school routines;</li> <li>• treat visuals as instructional hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces reliance on adults;</li> <li>• supports participation and memory for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Share exemplars;</li> <li>• audit materials for cognitive load.</li> </ul>
<b>7. Culture, not compliance</b>	<ul style="list-style-type: none"> <li>• Frame OAP as professional craft;</li> <li>• give belief-driven feedback;</li> <li>• build warm improvement cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• increases buy-in;</li> <li>• sustains implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• narrative of strengthening practice;</li> <li>• recognise and share strong practice.</li> </ul>

## In summary for school leaders

The strongest schools show that **effective OAP is not about more interventions, more paperwork or more complexity**, but about:



School-wide improvement is most likely when leaders:

- reinforce this message consistently,
- curate and share exemplars,
- and support teachers and middle leaders to move from *knowing the guidance* to *owning the practice*.

## Section 5: Acknowledgements

Thank you to the following schools for hosting our visits:

- Applemore College
- Brookfield Community School
- Calthorpe Park School
- Court Moor School
- Cranbourne School
- Crookhorn College
- Harrow Way Community School
- Henry Beaufort School
- Horndean Technology College
- Kings' School
- Portchester Community College
- Swanmore College of Technology
- Testbourne Community School
- The Hamble School
- The Hurst School
- Toynbee School
- Warblington School
- Yateley School

Thank you to the HIAS colleagues who carried out these visits and also those who supported them in creating this summary review document:

Kate Broadribb: School Improvement Manager - Secondary

Helen Dear: School Improvement Manager - Secondary

Tania Harding: School Improvement Manager - Secondary

Sarah Herrity: General Inspector/Adviser

Chris Vaudin: Inspector/Adviser - Secondary

Richard Wilson: Inspector/Adviser - Secondary

Jason Alexander: Digital Engagement and Senior Administrator

*Co-Pilot (Microsoft, <https://copilot.microsoft.com>) was utilised to support an initial analysis and synthesis of the 18 individual reports that were written by HIAS Inspector/Advisers' following their visits to schools.*

# Appendices

## Appendix A

### Senior Leader Audit Tool – Ordinarily Available Provision

Baseline data for academic year 2024-25

#### *School Profile*

Number on roll	% of those identified as PP	% of those identified as SEND support	% of those with an EHCP

#### *Attendance*

Whole school attendance	Attendance for those identified as PP	Attendance for those identified as SEND

#### *Reduced Hours Provision*

% in use across the whole school	% used for those identified as PP	% used for those identified as SEND or those who have an EHCP

#### *Suspensions*

% across the whole school	% of those identified as PP	% of those identified as SEND or those who have an EHCP

#### *Trips*

Whole school attendance	Attendance for those identified as PP	Attendance for those identified as SEND

#### *After School Clubs*

Whole school attendance	Attendance for those identified as PP	Attendance for those identified as SEND

#### *Whole School Approach*

- How confident are you that staff could articulate what inclusion at your school looks like?

Not at all	A little	Quite	Very
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- How confident are you that the staff would be saying the same things?

Not at all	A little	Quite	Very
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- Do all staff feel a responsibility for promoting inclusion?

Yes	No	Unsure
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- How often are strength based and trauma informed use of language used when talking with and talking about pupils?

<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>
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- Does your teaching and learning and SEND policy outline what is expected as ordinarily available provision in your school?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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- How embedded are the principles of your teaching and learning and SEND policy?

<b>Not at all</b>	<b>A little</b>	<b>Quite</b>	<b>Very</b>
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- Is your behaviour policy focused on relational and restorative approaches?

<b>Not at all</b>	<b>A little</b>	<b>Quite</b>	<b>Very</b>
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- How consistently is your policy implemented across your school?

<b>Not at all</b>	<b>A little</b>	<b>Quite</b>	<b>Very</b>
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### **Governance**

- Would governors be able to articulate what inclusion at your school looks like?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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- How confident are governors with the core principles of your teaching and learning, SEND and behaviour policies?

<b>Not at all</b>	<b>A little</b>	<b>Quite</b>	<b>Very</b>
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- How frequently do governors get feedback from parents and pupils?

<b>Never</b>	<b>Annually</b>	<b>Bi-Annually</b>	<b>Termly</b>
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- Are governors clear as to where inclusion is focused upon in your development plan?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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### **Staff**

- How confident are you that all staff follow the expected routines and systems of the school?

<b>Not at all</b>	<b>A little</b>	<b>Quite</b>	<b>Very</b>
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- Does the CPD offer enable staff to enhance their skill set linked to inclusion?

<b>Not at all</b>	<b>A little</b>	<b>Quite</b>	<b>Very</b>
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- Do all staff understand what is meant by a graduated approach?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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- Have all staff accessed the 5 eLearning modules about supporting complex learners?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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- Do all staff know about and use the SEN support line when required?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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- Do staff value and exact coproduction with pupils and parents?

<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>
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- How consistently do all staff deliver high quality, inclusive teaching in their classroom?

<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>
--------------	------------------	-------------------------	------------------------

- Do staff understand the different strategies in use and the potential impact of these?

<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>
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**Physical Environment**

- Does your physical environment limit sensory overload?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
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- Are visuals used as a consistent communication tool across your school?

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
------------	-----------	---------------

- Are regulation tools and equipment accessible around your school site?

<b>Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>All of the time</b>
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**Teaching Staff Audit Tool – Ordinarily Available Provision**

- What does inclusion mean at your school?

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- What is your role in supporting inclusion?

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- What is ordinarily available provision at your school?

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- I am confident with the graduated approach and how it is used in my school?

<b>Not at all confident</b>	<b>Some confidence</b>	<b>Increasing confidence</b>	<b>Very confident</b>

- I have completed the 5 eLearning modules

<b>Yes</b>	<b>No</b>	<b>Partially</b>

- I know how to access the SEN support line

<b>Yes</b>	<b>No</b>

The following tables allow you to assess your knowledge of a particular approach and your understanding of the impact afforded through the approach.

**Learning Environment**

	<b>Not at all confident</b>	<b>Some confidence</b>	<b>Increasing confidence</b>	<b>Very confident</b>
<b>Using adapted furniture</b>				
<b>Bringing aspirations into expectations</b>				

<b>Creating a classroom climate and a sense of belonging</b>				
<b>Implementing clear and explicit boundaries</b>				
<b>Using strength based and trauma informed language</b>				
<b>Creating a low sensory environment</b>				
<b>Supporting transitions</b>				
<b>Resource presentation to aid textual navigation</b>				
<b>Using seating to meet need</b>				
<b>Using now and next or first and then boards</b>				
<b>Using prompting</b>				

***Pedagogical Principles***

	<b>Not at all confident</b>	<b>Some confidence</b>	<b>Increasing confidence</b>	<b>Very confident</b>
<b>Adaptive delivery</b>				
<b>Chunking</b>				
<b>Use of concrete resources</b>				
<b>Crafted questioning</b>				
<b>Differentiated instruction</b>				
<b>Using grouping strategically</b>				
<b>Developing metacognition for independence</b>				
<b>Modelling</b>				
<b>Using multisensory approaches</b>				
<b>Ongoing, responsive assessment and feedback</b>				
<b>Providing opportunities for repetition and deliberate practice</b>				
<b>Having a clear end point and knowing the likely route of learning</b>				
<b>Pre-teaching of vocabulary</b>				
<b>Reflecting back correct speech</b>				
<b>Using repetitive instructional phrases</b>				
<b>Providing scaffolding and support</b>				

<b>Using sentence starters or writing stems</b>				
<b>Providing context to the curriculum</b>				
<b>Using structures to support talk</b>				
<b>Providing verbal rehearsal opportunities</b>				
<b>Using alternative and augmentative communication</b>				
<b>Providing opportunities for overlearning and consolidation</b>				
<b>Using show and tell me assessment</b>				

### ***Other Visual Approaches***

	<b>Not at all confident</b>	<b>Some confidence</b>	<b>Increasing confidence</b>	<b>Very confident</b>
<b>Colour coding to support textual navigation</b>				
<b>Creating a communication friendly environment</b>				
<b>Dual coding</b>				
<b>Using lesson maps / task plans</b>				
<b>Providing visual scaffolds</b>				
<b>Use of visual timetables</b>				
<b>Use of signing</b>				

## Appendix B

### Lesson Look Checklist

#### Pedagogical Principles

- Chunking of instructions and content
- Use of modelling and scaffolding
- Opportunities for metacognitive reflection
- Responsive assessment and feedback
- Differentiated instruction based on pupil need
- Use of multisensory teaching approaches
- Encouragement of pupil independence and self-regulation
- Deliberate practice and retrieval strategies
- Structures to support talk (e.g oral rehearsal)
- Structures to support writing (e.g sentence starters etc.)
- Pre-teaching vocabulary

**Examples seen:**

#### Visual Approaches

- Colour coding
- Dual coding
- Use of visual timetables and schedules
- 'Now and next' boards to support transitions
- Visual timers to manage activities
- Personalised visual supports for individual pupils
- Social stories and comic strip conversations
- Visual cues for behaviour expectations

**Examples seen:**

## **Learning Space Conditions**

- Low sensory classroom environments
- Adapted furniture and seating arrangements
- Access to regulation resources and all learning resources
- Resource presentation – clear and accessible to all
- Use of inclusive and strengths-based language
- Visual prompts and displays to support independence
- Clear and predictable routines
- Seating arrangements
- Access to quiet spaces or time-out areas
- Use of sensory tools and calming strategies

**Examples seen:**

**In summary**

**Things to consider:**