

# The evaluation schedule for schools

Guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, from September 2009

---

The evaluation schedule provides outline guidance and grade descriptors for the judgements that inspectors will report on when inspecting schools under section 5 of the Education Act 2005 from September 2009.

**Age group:** 0–19

---

**Published:** January 2011

---

**Reference no:** 090098



Corporate member of  
Plain English Campaign  
Committed to clearer communication

**361**

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/publications/090098](http://www.ofsted.gov.uk/publications/090098).

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 090098

© Crown copyright 2011



# Contents

---

<b>Introduction</b>	<b>5</b>
A guide to proportions	5
<b>Inspection judgement form</b>	<b>6</b>
<b>Outcomes: how well are pupils doing, taking account of any variation?</b>	<b>8</b>
Pupils' attainment	9
The quality of pupils' learning and their progress	12
The quality of learning for pupils with special educational needs and/or disabilities and their progress	12
Pupils' achievement and the extent to which they enjoy their learning	15
The extent to which pupils feel safe	17
Pupils' behaviour	19
The extent to which pupils adopt healthy lifestyles	21
The extent to which pupils contribute to the school and wider community	23
Pupils' attendance	25
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	26
The extent of pupils' spiritual, moral, social and cultural development	28
<b>How effective is the provision?</b>	<b>30</b>
The quality of teaching	31
The use of assessment to support learning	31
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	33
The effectiveness of care, guidance and support	35
<b>How effective are leadership and management?</b>	<b>37</b>
The effectiveness of leadership and management in embedding ambition and driving improvement	38
The leadership and management of teaching and learning	38
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	41
The effectiveness of the school's engagement with parents and carers	44
The effectiveness of partnerships in promoting learning and well-being	46
The effectiveness with which the school promotes equal opportunity and tackles discrimination	48
The effectiveness of safeguarding procedures	50
The effectiveness with which the school promotes community cohesion	52
The effectiveness with which the school deploys resources to achieve value for money	54
<b>How effective is the Early Years Foundation Stage?</b>	<b>56</b>
Outcomes for children in the Early Years Foundation Stage	57

---

The quality of provision in the Early Years Foundation Stage	60
The effectiveness of leadership and management of the Early Years Foundation Stage	63
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	66
<b>How effective is the sixth form?</b>	<b>68</b>
Outcomes for students in the sixth form	69
The quality of provision in the sixth form	72
The effectiveness of leadership and management of the sixth form	74
The overall effectiveness of the sixth form	77
<b>How effective is the boarding provision?</b>	<b>79</b>
<b>Summative judgements</b>	<b>81</b>
Outcomes for individuals and groups of pupils	82
The school's capacity for sustained improvement	83
Overall effectiveness: how good is the school?	85
<b>Supplementary guidance</b>	<b>87</b>
Judging achievement in special schools, pupil referral units and resourced provision in mainstream schools	87

## Introduction

- The evaluation schedule shown sets out the judgements that inspectors will make and report on from September 2009.
- Inspectors are required to weigh up the balance of evidence in a particular area and to consider it against the descriptors for outstanding, good, satisfactory or inadequate before making a judgement.
- The characteristics of performance at grade 3 are not repeated in the descriptors for grade 2 but are assumed to be present. Similarly, performance at grade 1 assumes the presence of the general features described in grades 2 and 3.
- The grade descriptors and the associated outline guidance should be interpreted in the context of the particular school being inspected. Inspectors will interpret grade descriptors in relation to pupils' age, stage and phase of education.
- The outline guidance is not exhaustive but is intended to guide inspectors to the range and type of evidence they might collect.

## A guide to proportions

The following table provides a description of numerical proportions when expressed in words.

Proportion	Description
97–100%	Vast/overwhelming majority or almost all
80–96%	Very large majority, most
65–79%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

# Inspection judgement form

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate<sup>1</sup>

	Grade
<b>Overall effectiveness: how good is the school?</b>	
Outcomes for individuals and groups of pupils	
The school's capacity for sustained improvement	
What does the school need to do to improve further? Recommendations and required actions	
Does this school require special measures or a notice to improve?	No <input type="checkbox"/>
	NtI <input type="checkbox"/>
	SM <input type="checkbox"/>

<b>Outcomes: how well are pupils doing taking account of any variation?</b>	
Pupils' achievement and the extent to which they enjoy their learning Taking into account: <ul style="list-style-type: none"> <li>■ pupils' attainment</li> <li>■ the quality of pupils' learning and their progress</li> <li>■ the quality of learning for pupils with special educational needs and/or disabilities and their progress.</li> </ul>	
The extent to which pupils feel safe	
Pupils' behaviour	
The extent to which pupils adopt healthy lifestyles	
The extent to which pupils contribute to the school and wider community	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: <ul style="list-style-type: none"> <li>■ pupils' attendance</li> </ul>	
The extent of pupils' spiritual, moral, social and cultural development	

<b>How effective is the provision?</b>	
The quality of teaching Taking into account: <ul style="list-style-type: none"> <li>■ the use of assessment to support learning</li> </ul>	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	

<sup>1</sup> Grades for *Attainment* and for *Attendance* are as follows: 1 is high; 2 is above average; 3 is average; 4 is low.

The effectiveness of care, guidance and support	
---	--

**How effective are leadership and management?**

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: <ul style="list-style-type: none"> <li>■ the leadership and management of teaching and learning.</li> </ul>	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	
The effectiveness of the school's engagement with parents and carers	
The effectiveness of partnerships in promoting learning and well-being	
The effectiveness with which the school promotes equal opportunity and tackles discrimination	
The effectiveness of safeguarding procedures	
The effectiveness with which the school promotes community cohesion	
The effectiveness with which the school deploys resources to achieve value for money	

**How effective is the Early Years Foundation Stage?**

Overall effectiveness Taking into account: <ul style="list-style-type: none"> <li>■ outcomes for children in the Early Years Foundation Stage</li> <li>■ the quality of provision in the Early Years Foundation Stage</li> <li>■ the effectiveness of leadership and management of the Early Years Foundation Stage.</li> </ul>	

**How effective is the sixth form?**

Overall effectiveness Taking into account: <ul style="list-style-type: none"> <li>■ outcomes for students in the sixth form</li> <li>■ the quality of provision in the sixth form</li> <li>■ leadership and management of the sixth form.</li> </ul>	

**Overall effectiveness: how effective is boarding provision?**

The effectiveness of the boarding provision	
---	--

## Outcomes: how well are pupils doing, taking account of any variation?

This section contains seven prime judgements which, taken together, determine the summative judgement: *Outcomes for individuals and groups of pupils*. The seven judgements are:

- the five Every Child Matters outcomes
- pupils' behaviour
- the extent of the pupils' spiritual, moral, social and cultural development.

This section starts with *attainment* and *learning and progress*, which are important elements of the first prime judgement: *How well do pupils achieve and enjoy their learning?*

Inspectors may take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.



## Pupils' attainment

### Inspectors should evaluate:

- the attainment of the oldest year group for which the school provides, up to the end of statutory schooling, as indicated by their test and examination results, and other evidence, taking account of: any important variations between groups<sup>2</sup> of pupils, subjects and courses, and trends over time.

### Outline guidance

The judgement on attainment is made in relation to national standards and is judged in comparison to all schools. Inspectors should consider patterns in the attainment data over the last three years, noting particularly any evidence of performance significantly<sup>3</sup> above or below the national average. They should also take into account evidence of pupils' current performance.

Evidence about attainment in the sixth form does not contribute to the judgement of attainment overall. This evidence, however, informs the judgement about outcomes in the section on the sixth form.

In those special schools where the cognitive ability of the pupils is such that their attainment is unlikely ever to rise above low, attainment is not graded (shown by an asterisk in the inspection report). Inspectors should refer to the supplementary guidance on page 87 for further information.

### Inspectors may take into account:

- national test and examination results set against national benchmarks as indicated in RAISEonline
- a range of indicators including:
  - the proportion of learners attaining particular standards, including those which are national targets such as National Challenge benchmarks
  - capped average points scores
  - average points scores
  - pass and completion rates at different levels
- attainment as shown by test and examination results available in school but not yet validated or benchmarked nationally

---

<sup>2</sup> Relevant groups of pupils are listed in the outline guidance.

<sup>3</sup> The terms 'significant' and 'significantly' relate to statistical significance as shown in RAISEonline.

- attainment of different groups, including boys, girls, minority ethnic pupils, looked after children, pupils eligible for free school meals and other groups identified by the school; inspectors should use RAISEonline where available and the school's own data to make a professional judgement about the importance of any variation
- the extent to which specialist subject attainment targets have been met
- where validated data are not available, or the final year in a school does not correspond with the end of a key stage, the school's evaluation of pupils' attainment supported by records and examples of the pupils' work
- current attainment, including:
  - school data, including results of, for example, optional standard assessment tests (SATs), GCSE module tests and moderated coursework
  - the school's track record in assessing standards of attainment, including the accuracy of previously predicted grades and the quality of teacher assessment
  - the standard of attainment confirmed by the pupils' current work.

*Pupils' attainment: grade descriptors*

<b>High (1)</b>	A large majority of attainment indicators for the final key stage over the last three years have been significantly above average as indicated in RAISEonline. Other data and the pupils' current work indicate that attainment is high. Pupils' attainment in key subjects <sup>4</sup> and the attainment of sizeable groups of pupils are significantly above average.
<b>Above average (2)</b>	A majority of attainment indicators for the final key stage over the last three years have been significantly above average, as indicated in RAISEonline. Other data and the pupils' current work indicate that attainment is above average. Instances of significantly below average attainment, including in key subjects and for sizeable groups of pupils, are rare and there is a pattern of improvement.
<b>Average (3)</b>	Generally, attainment indicators for the final key stage over the last three years have not been significantly below average overall, in all key subjects and for different groups of pupils, as shown by indicators in RAISEonline. Other data and pupils' current work indicate that attainment is average.

---

<sup>4</sup> 'Key' subjects in primary schools are the core subjects. In secondary schools they are English, mathematics, any specialist school subjects and/or GCSE subjects with very high levels of entry.

<p><b>Low (4)</b></p>	<ul style="list-style-type: none"> <li>■ The general pattern of overall attainment indicators for the final key stage over the last three years has been significantly below average, as indicated in RAISEonline. This includes consideration of National Challenge benchmarks. Other data and the pupils' current work indicate that attainment is low.</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>■ The general pattern of attainment indicators for the final key stage over the last three years for one or more key subjects or sizeable groups of pupils has been significantly below average, as indicated in RAISEonline. Other data and the pupils' current work indicate that attainment is low.</li> </ul>
---------------------------	---

## **The quality of pupils' learning and their progress**

### **The quality of learning for pupils with special educational needs and/or disabilities and their progress**

The starting point for these key judgements is the quality of learning experienced by the pupils across the school, including, where relevant, in the Early Years Foundation Stage and/or the sixth form. Assessment information is relevant in helping inspectors form a view about progress but data for the last three years must be considered and discussed with the school.

#### **Inspectors should evaluate:**

- how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners across a range of subjects
- how well pupils enjoy their learning as shown by their interest, enthusiasm and engagement across a range of subjects
- how well pupils make progress relative to their starting points, using contextual value added and other value added measures, including whether there is any significant variation between groups of pupils (for example, minority ethnic groups, groups with different prior attainment, gender groups, gifted and talented groups, pupils speaking English as an additional language), making clear whether there is any underachievement generally or among particular groups who could be doing better
- how well pupils with special educational needs and/or disabilities make progress relative to their starting points.

#### **Outline guidance**

Inspectors may take into account a range of information, including, where relevant, information provided by the school about how well pupils registered at the school but taught in other institutions and those from other institutions taught in the school make progress:

- learning across a range of subjects:
  - lesson observations, including scrutinising pupils' work
  - discussions with pupils
  - the school's evaluation of the quality of learning for all groups, including those with special educational needs and/or disabilities
  - external evaluation of the quality of learning, for example Ofsted's survey visits or the local authority's evaluation

- past progress:
  - data for **up to three previous years**
  - contextual value added data for the school overall (and the learning achievement tracker for post-16) and, where relevant, different key stages, key subjects and different groups of pupils, including those with special educational needs and/or disabilities, as indicated in RAISE online and the sixth form performance and assessment (PANDA) report
  - data presented by the school, including information provided by external bodies
  - any analysis of past progress carried out by the school including whether pupils reach challenging targets
  - Foundation Stage Profile scores
- current progress:
  - pupils' records
  - any analysis of progress carried out by the school, including the progress made by different groups, particularly pupils with special educational needs and/or disabilities; looked after children; particular minority ethnic groups, including Gypsy, Roma and Travellers of Irish heritage; those who join the school other than at the normal date of admission; and those who are socially or economically disadvantaged.

The judgements about learning and progress for all pupils **and** about pupils with special educational needs and/or disabilities are made by using the same grade descriptors.

*The quality of pupils' learning and their progress and the quality of learning for pupils with special educational needs and/or disabilities and their progress: grade descriptors*

<p><b>Outstanding (1)</b></p>	<p>The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.</p>
<p><b>Good (2)</b></p>	<p>The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects. A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.</p>
<p><b>Satisfactory (3)</b></p>	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, may make good progress. Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Pupils, or particular groups of pupils, make too little progress in one or more key stages.</li> </ul>

## Pupils' achievement and the extent to which they enjoy their learning

This judgement takes account of the pupils' attainment and the quality of learning and progress for all pupils and for pupils with special educational needs and/or disabilities.

In special schools where a judgement on attainment has not been made, the grade for 'the quality of pupils' learning and their progress' is used as the grade for 'how well pupils achieve and enjoy their learning'. Inspectors should refer to the supplementary guidance for further information.

### Inspectors should evaluate:

- the quality of pupils' learning and their progress, together with their attainment, including, where relevant, the achievement of pupils in the Early Years Foundation Stage and the sixth form.

### Outline guidance

Inspectors make this judgement **after** making the judgements on attainment and learning and progress. **Judgements should not be made solely on the basis of one year's test and examination results (unless the school is new).**

*Pupils' achievement and the extent to which they enjoy their learning: grade descriptors*

<b>Outstanding (1)</b>	<p>Achievement is likely to be outstanding when:</p> <ul style="list-style-type: none"> <li>■ attainment is above average or high and learning and progress are outstanding</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ attainment is high and learning and progress are good.</li> </ul>
<b>Good (2)</b>	<p>Achievement is likely to be good when:</p> <ul style="list-style-type: none"> <li>■ attainment is above average and learning and progress are good</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ attainment is average and learning and progress are good or outstanding</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ attainment is low but there is convincing evidence that outstanding learning and progress are helping pupils' attainment to improve strongly. On rare occasions learning and progress may be good, but outstanding for some groups of pupils and improving overall.</li> </ul>

<b>Satisfactory</b> <b>(3)</b>	Achievement is likely to be satisfactory when: <ul style="list-style-type: none"> <li>■ attainment is average, above average or high and learning and progress are satisfactory</li> </ul> or <ul style="list-style-type: none"> <li>■ attainment is low but improving strongly and learning and progress are good. Or, there is convincing evidence that learning and progress are satisfactory but improving securely and quickly.</li> </ul>
<b>Inadequate</b> <b>(4)</b>	Achievement is likely to be inadequate if either: <ul style="list-style-type: none"> <li>■ learning and progress are inadequate</li> </ul> or <ul style="list-style-type: none"> <li>■ attainment is low and shows little sign of improvement, and learning and progress are no better than satisfactory with little or no evidence of improvement.</li> </ul>

If the school is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is also likely to be judged to be inadequate.

### Judging achievement when attainment is low

The grade descriptor for satisfactory achievement makes clear that when attainment is low there must be convincing evidence that learning and progress are satisfactory but improving securely and quickly. If inspectors decide that this is the case they **must** explain their judgements clearly and provide a convincing account of how the school is improving pupils' learning and progress.

Similarly, in order to support a judgement that low attainment is compatible with good achievement there must be compelling evidence that the quality of pupils' learning and progress is outstanding. For example:

- pupils' attainment on entry to the school may be exceptionally low, so that even when their attainment is below average when they leave there is convincing evidence that they have significantly 'closed the gap' because learning and progress have been outstanding
- while attainment is low there is a strong upward trend, underpinned by convincing evidence, including particularly that gathered through lesson observations, that this will be sustained.

On rare occasions while the quality of learning and progress is not yet outstanding, it may be consistently good and outstanding for particular groups of pupils, with convincing evidence of sustained improvement across the school. In these circumstances achievement may be judged to be good.

Whenever inspectors decide that there is convincing evidence that pupils' achievement is good, even though their attainment is low, they **must** explain clearly why outstanding or good and improving learning and progress have not enabled pupils to attain broadly average standards.



## The extent to which pupils feel safe

### Inspectors should evaluate:

- how safe pupils feel in school, including their understanding of issues relating to safety, such as bullying
- the extent to which the pupils feel able to seek support from the school should they feel unsafe.

### Outline guidance

Inspectors may take account of the following:

- the views expressed by pupils from a wide range of groups, and others, such as parents and carers, staff and governors, regarding pupils' safety at school
- the extent to which pupils are able to understand, assess and respond to risks, for example those associated with new technology, water, fire, roads and railways
- the extent to which pupils feel safe from different forms of harassment and bullying, including those related to faith, race (including Gypsy/Roma and Travellers of Irish heritage), gender, sexuality and disability
- the extent to which pupils feel safe, respected and comfortable in the company of staff and other adults
- whether or not pupils feel listened to
- whether or not pupils know how to complain and ask for help
- the extent to which pupils and parents are confident that issues are considered fairly and that appropriate action is taken.

### *The extent to which pupils feel safe: grade descriptors*

<b>Outstanding (1)</b>	Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. Pupils say they feel safe at school at all times. Parents and carers strongly agree that the school keeps pupils safe. Groups representing a wide range of pupils are entirely confident that issues they raise will be dealt with promptly and effectively by the school.
<b>Good (2)</b>	Different groups of pupils say they feel safe at school. Parents and carers say the school keeps pupils safe and few raise concerns about their child feeling unsafe in school. Pupils generally understand what constitutes an unsafe situation. Pupils have an accurate perspective on their own safety and that of others. Pupils are confident that issues they raise will be dealt with promptly and effectively by the school.

<p><b>Satisfactory</b> (3)</p>	<p>Pupils say they usually feel safe at school and parents and carers agree. Pupils know about the main risks they might face and understand how these risks may threaten their own and others' safety. Pupils are clear that issues they raise will be taken seriously by the school and appropriate action taken.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ Pupils, or a significant group, who understand what constitutes an unsafe situation at school say they do not feel safe.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Pupils have a worryingly inaccurate perspective on their own safety.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Pupils have little confidence in the school's ability to deal with safety issues.</li> </ul>

## Pupils' behaviour

### Inspectors should evaluate:

- pupils' conduct in lessons and around the school.

### Outline guidance

Inspectors may take account of:

- pupils' attitudes to learning and their behaviour in lessons. **Where records or observations indicate that behaviour disrupts learning or threatens well-being more than very occasionally, it is likely that behaviour will be judged inadequate overall**
- the proportion of lessons disrupted by weaknesses in behaviour so that learning is less than it should be
- pupils' treatment of each other and school facilities, and their behaviour around the school, including awareness of each other's needs at break times, between lessons and in assemblies and other activities
- pupils' politeness to each other and to adults
- pupils' ability and willingness to manage their own behaviour
- the extent to which pupils modify their behaviour in response to the school's behaviour management strategies, including the impact of exclusion strategies
- documentary evidence about pupils' behaviour, including records of: racist and bullying incidents; the use of any 'on-call' system; the use of 'remove' or 'seclusion' rooms; and the types of incidents which occur at break, lunchtime and social times
- rates and patterns of permanent and overall/repetitive fixed-period exclusions, including any over-representation from different groups
- parents' and pupils' views on the standard of behaviour, such as those expressed in parental questionnaires and discussion with parents and pupils; give particular attention to pupils' own views about being safe and free from harassment and how well pupils from different backgrounds get on with each other.

*Pupils' behaviour: grade descriptors*

<b>Outstanding (1)</b>	Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well.
<b>Good (2)</b>	Pupils' behaviour makes a strong contribution to good learning in lessons. Their behaviour is welcoming and positive. They routinely show responsibility in responding to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerately towards each other.
<b>Satisfactory (3)</b>	Pupils behave so that learning proceeds appropriately and time is not wasted. They understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. Around the school, pupils' behaviour is orderly so that public spaces are safe and calm. Pupils are polite and generally respond appropriately to sanctions. Incidents of poor behaviour are uncommon.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"><li>■ Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well-being on more than isolated occasions.</li></ul> or <ul style="list-style-type: none"><li>■ Time is wasted through persistent low-level disruption, excessive off-task chatter and a lack of attention in too many lessons.</li></ul> or <ul style="list-style-type: none"><li>■ Some pupils show a lack of respect for – or direct challenge to – adults or other young people, including instances of racist or sexist behaviour and other forms of bullying.</li></ul>

## The extent to which pupils adopt healthy lifestyles

### Inspectors should evaluate:

- the extent to which pupils, especially those identified by the school as most at risk, know and understand factors that impact on their physical, mental and emotional health and their attitudes to these factors
- the extent to which pupils, especially those most at risk, take action in school to improve aspects of their health.

### Outline guidance

Inspectors may take account of different groups of pupils’:

- uptake of school meals and selection of healthy food
- participation in physical education
- participation in extra-curricular activities such as dance, sport, music and other constructive leisure activities
- understanding of the dangers of smoking, drug taking, use of alcohol, sexual health risks and the factors which may lead to mental or emotional difficulties, such as peer pressure and work/life balance
- understanding of the benefits of physical exercise (such as walking or cycling to school) and a healthy diet and how they have adopted these into their lifestyles
- responses to the school’s health promotion strategies
- responses to personal, social and health education (PSHE) and other aspects of the curriculum
- views, and those of others, such as parents and carers, staff and governors, regarding their adoption of healthy lifestyles.

*The extent to which pupils adopt healthy lifestyles: grade descriptors*

<b>Outstanding (1)</b>	Almost all groups of pupils have a great deal of knowledge and understanding of the factors affecting many aspects of their physical and mental health and emotional well-being. Many pupils have adopted healthy lifestyles. Many groups, including those most at risk, are very keen to take action to improve their health and enthusiastically take up activities to do so. A wide range of pupils respond positively to the school's health promotion strategies and are themselves ambassadors for health promotion when talking to others.
<b>Good (2)</b>	Pupils know and understand many of the important factors which affect the different aspects of their health. Most want to take action to improve their health and participate regularly in activities which enable them to do so. The majority of pupils have adopted a healthy lifestyle. Pupils respond well to the school's health promotion strategies and may be involved in running health-related activities.
<b>Satisfactory (3)</b>	Pupils understand the main threats to their health and how they can be avoided. Some, although not the majority, want to take action to improve their health and do so through activities provided by school. Pupils are generally interested in the school's health promotion strategies.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"><li>■ A considerable number of pupils are unaware of factors affecting their health and express no wish to improve their knowledge.</li></ul> or <ul style="list-style-type: none"><li>■ Few pupils have taken effective action to improve their health.</li></ul>

## The extent to which pupils contribute to the school and wider community

### Inspectors should evaluate:

- the extent to which pupils, including those from different groups, take on responsibilities and play a part in the school and wider community
- the extent to which pupils, including those from different groups, engage in decision-making or consultation about issues which affect the quality of their learning and well-being
- the impact of the pupils' contribution to the school and wider community.

### Outline guidance

Inspectors may take account of the following:

- the proportion of pupils from different groups who take on positions of responsibility and leadership in school and in the wider community, such as leadership and volunteering activities promoted through the school
- the proportion of pupils from different groups who participate in activities which contribute to the quality of life in, and sustainable development of, the school and wider community
- the quality of the work of the school council or other arrangements which enable pupils to contribute to, and influence, decisions made about life in school and the wider community
- how well pupils participate in activities, such as surveys and discussion, which encourage them to express their views and ideas about the school and wider communities
- the extent to which pupils are involved in working with teachers and other staff in planning and making decisions about their learning and well-being
- the extent to which pupils are involved in charitable work, including local, national and international contexts
- the views expressed by pupils, including those from different groups, regarding the ways they interact with the school and wider community
- the views of parents and adults, including members of the local community, about the pupils' interaction with them
- if the school is a specialist school, how this has helped pupils' understanding of and contribution to the community.

*The extent to which pupils contribute to the school and wider community:  
grade descriptors*

<p><b>Outstanding (1)</b></p>	<p>Pupils are very proud of and committed to their school community. This is demonstrated by their enthusiastic promotion of a broad range of activities to improve the school and the wider community. Most groups of pupils are represented in taking on responsibilities. Pupils from a wide range of groups have a strong voice in decisions relating to their learning and well-being. The pupils' involvement in the school and their interaction in the wider community are substantial and highly valued.</p>
<p><b>Good (2)</b></p>	<p>Pupils value their school community and willingly take on responsibility and participate constructively in school life beyond routine lessons and activities. Pupils hold clear views about their learning and well-being and participate keenly in discussions about these matters. Pupils understand and care about the issues facing their local area and where appropriate suggest and take actions to help improve the school and wider community. Pupils' behaviour in the local area is well regarded.</p>
<p><b>Satisfactory (3)</b></p>	<p>Pupils take on responsibility and play a constructive role in the school. They have some influence on decisions about school life. They support initiatives to improve aspects of life in school and the wider community. Pupils' behaviour promotes a positive relationship with the school's local community.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ Pupils generally are reluctant to take on responsibilities or to play a part in the life of the school and wider community.</li> <li>or</li> <li>■ Pupils have little or no influence on decisions which affect the quality of their learning and well-being.</li> <li>or</li> <li>■ Pupils' contribution to the school and wider community has little positive impact.</li> </ul>



## Pupils' attendance

### Inspectors should evaluate

- the attendance of pupils.

### Outline guidance

Inspectors may take into account:

- figures for overall and persistent absence, using data shown in RAISEonline, and the school's own data (**there are no RAISEonline data for children not yet of statutory school age**)
- the most up-to-date attendance and absence data held by the school
- the attendance of different groups of pupils, including those with special educational needs and/or disabilities and those from minority ethnic groups
- the proportion of pupils who are persistently absent, which is identified nationally as absence of more than 20%
- patterns of absence
- proportions of pupils with particular levels of attendance, for example below 85% or above 95%, and whether these proportions are changing.

### *Pupils' attendance: grade descriptors*

<b>High</b> (1)	Overall attendance is high. Attendance is consistently high for all groups of pupils.
<b>Above average</b> (2)	Overall attendance is above average. Attendance is above average for all sizeable groups of pupils.
<b>Average</b> (3)	Overall attendance is broadly average. Attendance is at least broadly average for all sizeable groups of pupils. Few pupils are persistently absent.
<b>Low</b> (4)	<ul style="list-style-type: none"> <li>■ Generally, attendance data over the last three years have been well below the national average and there is little sign of improvement.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The attendance of sizeable groups of pupils is consistently well below average.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Too many pupils are persistently absent.</li> </ul>

## **The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being**

This judgement takes account of pupils' attendance.

### **Inspectors should evaluate:**

- the pupils' ability to apply skills appropriate to their age in oracy, literacy, numeracy and information and communication technology (ICT)
- the extent to which pupils develop their knowledge and understanding of the world of work and develop skills and personal qualities which will serve them well in education, training, employment and their future lives
- the extent to which pupils understand their future options and develop aspirations.

### **Outline guidance**

Inspectors may take into account:

- how well pupils are able to apply oracy, literacy, numeracy and ICT skills in real world contexts
- how well pupils develop wider skills and personal qualities such as working in teams, solving problems, organising activities and taking leadership roles
- levels of punctuality
- the extent to which pupils take an interest in, and pose increasingly sophisticated questions about, the 'real world' and understand the importance of sustainable development
- the extent to which pupils understand the opportunities available to them, develop aspirations and understand how to achieve them
- how well pupils are developing enterprise capabilities, including their approach to innovation, creativity, risk-management and risk-taking, together with a positive attitude and the drive to make ideas happen
- the extent to which pupils are developing an understanding of managing money, economics and business appropriate to their age (for example, why there are different jobs, how they might decide what the 'best buy' is and notions of fair trade)
- pupils' views and those of parents and carers about how well the school prepares pupils for their future education, training and employment

- where relevant, views of employers, trainers and staff from other institutions in partnership as expressed in surveys, discussions and reports
- for secondary schools, past pupils' participation in education and training after leaving the school, including the percentage of school leavers who are not in education, training or employment (NEET) and the representation of specific groups.

*The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being: grade descriptors*

<b>Outstanding (1)</b>	The pupils' application of their basic skills across many areas of school life is innovative and highly effective. They have a wide range of well-honed skills that are highly relevant to their next phase of their life in education, training, employment or other constructive activity. They are aspirational, know precisely what they need to do and are determined to succeed. Pupils' attendance is likely to be at least above average and their punctuality exemplary.
<b>Good (2)</b>	The pupils successfully apply their well-developed basic skills for a broad range of purposes and are well equipped with wider skills and personal qualities. They have a good understanding of the next steps they need to take, and intend to take, to succeed in the future. Pupils' attendance is at least average and they are consistently punctual.
<b>Satisfactory (3)</b>	The pupils apply their basic skills securely in a range of contexts. Pupils develop the wider skills and personal qualities needed to equip them for the next phase of their education or the world of work and training. They recognise the next steps they will need to take to achieve their goals. Pupils' attendance is generally average and they are usually punctual. In exceptional circumstances, attendance may be low but is rapidly improving.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>■ Application of basic skills is weak.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ A significant minority of pupils are not developing the knowledge, skills and understanding needed to succeed in the next phase of their lives.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Pupils' attendance and punctuality generally, or for a significant minority, are poor and show no sign of improvement.</li> </ul>

## The extent of pupils' spiritual, moral, social and cultural development

### Inspectors should evaluate:

- pupils' development of personal insight and purpose, and their understanding of society's shared and agreed values
- pupils' development of the skills and personal qualities necessary for living and working together, and their understanding of their own culture and those of others locally, regionally and nationally.

### Outline guidance

Inspectors may take into account, where relevant:

- pupils' spiritual development as shown by their:
  - beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
  - sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
  - use of imagination and creativity in their learning
  - willingness to reflect on their experiences
- pupils' moral development as shown by their:
  - ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
  - understanding of the consequences of their actions
  - interest in investigating, and offering reasoned views about, moral and ethical issues
- Pupils' social development as shown by their:
  - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
  - willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
  - interest in, and understanding of, the way communities and societies function at a variety of levels
- pupils' cultural development as shown by their:
  - understanding and appreciation of the wide range of cultural influences which have shaped their own heritage

- willingness to participate in, and respond to, artistic, sporting and cultural opportunities
- interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, tolerate, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

*The extent of pupils' spiritual, moral, social and cultural development: grade descriptors*

<b>Outstanding (1)</b>	Pupils think deeply about their own and others' experiences and try to relate them to a clear set of personal values. They have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience. The pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. They have a very good insight, based on first-hand experience, into similarities and differences between their own and others' cultures and how these are constantly changing. They are open to new ideas, appreciate cultural diversity and challenge racism.
<b>Good (2)</b>	Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging enthusiastically in artistic, sporting and cultural opportunities. They respect others' needs and interests and make responsible and reasoned judgements on moral dilemmas. Pupils have a strong sense of common values across different societies. They engage well with a range of groups from different ethnic, religious and socio-economic backgrounds, including those not represented in the immediate community.
<b>Satisfactory (3)</b>	Pupils reflect on their experiences, for example responding with interest to artistic, sporting and cultural opportunities. They show some interest in other people's feelings, values and beliefs, although this is mainly confined to that which is introduced in lessons. They generally know the difference between right and wrong and understand the consequences of their own and others' actions. Pupils engage effectively with those from different ethnic, religious and socio-economic backgrounds and understand that they share common values.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>■ Pupils are developing little personal insight, purpose or understanding to nurture their growth as principled individuals.</li> <li>or</li> <li>■ Pupils are not developing the skills, personal qualities or understanding to engage constructively with people from other cultures and backgrounds.</li> <li>or</li> <li>■ Pupils have little understanding of, or interest in, their own culture or that of others.</li> </ul>

## How effective is the provision?

This section is about the quality of the school's provision and the impact this has on outcomes for pupils. Inspectors may take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

## The quality of teaching

## The use of assessment to support learning

### Inspectors should evaluate:

- how well teaching promotes learning, progress and enjoyment for all pupils
- how well assessment is used to meet the needs of all pupils.

### Outline guidance

Inspectors should consider the school's monitoring information as well as their own observations.

Inspectors may take into account the extent to which:

- teachers and other adults have high expectations of all pupils and ensure that effective support is given to accelerate the progress of any pupil who is falling behind their peers
- the range of teaching styles and activities sustains pupils' concentration, motivation and application
- subject knowledge is used to inspire pupils and build their understanding
- time is used effectively
- appropriate use of new technology maximises learning
- resources, including other adults, contribute to the quality of learning
- lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils
- teachers and adults ensure that pupils know how well they are doing and are provided with clear detailed steps for improvement
- effective questioning is used to gauge pupils' understanding and reshape explanations and tasks where this is needed
- teachers and adults assess pupils' progress accurately and are alert to pupils' lack of understanding during the lesson so that they can move swiftly to put it right.

The judgements about the quality of teaching **and** the use of assessment to support learning are made by using the same grade descriptors.

*The quality of teaching and the use of assessment to support learning: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>
<p><b>Good</b> (2)</p>	<p>The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</p>
<p><b>Satisfactory</b> (3)</p>	<p>Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</li> </ul>



## The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships

### Inspectors should evaluate:

- the relevance of the curriculum<sup>5</sup> to the needs of individuals and groups of pupils and its impact on all outcomes<sup>6</sup>

### Outline guidance

Inspectors may take account of the following:

- the extent to which a broad and balanced curriculum is designed and modified to meet the needs of individuals and groups of pupils, including, for example, when provided through extended services and specialist school provision
- how well the different aspects of the curriculum contribute to all outcomes for pupils
- the extent to which the curriculum has been extended and improved through collaboration with other schools and organisations
- the design, range and depth of the curriculum from the pupils' perspective
- long, medium and short-term curriculum planning and the extent to which the curriculum builds systematically upon pupils' prior experience and looks ahead to the next stage
- the extent to which the school provides the curriculum to which pupils are entitled.

*The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships: grade descriptors*

<b>Outstanding (1)</b>	The school's curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The school may be at the forefront of successful, innovative curriculum design in some areas. A curriculum with overall breadth and balance provides pupils with their full entitlement and is customised to meet the changing needs of individuals and groups. There are highly tailored programmes for a wide range of pupils with different needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly outstanding and there is nothing less than good. As a result, all groups of pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes.
----------------------------	---

<sup>5</sup> The curriculum includes all of the subjects, courses, enrichment and other activities planned by the school and in conjunction with its partners.

<sup>6</sup> Outcomes are the five Every Child Matters outcomes, behaviour, and spiritual, moral, social and cultural development.

<p><b>Good (2)</b></p>	<p>The school's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being. The curriculum is adjusted effectively to meet the needs of most groups and a range of pupils with highly specific needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly good and there is nothing that is inadequate. Enrichment opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed.</p>
<p><b>Satisfactory (3)</b></p>	<p>The curriculum is adequately matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points. Provision for potentially vulnerable pupils is satisfactory. Cross-curricular provision, including literacy, numeracy and ICT, is at least satisfactory. Some features of the curriculum may be good.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ The curriculum has significant shortcomings in meeting the needs of pupils, or particular groups of pupils, and makes insufficient contribution to their learning, enjoyment, well-being or development.</li> </ul>

## The effectiveness of care, guidance and support

### Inspectors should evaluate:

- the care and support provided to promote learning, personal development and well-being
- the quality and accessibility of information, advice and guidance for pupils.

### Outline guidance

Inspectors may take account of the following:

- the judgement for *the effectiveness of safeguarding procedures*
- pupils' and parents' views of the information, advice and guidance provided to pupils
- the measures taken by the school to provide a welcoming learning environment for individuals and groups of pupils
- the effectiveness of transition arrangements for pupils leaving or joining the school, for example from nursery to primary school, primary to secondary, secondary to further/higher education training or employment, and those leaving or joining at a time other than the start of the school year
- the effectiveness of transition arrangements for pupils moving through the school, for example from Reception to Year 1, from Key Stage 3 to Key Stage 4 and post-16
- at least one case study of a potentially vulnerable child to assess the effectiveness of the care, guidance and support for individual pupils
- the quality of the information and individual guidance provided to help pupils make the best choices, for example regarding future courses or careers or on matters relating to their personal health and safety
- the effectiveness of specific care, support and guidance and strategies, resources and staff deployment for particular groups and individuals, especially more vulnerable groups and individuals, including those exhibiting challenging behaviour, those that are persistently absent and those with medical needs
- the effectiveness of the steps taken by the school to encourage regular attendance for all groups of pupils, including the school's progress towards any attendance targets set by the Department for Education or local authority

- the effectiveness of provision to enable any pupils to catch up with work missed, for example through absence, through attendance at additional programmes, or through exclusion
- first-hand observation of the quality of any out of school care provided and managed by the governing body.

*The effectiveness of care, guidance and support: grade descriptors*

<b>Outstanding (1)</b>	Very well-targeted support for all pupils has enabled them to make the best of the opportunities provided by the school. Excellent attention is given to all aspects of care, guidance and support. Pupils are known as individuals and have high levels of confidence in the school's ability to advise them effectively. The school's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils facing challenging circumstances is deeply embedded at all levels.
<b>Good (2)</b>	Well-organised arrangements for the care of all pupils contribute to their generally good development and well-being and support their learning effectively. Clearly targeted support for groups of potentially vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education. Good-quality advice and guidance are provided consistently, enabling pupils to make confident and well-informed choices about their future.
<b>Satisfactory (3)</b>	Pastoral care is generally effective in supporting the needs of all pupils at significant points in their time at school. Support for vulnerable pupils is an established part of the school's provision and plays a useful role in fostering their learning and development. Impartial advice and guidance help pupils to make informed choices about their future.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>■ Care and support systems have shortcomings which mean that some groups of pupils do not thrive in their learning, development or well-being.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The quality of advice and guidance is weak and pupils are insufficiently prepared to make important decisions about their future.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ <i>The effectiveness of safeguarding procedures</i> is inadequate.</li> </ul>

## How effective are leadership and management?

This section is about the effectiveness of significant elements of the school's leadership and management. This includes the leadership and management of the Early Years Foundation Stage, the sixth form and boarding provision.

The key judgement is *The effectiveness of leadership and management in embedding ambition and driving improvement*. It captures the effectiveness of leadership and management at all levels. It is not derived by amalgamating all the other grades but inspectors will need to assess their significance before finalising the judgement.

The judgement *The effectiveness of leadership and management in embedding ambition and driving improvement* is a determining factor in making the judgement about *the school's capacity for sustained improvement*.

## The effectiveness of leadership and management in embedding ambition and driving improvement

### The leadership and management of teaching and learning

#### Inspectors should evaluate:

- how effectively leaders and managers realise an ambitious vision for the school, have high expectations of pupils and secure support from others
- how well the school uses challenging targets to raise standards for all pupils and to eliminate any low attainment among particular groups
- how well leaders and managers at all levels drive and secure improvement, ensuring high-quality teaching and learning, by using relevant information about the school's performance to devise, implement, monitor and adjust plans and policies.

#### Outline guidance

Inspectors may take account of the following:

- the clarity and commitment with which leaders and managers at all levels make explicit their vision and create a climate for the school's continuing improvement as shown by the extent to which teachers and other members of the school community:
  - are well motivated and have high expectations of the pupils
  - are committed to bringing improvement across all outcomes for pupils
  - share the vision and ambition of senior leaders
- the quality of target-setting and whether it leads the school to set realistic but challenging targets which, if achieved, mean that pupils make good progress and gain higher grades/levels than might be expected given their starting points and capabilities
- the accuracy, consistency and robustness of systems for tracking, monitoring and analysing the impact of teaching and other aspects of the school's work:
  - the quality of teaching through lesson observation and other evaluation
  - learning and progress of whole cohorts, groups and individuals across different subjects

- performance in tests and examinations over time, and against national benchmarks, of whole cohorts, groups, individuals and different subjects
  - attainment and progress of its pupils taught off-site through partnership arrangements, for example pupils on courses and programmes with partner institutions such as colleges and work-based learning providers
  - outcomes other than achievement for whole cohorts, groups and individuals
  - users’ views, for example gathered through surveys and other arrangements for collecting those views
  - other aspects of the school’s provision on outcomes for all pupils
- the quality of improvement planning and implementation, including the extent to which leaders and managers at all levels:
- tackle key priorities by devising suitable plans with appropriate targets, actions, milestones and clear lines of accountability
  - secure consistency by regularly and rigorously checking how well plans and policies relating to the quality of teaching and learning and other aspects of the school’s work are implemented
  - review and adjust plans, actions and priorities in the light of changing circumstances.

The judgements about embedding ambition and driving improvement **and** the leadership and management of teaching and learning are made by using the same grade descriptors.

*The effectiveness of leadership and management in embedding ambition and driving improvement and the leadership and management of teaching and learning: grade descriptors*

<b>Outstanding (1)</b>	The senior leadership team and other leaders and managers are conspicuously successful in inspiring the school community to share a strong sense of purpose which involves work towards meeting or sustaining ambitious targets for all pupils. Morale is very high and belief in the school’s success runs through all levels of staff. Rigorous and extensive monitoring, searching analysis and self-challenge enable the school, together with its significant partners, to devise exceptionally well-focused plans. Actions taken by the school and, where relevant, its partners are implemented with precision and managed thoroughly. As a result, the quality of teaching is at least good and leaders and managers at all levels are taking highly effective steps to drive up the quality of teaching still further. Consequently, outcomes in achievement and well-being for most pupils are good, and some are exceptionally high.
----------------------------	---

<p><b>Good (2)</b></p>	<p>The senior leadership team and many middle leaders and managers consistently communicate high expectations to staff about securing improvement. They galvanise the enthusiasm of staff and channel their efforts to good effect. Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to teaching, other provision and outcomes. Planning involves any relevant major partners, and is founded on robust evidence and good-quality data. It is tackling key areas of weakness, including those in teaching, systematically and building on areas of strength. As a result, teaching is at least satisfactory and improving. Target-setting is realistic and challenging. Consequently, outcomes are generally good, or there is substantial evidence that they are improving strongly.</p>
<p><b>Satisfactory (3)</b></p>	<p>The senior leadership team and other leaders and managers are motivated to seek further improvement and are effective in focusing the school's efforts on priorities. Senior leaders and managers monitor accurately the progress and well-being of all pupils and the quality of teaching and learning. Target-setting is based on accurate assessment information but is only adequately challenging. The school implements suitable plans aimed at improving areas of weakness and is taking effective steps to secure high-quality teaching. Expectations are sufficiently high to bring about outcomes which are broadly satisfactory and improving or, if lower, there is substantial evidence that they are improving strongly.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ Leaders and managers are not taking effective steps to embed their ambition for the school.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The school is not using target-setting effectively to raise expectations and improve outcomes.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Leaders and managers do not drive and secure improvement.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Leaders and managers are not taking effective steps to secure satisfactory and better teaching.</li> </ul>



## **The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met**

### **Inspectors should evaluate:**

- how effectively governors help to shape the direction of the school
- how rigorously governors and supervisory boards challenge and support leaders and managers, holding them to account for tackling weaknesses and further improving outcomes for all pupils
- how well governors, supervisory boards and any joint committee(s) fulfil their statutory responsibilities.

### **Outline guidance**

If any judgement in the evaluation schedule is inadequate because of a breach of statutory requirements, inspectors should consider whether the school's governance is inadequate.

### **Inspectors may take account of:**

- the extent to which the school's self-evaluation indicates compliance with statutory requirements
- the rigour of the governing body's procedures to ensure the health, safety and well-being of staff and pupils
- how effectively governors fulfil their duties to promote community cohesion and inclusive practice relating to special educational needs, race equality, disability and gender equality
- how knowledgeable governors are of the work of the school, including its strengths and weaknesses, through their monitoring and evaluation of the school's performance
- how engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of any improvement plans
- how effectively the governing body ensures that its skills and expertise are matched to the needs of the school and how effectively these are used to improve outcomes for pupils
- the extent to which the governing body understands the school's performance data and has an accurate picture of how well all the pupils are achieving compared with those in other schools, as well as how different groups of pupils within the school are performing
- how governors ensure that school targets are both achievable and sufficiently challenging to lead to and sustain improvement

- governors' understanding of barriers to learning, including attendance and behaviour issues, and what the school is doing to overcome them
- how effectively and confidently governors develop and use their skills and knowledge to hold leaders to account for improvement by robustly challenging underperformance
- how systematically governors consult and gather the views of users and stakeholders and how these views are taken into account in future planning.

*The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>Governors make an exceptional contribution to the work and direction of the school. They have high levels of insight and are extremely well organised and thorough in their approach. They are vigorous in ensuring that all pupils and staff are safe. In discharging their statutory responsibilities, they have very robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review and acting upon their findings. Governors are innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge to hold the school to account. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the school. They use these views to inform strategic priorities for development.</p>
<p><b>Good</b> (2)</p>	<p>The governing body has the capacity to meet the school's needs and is influential in determining the strategic direction of the school. Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively. They are fully and systematically involved in evaluating the school. Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of parents and pupils and mechanisms for acting on these.</p>
<p><b>Satisfactory</b> (3)</p>	<p>Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. They are well organised, are visible in the school community, and support staff and pupils. Most governors know the strengths and weaknesses of the school, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The governing body holds the school to account for tackling important weaknesses. Governors engage often with parents and pupils and respond quickly to their views and any significant concerns they may have.</p>
<p><b>Inadequate</b> (4)</p>	<p>■ The governing body has too little impact on the direction and work of the school.</p> <p>or</p>

	<ul style="list-style-type: none"><li>■ The governing body does not challenge the school to address weaknesses and bring about improvement.</li></ul> or <ul style="list-style-type: none"><li>■ The governing body's negligence in failing to meet its statutory requirements places the pupils' achievement or well-being at risk.</li></ul>
--	--

## The effectiveness of the school's engagement with parents and carers

### Inspectors should evaluate:

- the extent to which the school takes account of parents' and carers' views and how well they are involved in contributing to decision-making about whole-school matters
- the extent to which the school enables parents and carers to support, and make decisions about, their own children's learning, well-being and development
- the quality of the school's communication with parents and carers.

### Outline guidance

#### Inspectors may take account of:

- the effectiveness with which the school communicates with all parents and carers with parental responsibility, including those who may be reluctant or unsure about approaching the school, such as mothers and fathers not living with their children, those accessing additional services and those whose children have special educational needs and/or disabilities
- the views expressed by parents and carers through the Ofsted survey carried out at the point of inspection and any survey information provided by the school
- the frequency and quality of the school's communications with parents and carers regarding the achievement, well-being and development of their children, including, for example: reporting arrangements; parent/teacher consultation arrangements; clarity of lines of communication; response rates and complaints procedures
- the frequency and quality of the school's communications with parents and carers regarding important school developments, including the ways the school has used the views of stakeholders to influence the school's priorities
- the mechanisms for helping parents to support their children's learning, for example through: information provided, activities for parents and carers and support for specific groups and individuals.

#### *The effectiveness of the school's engagement with parents and carers: grade descriptors*

<b>Outstanding (1)</b>	The school has a highly positive relationship with all groups of parents and carers, particularly those groups of parents and carers who might traditionally find working with the school difficult. Parents and carers are heavily involved in decision-making on key matters through well-established
----------------------------	---

	<p>procedures. Parents and carers are exceptionally well informed about all aspects of their own children's achievement, well-being and development. The school provides tailored guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects. All groups of parents and carers are able to communicate with the school through a wide range of media. Consistent and productive partnerships ensure that parents and carers are strongly engaged with their children's learning and the school's work. The school's systems for keeping parents informed about aspects of its work ensure that parents and carers have coordinated, up-to-date, accurate and timely information.</p>
<b>Good (2)</b>	<p>The school has a highly positive relationship with most groups of parents and carers. The school regularly asks parents and carers for their views and ensures that these are used to inform important decisions about whole-school matters. Parents and carers are kept well informed about their children's achievement, well-being and development. The school helps parents and carers to support their children's learning in different ways. The effective liaison with parents and carers contributes to improvements in pupils' achievement, well-being and development. There are clear and accessible channels for parents and carers to communicate with the school which the school actively encourages parents to pursue. The school's systems for keeping parents informed about aspects of its work run smoothly.</p>
<b>Satisfactory (3)</b>	<p>The school has a generally positive relationship with parents and carers. The school regularly seeks and takes account of the views of different groups of parents about important issues. There is a regular exchange of information with parents and carers, providing them with adequate information on how well their children are achieving, their well-being and development. There are some general strategies to help parents and carers support their child's learning. There are clear and accessible channels for parents and carers to communicate with the school. The school generally keeps parents up-to-date about the main events in its calendar.</p>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>■ Parents and carers, or particular groups of parents and carers, are not sufficiently involved in supporting and making decisions about their children's well-being.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The school does not take sufficient account of parents' and carers' views, or the views of particular groups of parents and carers, so that they have too little say in decisions about whole-school matters.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Communication between the school and parents and carers, or particular groups of parents and carers, is poor.</li> </ul>

## **The effectiveness of partnerships in promoting learning and well-being**

### **Inspectors should evaluate:**

- the extent and effectiveness of the school's partnership activity with other providers, organisations and services to promote learning and well-being for its own pupils and those of its partners
- how well partnership activities provide value for money.

### **Outline guidance**

The guidance below is not exhaustive and may not apply to all schools. Some of the evidence may be gathered through inspection of other aspects of the school's work, such as the curriculum and care, guidance and support.

### **Inspectors may take account of:**

- the extent to which partnership activity underpins the school's work and the school's role within those partnerships, for example partnering another school facing difficulties; federation and/or shared leadership; shared provision such as a joint sixth form
- the extent to which the school is able to demonstrate that partnership activity provides value for money
- the impact of any significant partnerships and community engagement related to the school's specialist status and how key stakeholders from partner schools and the wider community contribute to the review and development of partnership activities
- any contribution trust status makes in driving up school improvement
- the effectiveness of the school's work with services provided, commissioned or brokered by the local authority to promote the safety and health of all learners, including potentially vulnerable groups and looked after children, for example: education welfare; Connexions services; behaviour improvement; child and adolescent mental health service; educational psychology service; integrated youth support
- the effectiveness of the school's work with agencies to support specific groups and individuals, for example the Traveller education service
- the impact of partnerships with other organisations through extended services provision
- the effectiveness of partnership activity which does not involve the regular exchange of pupils between the school and other organisations, for example: links between schools and other providers in different phases; partnership with external agencies to

provide independent advice and guidance at 16; shared professional development activities and shared leadership development activities.

Where there is regular movement of pupils from the school or to the school as part of partnership activity, for example as part of a 14–19 diploma consortium, inspectors will need to consider:

- how well the school makes arrangements on a day-to-day basis to enable partnership activities to run safely and efficiently
- how well the school assures the quality of learning through partnership working
- the impact of partnership working on improving outcomes, particularly achievement, for the school’s pupils who work off-site and for pupils from other schools or organisations who attend the school for some provision.

*The effectiveness of partnerships in promoting learning and well-being: grade descriptors*

<b>Outstanding</b> (1)	The school is highly committed to working in partnership and participates fully and actively in developing, implementing and taking a leading role in a range of significant activities. These activities themselves, and/or the resulting improvements in the school’s provision and leadership and management, make a consistently excellent contribution to pupils’ good and often outstanding achievement and well-being. Partnership activity provides excellent value for money because it benefits pupils in aspects and in ways which could not be provided otherwise.
<b>Good</b> (2)	A range of partnership activities, and/or the resulting improvements in the school’s provision and leadership and management, make a strong contribution to at least satisfactory, and often good, achievement and well-being for pupils. Partnership activity provides good value for money because it contributes to improved and generally good outcomes for pupils in aspects which the school alone could not provide. The school understands the value of what it has to offer and seeks ways to support other institutions.
<b>Satisfactory</b> (3)	Partnership activities, and/or the resulting improvements in the school’s provision and leadership and management, contribute to pupils’ satisfactory or better achievement and well-being. Partnership activity provides satisfactory value for money because it contributes to satisfactory and improving outcomes for pupils in aspects which the school alone could not provide.
<b>Inadequate</b> (4)	<ul style="list-style-type: none"> <li>■ Partnership activity does not result in worthwhile improvements in the achievement or well-being of pupils because it is ineffective or poorly developed.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Partnership activity provides poor value for money.</li> </ul>

## The effectiveness with which the school promotes equal opportunity and tackles discrimination

### Inspectors should evaluate:

- how effectively the school actively promotes equal opportunity and tackles discrimination.

### Outline guidance

Inspectors may take account of the following:

- the performance and experience of different groups of pupils, for example minority ethnic groups, looked after children, gifted and talented pupils, pupils with special educational needs and/or disabilities, and of other groups even though the number of pupils may be small in number
- the extent to which the school has regard for the Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences
- the emphasis the school gives to processes and provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged
- the degree to which the school makes best use of the differing skills and talents of individual pupils
- the effectiveness of staff training (assessed through staff awareness, and evidence in work) in meeting the needs of learners
- how the school manages incidents and complaints
- arrangements for consulting with users and stakeholders
- how outcomes of work – for example, achievement of equality targets or positive actions on equality – are published.

*The effectiveness with which the school promotes equal opportunity and tackles discrimination: grade descriptors*

<b>Outstanding (1)</b>	The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. Consequently, the outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness. There is no evidence of discrimination and where there has been any evidence of inequality this has been tackled exceptionally well.
----------------------------	---



<p><b>Good</b> (2)</p>	<p>The school articulates and pursues ambitious strategies for its particular groups of pupils who may be subject to discrimination. Concerted action to promote equality of opportunity has resulted in sustained and significant improvement in the performance and participation of these groups. Gaps between different groups are closing. The school has identified where further improvements can be made to overcome any remaining variations in performance and it has good strategies to tackle them.</p>
<p><b>Satisfactory</b> (3)</p>	<p>The school has pertinent information about the precise groups of pupils it serves and evaluates their participation in school life and performance across the curriculum. There is some improvement in areas where the school has targeted its actions.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ The school does not have relevant insight into the performance and participation of different groups of pupils and there is no evidence of improvement in the outcomes or experience of different groups.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The school is inactive in tackling material differences between groups and/or in tackling discrimination.</li> </ul>

If the school is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is also likely to be judged to be inadequate.

## **The effectiveness of safeguarding procedures**

### **Inspectors should evaluate:**

- the effectiveness of the school's arrangements, including links with key agencies, for ensuring the safety of its pupils.

### **Outline guidance**

Inspectors may take into account the extent to which the school:

- has clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, bullying, health and safety, harassment and discrimination, and meets all required duties
- has established clear management responsibilities in relation to child protection including relevant designated staff
- monitors and evaluates the effectiveness of its policies and practices
- ensures that adults working with pupils are appropriately recruited and vetted
- ensures that adults receive up-to-date, high-quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils
- encourages and enables pupils to report any concerns or complaints including concerns about poor or abusive practices
- takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time
- identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refers such concerns promptly to the relevant agencies
- records information relevant to safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies
- helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk, for example:
  - when handling hazardous equipment and materials
  - looking after themselves during outdoor activities
  - when attending alternative educational or work-related provision
  - using the internet
  - if they come into contact with groups that encourage the use of violence.

*The effectiveness of safeguarding procedures: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. The school's collaborative working with other key agencies is exemplary.</p>
<p><b>Good</b> (2)</p>	<p>The school adopts recommended good practice across all areas of its work. The school's well-developed quality assurance and risk assessment systems take account of the views of pupils and parents. These are acted upon to make effective improvements to the safeguarding systems. Training of all staff, in particular child protection, is of good quality. The school integrates issues about safety and safeguarding into the curriculum so that pupils have a strong understanding of how to keep themselves safe. The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils.</p>
<p><b>Satisfactory</b> (3)</p>	<p>All safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with government requirements and systematically reviewed. All staff have been suitably trained and have the skills and expertise required. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Arrangements for interagency working are effective. The school knows which of its pupils are most at risk and gives priority to safeguarding their welfare, including pupils who are excluded or persistently absent.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ Safeguarding regulations and duties are not met.</li> <li>or</li> <li>■ Arrangements for safeguarding are not robust and there is no system to maintain and update them, or the systems that are in place are ineffective.</li> <li>or</li> <li>■ Pupils do not receive sufficient information, or support, to enable them to keep themselves safe.</li> <li>or</li> <li>■ There is little or unproductive involvement of key agencies.</li> </ul>

If the school is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is likely to be judged to be inadequate. Inspectors should consider the implications of 'inadequate safeguarding' for judgements they make about the Early Years Foundation Stage and the sixth form.

## **The effectiveness with which the school promotes community cohesion**

### **Inspectors should evaluate:**

- the extent to which the school has developed an understanding of the religious, ethnic and socio-economic characteristics of its community in a local, national and global context
- the extent to which the school has taken an appropriate set of planned actions based on an analysis of its context and is evaluating the impact of its work
- the extent to which the school's actions have a positive impact on community cohesion within the school and beyond.

### **Outline guidance**

#### Inspectors may take account of:

- the quality of the school's analysis of its context
- the extent to which leaders and managers have placed due emphasis on each of the three strands of religion, ethnicity and the socio-economic dimension in shaping the school's response to its analysis.
- the extent to which the school has taken appropriate actions to contribute to community cohesion within the school and beyond
- the quality, and use made, of the school's evaluation of its work across the three strands
- evidence of the impact of the school's work on outcomes, for instance in the quality of the pupils' spiritual, moral, social and cultural development
- evidence of the impact of the school's work in the local community.

*The effectiveness with which the school promotes community cohesion: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>The school acts vigorously and successfully, using information from an incisive analysis of its religious, ethnic and socio-economic context at local and national levels to focus its exceptional contribution to community cohesion. It evaluates its work rigorously in order to build on its many strengths. The school's actions have a markedly beneficial impact on community cohesion within its local community and beyond. The school community is highly cohesive and the pupils have a strong understanding of what is required to maintain this state.</p>
<p><b>Good</b> (2)</p>	<p>The school demonstrates that it makes a strong contribution to promoting community cohesion based on a clear analysis of its religious, ethnic and socio-economic context. It evaluates its contribution to community cohesion and can identify clear impact but this may be uneven across the three strands. There are effective plans that promote engagement with a range of community groups beyond the school and the immediate community. The impact of its work is felt strongly within the school and pupils from different backgrounds get on noticeably well with each other.</p>
<p><b>Satisfactory</b> (3)</p>	<p>The school has taken a set of actions based on an informed understanding of its religious, ethnic and socio-economic context. It is actively promoting community cohesion within the school community and is reaching out to other communities. Its work has a generally positive impact within the school, which is a largely cohesive community, but there may be only limited evidence of its success in promoting community cohesion beyond the school. Evaluation of its work is patchy but provides some relevant information.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ The school has an inadequate understanding of the religious, ethnic or socio-economic factors which define its context.</li> <li>or</li> <li>■ It does not plan or evaluate its contribution to community cohesion either within or beyond the school.</li> <li>or</li> <li>■ The school's work makes little effective contribution to community cohesion so that the school itself is not a cohesive community.</li> </ul>

## The effectiveness with which the school deploys resources to achieve value for money

### Inspectors should evaluate:

- how efficiently, effectively and economically the school uses and manages its available resources to meet the needs of its pupils and achieve high-quality outcomes.<sup>7</sup>

### Outline guidance

Inspectors may take account of the following:

- the outcomes for individuals and groups of pupils
- financial stability, planning and controls to ensure economy and accountability, including whether the school has a deficit or excessive level of surplus balances
- how efficiently the accommodation and site are used and how well the school's environment is cared for and used in a sustainable manner
- the views of parents, carers and pupils in relation to the suitability and availability of resources
- how effectively the staff are deployed and the impact of their professional development
- how well material resources and equipment are used
- how well specific funding is identified and deployed by the appropriate staff, especially specific funding for pupils with special educational needs and/or disabilities
- the quality of the environment, which may also include care for, and sustainability of, that environment.

*The effectiveness with which the school deploys resources to achieve value for money: grade descriptors*

<b>Outstanding</b> (1)	Outcomes for individuals and groups of pupils are outstanding. There are no major shortcomings evident in the use or management of resources.
<b>Good</b> (2)	Outcomes for individuals and groups of pupils are good. There are no major shortcomings evident in the use or management of resources.
<b>Satisfactory</b> (3)	Outcomes for individuals and groups of pupils are satisfactory. There are no major shortcomings evident in the use or management of resources.

<sup>7</sup> Resources include: funding; staffing; accommodation and the school site; material resources and equipment.

<b>Inadequate (4)</b>	or <ul style="list-style-type: none"><li>■ Outcomes for individuals and groups of pupils are inadequate.</li><li>■ Outcomes may be satisfactory or better but there are major shortcomings in the management of resources, such as a significant deficit or surplus or a manifest lack of economy.</li></ul>
---------------------------	--

## How effective is the Early Years Foundation Stage?

The key judgements in the table below are common to inspections of the Early Years Foundation Stage whether in early years settings or in schools.

The four judgements are:

<b>Outcomes for children in the Early Years Foundation Stage</b>
<b>The quality of provision in the Early Years Foundation Stage</b>
<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>
<b>Overall effectiveness: how well the setting/school meets the needs of children in the Early Years Foundation Stage</b>

Throughout this section, the phrases *in italics* link to the themes and commitments which underpin the Early Years Foundation Stage.



## Outcomes for children in the Early Years Foundation Stage

### Inspectors should evaluate:

- the extent to which children enjoy their learning and achieve well; feel safe; learn to lead healthy lifestyles; make a positive contribution; and develop their skills for the future.

### Outline guidance

Inspectors may take account of the following:

- enjoying and achieving:
  - how well children *learn and develop* in relation to their starting points and capabilities
  - the extent to which children *enjoy* their learning
  - the extent to which children are *active learners, creative and think critically*
  - whether progress in particular *areas of learning and development* is consistently better or worse than other areas
  - how well children are able to work independently
  - whether the progress of particular groups (or individuals) is consistently better than, or slower than, others
- staying safe:
  - the extent to which children behave in ways that are safe for themselves and others
  - children's understanding of dangers and how to stay safe
  - the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- keeping healthy:
  - the extent to which children understand and adopt healthy habits such as good hygiene practices
  - the extent to which children are active and understand the benefits of physical activity
  - the extent to which children make healthy choices about what they eat and drink
- making a positive contribution:
  - children's enjoyment of and attitudes towards learning, including their desire to participate and willingness to make choices
  - how well children behave, join in, cooperate and share with each other

- how well children make friends, *respect each other* and tolerate each other's differences
- the extent to which children respond to the expectations of those who work with them
- children's ability to make appropriate choices and decisions
- developing their skills for the future:
  - children's skills in communicating, literacy, numeracy and progress in developing ICT skills
  - the extent to which children are active, inquisitive and independent learners
  - children's developing ability to solve problems
  - the extent to which children's understanding of the wider world is demonstrated through their play.

*Outcomes for children in the Early Years Foundation Stage: grade descriptors*

<p><b>Outstanding (1)</b></p>	<p>For most children, the outcomes are at least good and the majority of outcomes are outstanding. Children are eager to attend and make significant gains in their learning. They have consistently good and often excellent levels of achievement and most children demonstrate outstanding progress in developing the skills that will help them in the future. Children play a dynamic role in their learning and, wherever possible, offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Relationships are very strong at all levels, and children respect and tolerate each other's differences. All children show that they are developing a very good understanding of how to keep themselves safe and healthy. They demonstrate exceptionally positive behaviour and high levels of self-control. Older and more able children say they feel safe at the setting/school. Children are confident to share concerns with their key person/childminder or other adults at the setting/school.</p>
<p><b>Good (2)</b></p>	<p>Most children, including those with special educational needs and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals in most areas of learning. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They often share responsibility for decisions about routines. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show that they feel safe and they share concerns with their key person/childminder.</p>

<p><b>Satisfactory (3)</b></p>	<p>Overall, children make sound progress in their learning, although this may be stronger in some areas of learning. Most children are broadly content, settled and willingly take part in activities. They make some choices about the activities they engage in and, on occasion, share responsibility for decisions. Children know and comply with safety, health and care routines. Most show they usually feel safe when at the setting/childminder, and this is supported by parents' views. Children understand that unacceptable behaviour may put others at risk of harm. They generally know how to behave and how to use and care for their environment and resources, but sometimes need reminders.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ The goals that children reach within the educational programmes are not high enough when set against their capabilities and starting points. As a result, a significant number do not make sufficient gains across the areas of learning and/or particular groups of pupils underachieve significantly.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Children do not show enthusiasm for learning and some are reluctant to engage; they may remain unsettled and spend much of their time with little purpose, gaining little confidence and self-assurance. Some children are isolated or integrate poorly and are unable to work and play effectively either independently or with others. Arguments over resources, or disputes about sharing, may lead to aggressive behaviour which puts themselves and others at risk. They are not developing the social and learning skills that will equip them well enough for the future.</li> </ul>

## The quality of provision in the Early Years Foundation Stage

### Inspectors should evaluate:

- how well children are helped to learn and develop
- how effectively children's welfare is promoted.

### Outline guidance

Inspectors may take account of the following:

- how well the adults *support learning and development*
- the quality of the *learning environment* both indoors and outdoors
- the quality of *planning* for individuals to ensure that each child is offered an enjoyable and challenging experience across the areas of learning
- how well information from *observation and assessment* is used to plan activities that are tailored to the needs and abilities of individuals
- how well additional learning and/or development needs are identified and provided for
- the extent to which there is planned, purposeful *play and exploration*, both in and out of doors, with a balance of adult-led and child-led activities that foster *active learning*
- the steps taken by the *key people* to safeguard and promote the welfare of the children and how well adults teach children about *keeping safe*
- how *good health and well-being* are encouraged, whether necessary steps are taken to prevent the spread of infection, and whether appropriate action is taken when children are ill
- how effectively children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

*The quality of provision in the Early Years Foundation Stage: grade descriptors*

<b>Outstanding (1)</b>	The provision is at least good in all major aspects and is exemplary in most. A highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. The exceptional organisation of the
----------------------------	---

	<p>educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high-quality observations is rigorous and the information gained is used very effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates children. Adults consistently give the highest priority to safeguarding all children. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting. Practitioners are highly skilled and sensitive in their management of children and their behaviour. Relationships are excellent.</p>
<p><b>Good (2)</b></p>	<p>Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being. An interesting, well-equipped and welcoming environment successfully reflects most children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. Relationships are good and children's behaviour is managed well. There are effective partnerships with parents/carers, other agencies and providers.</p>
<p><b>Satisfactory (3)</b></p>	<p>The provision is satisfactory in all major aspects, and may be good in some. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. Observation and assessments and their use in planning are satisfactory, and generally consistent in quality. Adults generally manage children and their behaviour appropriately. They provide a secure environment which reflects the children's backgrounds and some sections of the wider community. Relationships are secure. Adults work sufficiently well with parents/carers and external agencies to meet the needs of the majority of children. Policies and procedures are adequate. Where outdoor play space is not regularly accessible, effective alternatives are planned.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ Adults' knowledge of the learning and development and/or welfare requirements and guidance is inadequate and the <i>specific requirements</i><sup>8</sup> that have a significant impact on children are not met. This may be because systems are weak and some records, policies or procedures are missing or out of date. Staff are insufficiently vigilant to protect children's safety and well-being.</li> </ul>

<sup>8</sup> As set out in the *Statutory framework for the Early Years Foundation Stage* (00267-2008BKT-EN), DCSF, 2008.

	<p>or</p> <ul style="list-style-type: none"><li>■ Adults do not have a clear enough understanding of the children's needs because observations are not frequent or accurate enough to monitor children's progress and to plan appropriate activities.</li></ul> <p>or</p> <ul style="list-style-type: none"><li>■ Some individuals and/or groups of children, such as those with special educational needs and/or disabilities, are not sufficiently well supported and integrated; this may be because partnerships with parents and external agencies are not sufficiently well developed.</li></ul>
--	--

## The effectiveness of leadership and management of the Early Years Foundation Stage

### Inspectors should evaluate:

- how well children are safeguarded
- how well the setting/school engages with users and works in partnership with parents/carers and others
- the extent to which there is an ambitious vision and clear priorities for improvement that are driven by effective systems for self-evaluation
- how consistently policies and procedures are implemented to promote equality and eliminate discrimination
- the extent to which there is effective and efficient use of resources.

### Outline guidance

#### Inspectors may take account of the following:

- the maintenance of records and implementation of policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the quality and effectiveness of risk assessments and actions taken to manage or eliminate risks
- how effectively and efficiently *available resources*, including training, are *used and managed* to meet the needs of children and to achieve high-quality outcomes
- how effectively adults communicate and embed an ambitious vision and *strive for improvement* to provide high-quality care and education
- how effectively provision and outcomes are monitored through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- the extent to which *inclusive practice* is promoted so that all children's welfare needs are met and all achieve as well as they can
- how effectively *links with parents/carers*, other providers, services, employers and others promote the integration of care, education and any extended services.

*The effectiveness of leadership and management of the Early Years Foundation Stage: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>Leadership and management are at least good in all aspects and are exemplary in most, especially safeguarding. Those in charge have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. Staff, children and their parents have contributed to rigorous self-evaluation and the development of a clear and achievable plan which supports continuous improvement. Children’s well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. Children’s needs are exceptionally well met through highly effective partnerships between staff, parents and their children, external agencies and other providers. Leaders and managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children. There are no breaches of <i>specific requirements</i>.</p>
<p><b>Good</b> (2)</p>	<p>Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they have raised children’s achievement and made improvements to provision. Resources are well deployed, including any extended services, to improve outcomes for children. Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. Effective links exist with parents/carers and other agencies and providers. If there is a breach of the <i>specific requirements</i> it is minor, and has no impact on the safety and well-being of children.</p>
<p><b>Satisfactory</b> (3)</p>	<p>No major aspects of leadership and management are inadequate, and some may be good, as shown by their impact on the children. Areas of weakness have been identified and those in charge demonstrate the capacity to tackle them effectively. The deployment of resources and training opportunities is satisfactory. Safeguarding procedures are secure and all the required checks have been carried out. The staff are suitably trained and know what action to take in the event of a safeguarding issue. Adults generally work well with parents, other settings and/or external agencies to meet the diverse needs of the children. Any breaches of <i>specific requirements</i> do not have a detrimental impact on the safety and well-being of children or on the extent to which the <i>overarching requirements</i><sup>9</sup> are met.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ Leadership and management are inadequate if any one of the <i>overarching requirements</i> is not met.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The quality of self-evaluation is inadequate and those in charge</li> </ul>

<sup>9</sup> As set out in the *Statutory Framework for the Early Years Foundation Stage* (00267-2008BKT-EN), DCSF, 2008.



	<p>have too little impact. They are insufficiently focused on raising achievement and promoting the other outcomes and do not target the use of resources sufficiently well to bring about improvements.</p> <p>or</p> <ul style="list-style-type: none"><li>■ Links with parents/carers and/or others supporting children's care and education are not strong enough to ensure that individual needs are met. The views of others (e.g. children, parents, external partners) are rarely sought and, if they are, little is done to address the issues or concerns raised.</li></ul>
--	---

## Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?

### Inspectors should evaluate:

- how well the needs of children are met
- the capacity to make continuous improvement and/or sustain existing high standards.

### Outline guidance

Inspectors may take account of the following:

- how well the needs of all children are routinely met, *recognising the uniqueness of each child*
- how the setting *supports every child* so that no group or individual is disadvantaged
- whether all children make progress in their *learning and development*
- how well children's welfare is promoted, including the effectiveness of safeguarding procedures
- whether partnerships in the *wider context* are used to promote good-quality education and care
- the extent to which planning for improvement and the processes of self-evaluation are effective
- improvements made since the last inspection, where applicable.

*Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?: grade descriptors*

<b>Outstanding (1)</b>	The setting is highly effective. Outcomes are consistently good and exemplary in significant elements. All major aspects of the provision are at least good and excellent in most respects. Highly effective partnerships between providers, parents and other agencies ensure individual children's needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement, are outstanding. <i>Outcomes for children</i> and the <i>quality of provision</i> are at least good and one is outstanding.
<b>Good (2)</b>	All the three other key judgements are at least good. Children make good progress in their learning. Effective arrangements exist to ensure their safety and health and encourage their involvement in their school/setting or wider community. Strong links with parents/carers help to involve them in their children's care and education, and they are kept very well informed of their children's progress. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to

	improve it.
<b>Satisfactory (3)</b>	To be satisfactory, all key judgements must be at least satisfactory and may be good in some respects.
<b>Inadequate (4)</b>	Overall effectiveness is likely to be judged inadequate if any of the key judgements are inadequate: <ul style="list-style-type: none"> <li>■ outcomes</li> </ul> or <ul style="list-style-type: none"> <li>■ provision</li> </ul> or <ul style="list-style-type: none"> <li>■ leadership and management.</li> </ul>

## How effective is the sixth form?

The structure of judgements and the grade descriptors contained in this section are common to inspections of post-16 settings. The judgements below are presented as they apply to sixth forms in schools.

The four judgements are:

<b>Outcomes for students in the sixth form</b>
<b>The quality of provision in the sixth form</b>
<b>The effectiveness of leadership and management of the sixth form</b>
<b>The overall effectiveness of the sixth form</b>

## Outcomes for students in the sixth form

### Inspectors should evaluate:

- how well students learn, make progress throughout their programmes and achieve their learning goals
- how well students increase their employability and economic well-being through learning and development
- how well students take responsibility for their own health, safety and well-being
- how well students contribute to the wider community.

### Outline guidance

In weighing up the evidence suggested below, inspectors may take account of the context of the setting. For most sixth forms, students' learning and progress are likely to be the most important evidence that inspectors will collect. Inspectors may take account of the extent to which:

- students make progress relative to their starting points as shown by the learning achievement tracker and any other data presented by the school such as that produced by independent providers and any post-16 contextual value added information
- there are any major variations between the progress made by different groups of students<sup>10</sup> or any areas of underachievement, including any variations between subjects
- students who join the sixth form remain on their selected courses and gain relevant qualifications as shown by retention rates and pass rates<sup>11</sup> at all levels and in individual subjects and qualifications, including higher level passes on both level 2 and level 3 programmes
- students learn well, including the evidence provided in the school's own evaluation of students' learning and that seen through first-hand observation
- students develop skills which enable them to:
  - take responsibility for their own learning and learn independently
  - work with others

---

<sup>10</sup> Groups include, for example: boys and girls; different ethnic groups; students with special educational needs and/or disabilities; looked after children; gifted and talented students; those taught in other institutions and groups identified by the school or college. This list is not exhaustive.

<sup>11</sup> Retention rates and pass rates are used to produce the success rate. Success rates will be used as a Framework for Excellence measure.

- complete their programmes including qualifications as planned
- improve their employability
- develop their financial capability and their economic and business understanding
- students attend as required and are punctual
- students make appropriate progression from the sixth form to participate in further or higher education, training and employment
- there are any significant variations in progression between different groups of students
- students feel safe, use safe working practices and contribute to a safe learning environment
- students have the knowledge, understanding and good practices to enable them to take responsibility for their own health and well-being and understand their rights and responsibilities
- students make a positive contribution to the school and wider communities through their participation in, and leadership of, a variety of activities
- students develop skills, knowledge and understanding relevant to community cohesion and sustainable development.

*Outcomes for students in the sixth form: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>Students' academic progress overall is outstanding and there are no significant variations in progress between different groups. Success rates and attendance are high. Students thrive and are highly supportive of each other. Students contribute extensively to the school or college and wider community.</p>
<p><b>Good</b> (2)</p>	<p>Most groups of students make at least good progress and some may make outstanding progress, with no significant variation between groups. Success rates and attendance are above average. Students readily take responsibility for their own well-being and that of others. Students make a strong positive contribution to the life of the institution and their wider communities.</p>
<p><b>Satisfactory</b> (3)</p>	<p>Students make the progress expected given their starting points and some, although not the majority, may make good progress. Success rates and attendance are broadly average. Students develop sensible and mature attitudes to their well-being and that of others. Students regularly contribute to the community in their own institution and wider communities.</p>

<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ A significant number of students do not make the expected progress given their starting points and capabilities.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ There are unacceptable variations in the progression of different groups of students. As a result, too many leavers are not in education, employment or training or progress to employment without training.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ A significant number of students have too little regard for their own well-being and that of others or feel unsafe.</li> </ul>
----------------------------------	---

## The quality of provision in the sixth form

### Inspectors should evaluate:

- how effectively teaching, training and assessment support learning and development
- how effectively the curriculum programmes and activities meet the needs and interests of students and reflect local and national priorities
- how effectively care, guidance and support promote students' progress, attainment and well-being.

### Outline guidance

Inspectors may take into account the extent to which:

- staff use students' prior learning, achievements and identified targets to plan and bring about high-quality learning which meets the needs of individual students
- students receive help to develop literacy, numeracy, language and key skills, including independent learning, research and ICT skills, to support their achievement of their targets
- staff use appropriate methods and resources, including technology, to promote and support learning
- assessment of students' performance, standards and progress is timely, fair, consistent and reliable
- students receive constructive feedback on their progress and how they might improve
- the content and context of curriculum programmes meet the needs and aspirations of all students and is based on an understanding of the needs of local and wider communities, including, where relevant, employers
- enrichment activities and/or extended services contribute to students' enjoyment, personal development and achievement
- students receive full and timely information together with impartial advice and guidance on the next step into training, education or employment
- students receive constructive feedback, guidance and support through tutorials or progress reviews and information and advice sessions
- students receive individual care and support, including access to external support services, to help them overcome any barriers to learning and development.



*The quality of provision in the sixth form: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>Highly effective and sometimes inspirational teaching, with activities sharply and accurately focused on meeting individual students' needs, enables students to learn well in the classroom and/or other learning environments. Curriculum programmes and activities are highly effective and may be innovative in meeting students' needs and those of the wider community. Arrangements for care, guidance and support are of the highest quality. As a result of this high-quality provision across the board, outcomes for students at all levels are outstanding.</p>
<p><b>Good</b> (2)</p>	<p>Teaching and assessment are used effectively to enable students to learn well. Programmes and activities are well matched to students' different needs. Care, guidance and support ensure that students are well prepared for learning and the challenges they will face after leaving school or college. This generally good provision leads to good outcomes.</p>
<p><b>Satisfactory</b> (3)</p>	<p>Teaching and assessment have no major weaknesses and may be good in some subjects. Programmes and activities meet the needs of most and, along with the care, guidance and support provided, help prepare students adequately for the next phase in their lives. Consequently, outcomes for students are generally satisfactory and sometimes good.</p>
<p><b>Inadequate</b> (4)</p>	<ul style="list-style-type: none"> <li>■ Teaching, training and assessment do not adequately support learning and development.</li> <li>or</li> <li>■ The curriculum programmes and activities do not adequately meet the needs and interests of students or significant groups of students.</li> <li>or</li> <li>■ Care, guidance and support do not adequately promote students' progress and well-being.</li> </ul>

## The effectiveness of leadership and management of the sixth form

### Inspectors should evaluate:

- how well leaders and managers embed ambition and drive improvement
- how effectively leaders and managers promote equality and diversity and tackle discrimination
- how effectively procedures in the sixth form help to ensure students' safety
- how efficiently and effectively the available resources are used to meet the needs of students and provide value for money
- how effectively leaders and managers engage with students, parents/carers and partners to support and promote improvement.

### Outline guidance

Inspectors may take account of the extent to which:

- monitoring, evaluating and planning, which includes key partners, lead to improved outcomes for different groups of students, for example minority ethnic groups, looked after children, gifted and talented students, students with special educational needs and/or disabilities and including those taught in other institutions
- the school's policies and their application in the sixth form promote equality and diversity and eliminate discrimination
- staff involved with the sixth form, including key leaders and managers, share the vision and ambition of senior leaders, are well motivated and committed and, as a result, succeed in improving all outcomes for students
- students, staff, partners and governors are involved in identifying and implementing a strategy for planning and developing learning programmes and services
- the sixth form promotes and implements national and local priorities and initiatives that are relevant to students and local communities
- students are involved in decisions pertinent to their achievement and well-being
- the views of different groups, including students and parents/carers, are canvassed and acted upon
- the sixth form engages in external partnerships locally, and more widely, to ensure that the needs of all students are met and to

contribute to improving outcomes for students within the local area or area served by the partnership

- staff organise the provision effectively and safely on a day-to-day basis, including the operation of any partnership activities
- staff share information and ideas to plan and adapt the content and practical aspects of provision so that it meets all students' needs and enables them to progress
- staff use data and information on students' aspirations, employers' needs and the profile of local and national skills to plan the provision
- the sixth form provides a safe learning environment and promotes safe working practices
- resources to support learning, including staff, accommodation, facilities and technologies, are developed and managed effectively, together with effective partnership activity, and so provide value for money.

*The effectiveness of leadership and management of the sixth form: grade descriptors*

<p><b>Outstanding</b> (1)</p>	<p>The ambitious plans and high expectations of leaders and managers are shared and welcomed by staff, students and parents. The relentless drive to improve outcomes for students, highly effective self-evaluation and planning result in at least good outcomes for most students. Any unevenness between outcomes for different groups is minimal or reducing rapidly. Safety procedures are clear, consistently and diligently applied and kept under regular review. Engagement with students, parents/carers and partners makes an excellent contribution to the students' improving outcomes. The management of resources is highly effective.</p>
<p><b>Good</b> (2)</p>	<p>Leaders and managers share ambitious plans effectively with staff. The strong focus on improving outcomes for students, self-evaluation and planning ensures that leaders and managers successfully tackle key areas of weakness and build on areas of strength. Consequently, outcomes are generally good or are improving strongly. Any gaps in outcomes between different groups are closing rapidly. Safety procedures are clear, consistently and diligently applied, and kept under regular review. Engagement with students, parents/carers and partners makes a strong contribution to the students' improving outcomes. Resources are well managed.</p>
<p><b>Satisfactory</b> (3)</p>	<p>Leaders and managers share with staff a clear idea of how the sixth form should improve. They know the major strengths and weaknesses, and have plans that are aimed at improving students' outcomes. There are no major lapses in applying safety procedures. Engagement with students, parents/carers and partners is helping to improve the students' outcomes. Management of resources contributes to the generally satisfactory student outcomes.</p>

<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ Monitoring, evaluating and planning are weak and do not lead to improved student outcomes.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Equality and diversity are not promoted and unlawful discrimination is not tackled.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Safeguarding procedures are inadequate.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Resources are poorly managed and do not provide value for money.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Links with students, parents and partners are poorly developed and do not promote improvement.</li> </ul>
----------------------------------	--

## The overall effectiveness of the sixth form

### Inspectors should evaluate:

- the effectiveness and efficiency of the sixth form in meeting the needs of students
- the school's capacity to make and sustain improvements in the sixth form.

### Outline guidance

Inspectors may take account of all of the available evidence including where applicable, Framework for Excellence effectiveness measures, and in particular:

- the outcomes for students, including their progress
- the quality of provision, including:
  - the quality of teaching, assessment and learning
  - how well programmes and activities meet the needs and interests of students
  - the effectiveness of the guidance and support for students
- how effective leadership and management are in:
  - improving outcomes for all students
  - implementing the school's procedures for safeguarding in the sixth form
  - promoting equality and diversity and tackling discrimination in the sixth form
  - ensuring that the systems for securing improvement are embedded
- performance since the last inspection
- the extent to which the sixth form has set, and students have met, challenging targets which enable students to make good progress and gain higher grades/levels than might be expected given their starting points.

*The overall effectiveness of the sixth form: grade descriptors*

<b>Outstanding (1)</b>	Overall effectiveness is likely to be outstanding when the quality of provision and leadership and management are at least good and outcomes for students are outstanding. There has been exceptional improvement, or previously outstanding performance has been securely maintained, as a result of highly effective leadership and management and provision which enable the students to meet highly ambitious targets.
<b>Good (2)</b>	Overall effectiveness is likely to be good when the quality of provision and leadership and management are at least satisfactory and outcomes for students are at least good. Overall performance has improved greatly or has consolidated and improved on previously good or outstanding performance. Leadership and management and provision enable students to achieve realistic but challenging targets.
<b>Satisfactory (3)</b>	Overall effectiveness is likely to be satisfactory when the quality of provision, leadership and management and outcomes for students are all at least satisfactory. There is a trend of improvement in the overall performance, despite a few remaining weaknesses. Leadership and management and provision enable students to meet targets which lead to satisfactory progress. Systems are embedded sufficiently to enable further improvement.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"><li>■ Outcomes for students are inadequate.</li></ul> or <ul style="list-style-type: none"><li>■ The quality of provision is inadequate.</li></ul> or <ul style="list-style-type: none"><li>■ Leadership and management are inadequate.</li></ul>

## How effective is the boarding provision?

### Inspectors should:

- report whether the school has been judged to meet the appropriate national minimum standards
- evaluate how well the provision contributes to boarders' needs in relation to their welfare, safety and personal development.

### Outline guidance

#### Inspectors should:

- comment on the progress made on action points identified in the most recent report on welfare
- consider how effectively links between care/boarding staff and teachers promote pupils' enjoyment and achievement
- be aware that boarders may be a minority group in a school which is predominantly for day pupils. Inspectors should consider the judgement about the *effectiveness of the boarding provision* when reaching judgements about other aspects of the school's work.

#### *How effective is the boarding provision: grade descriptors*

<b>Outstanding</b> (1)	Provision for boarders is at least good in all major respects and is exemplary in significant elements. The school meets all NMS and in all or almost all cases exceeds them. The excellent, wide-ranging programme of activities and events caters for all boarders' needs and interests. For full boarders this extends through the weekends. There is a high standard of care throughout, as well as excellent opportunities for boarders' personal development. A relentless commitment to safety and safeguarding permeates all aspects of the boarding provision and the school's work with other key agencies is outstanding. Communication between the parents/carers, staff and boarders is excellent.
<b>Good</b> (2)	Provision for boarders is good and clearly enhances their personal development. Provision meets the NMS and may well exceed them in several areas. The well-structured and varied programme of activities and events meets the needs and interests of all boarders including those that board full time. There is a good standard of care overall and safety and safeguarding aspects are effective and well integrated. Staff are proactive in working with other key agencies to reduce the risk of harm to boarders and good links between care staff and teachers foster their enjoyment and achievement. Boarders say that bullying is rare; any reported bullying is dealt with effectively. Communication between the parents/carers, staff and boarders is good.

<p><b>Satisfactory</b> <b>(3)</b></p>	<p>Provision is inadequate in no major respect and may be good in some respects. The school meets NMS overall. Boarders are cared for, safe and properly supervised. All safeguarding regulations and duties are met and child protection procedures are clear and effective. There may be minor shortfalls or inconsistencies in provision but these do not significantly affect the safety and well-being of boarders. The provision for personal development is at least satisfactory. There is satisfactory provision for educational and recreational activities, including at evenings and weekends and adequate privacy and space for boarders. Communications and consultation with parents, staff and boarders are adequate.</p>
<p><b>Inadequate</b> <b>(4)</b></p>	<p>or</p> <ul style="list-style-type: none"> <li>■ The school fails to meet NMS in one or more major respects.</li> <li>■ Leaders and managers have failed to ensure that the school meets boarders' needs in relation to their welfare, safety and personal development and boarding does little to enhance boarders' lives.</li> </ul>

All recommendations, including national minimum standards that have not been met in relation to boarding provision, must be recorded in 'recommendations and requirements'.



## Summative judgements

This final section draws together all the evidence and judgements made in the preceding sections of the evaluation schedule.

The judgement for *Outcomes for individuals and groups of pupils* reflects how well the pupils are doing across all of the outcomes.

The judgement for *The school's capacity for sustained improvement* reflects the effectiveness of leadership and management in securing improvement in the past and ensuring that the school will continue to make progress.

These two judgements, alongside the judgements for each aspect of the quality of provision, inform the judgement *Overall effectiveness*.

## Outcomes for individuals and groups of pupils

### Inspectors should evaluate:

- Outcomes for individuals and groups of pupils at all stages of their education.

### Outline guidance

This is the 'overall' outcome judgement for pupils. Inspectors should weigh the significance of the seven prime judgements listed below:

- **how well pupils achieve and enjoy their learning**
- **the extent to which pupils feel safe**
- **pupils' behaviour**
- **the extent to which pupils adopt healthy lifestyles**
- **how well pupils contribute to the school and the wider community**
- **how well pupils develop workplace and other skills that will contribute to their future economic well-being**
- **pupils' spiritual, moral, social and cultural development.**

### *Outcomes for individuals and groups of pupils: grade descriptors*

<b>Outstanding</b> (1)	Achievement and at least one other prime judgement are outstanding and all other prime judgements are at least good. or Achievement is good and at least four of the remaining prime judgements, including behaviour, are outstanding. No prime judgement is less than good.
<b>Good</b> (2)	Achievement, behaviour, the extent to which pupils feel safe and at least one other prime judgement are good, with none inadequate. Some prime judgements may be outstanding.
<b>Satisfactory</b> (3)	All prime judgements are at least satisfactory and some may be good or better.
<b>Inadequate</b> (4)	One or more of the prime judgements is inadequate.

## The school's capacity for sustained improvement

### Inspectors should evaluate the extent to which:

- the school's track record shows it has maintained outstanding performance or has been successful in improving teaching, other provision and outcomes for pupils since its last inspection
- the school's self-evaluation provides the school with an accurate appraisal of its effectiveness and its plans reflect what it needs to do to consolidate success and secure further improvement
- the current leaders and managers are effective in tackling weaknesses and overcoming barriers to improvement.

### Outline guidance

#### Inspectors may take account of:

- the extent to which there have been sustained improvements in outcomes for pupils, including those for individuals and different groups
- the extent to which the school has met challenging targets, such as: statutory targets for attainment; specialist school targets; other targets, for example for attendance
- progress in tackling the areas for improvement identified at the last inspection
- the school's success in achieving goals and improving areas of weakness it has identified for itself
- the school's response to any external evaluations such as those undertaken by the local authority and Ofsted survey inspections
- the rigour with which leaders, managers and the governing body evaluate the school's effectiveness in meeting the needs of all of its pupils
- the degree to which leaders, managers and the governing body are self-critical when evaluating the school's performance on local and national priorities compared with that of other schools
- the extent to which self-evaluation is established across the school community, including the extent of the involvement of key partners
- the clarity with which areas for improvement are identified
- the effectiveness of leadership and management at all levels across all areas of the school's work

- the quality of the school's current systems for managing performance and tackling areas of underperformance, particularly any weaknesses in the quality of teaching
- the effectiveness of planning and professional development in improving the quality of teaching and other aspects of provision and in building capacity to sustain improvement; and how well leaders and managers promote the professional development of the whole school's workforce and promote a suitable work/life balance for them.

*The school's capacity for sustained improvement: grade descriptors*

<b>Outstanding</b> (1)	The pursuit of excellence in all of the school's activities over a considerable period of time has led to exceptional improvement, or has securely maintained and built on previously outstanding performance in key areas. Self-evaluation at all levels is grounded in sophisticated and accurate analysis and is used unflinchingly to compare performance against the most stretching of benchmarks and to plan accordingly. Leaders and managers embed ambition and drive and secure improvement highly effectively. Processes for managing the performance of staff and for their professional development are used exceptionally well and systems to support the school's further development are well established and accepted.
<b>Good</b> (2)	Action to overcome weaknesses in teaching, other provision and outcomes is likely to have been concerted and effective. Performance in key areas has crossed a grade boundary or has consolidated and improved on previously good or outstanding performance. Senior leaders, managers and the governing body have an accurate picture and understanding of the school's strengths and weaknesses. Leaders and managers embed ambition and drive and secure improvement well. They articulate confidently and plan effectively what the school needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.
<b>Satisfactory</b> (3)	The school has focused on improving areas of weakness in teaching, other provision and outcomes and there is a trend of improvement in key areas despite a few remaining weaknesses. Self-evaluation is broadly accurate but planning lacks sharpness about what the school needs to do to make significant progress. Leaders and managers embed ambition and drive and secure improvement satisfactorily. Essential systems are embedded sufficiently to enable the school to continue improving and are not solely dependent on only one or two senior leaders.
<b>Inadequate</b> (4)	<ul style="list-style-type: none"> <li>■ Despite remedying a few small areas of weakness, perhaps quite recently, improvements to teaching, other provision and outcomes since the last inspection are fragile.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Self-evaluation lacks rigour and is wide of the mark in its conclusions.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The current leaders and managers are ineffective in tackling weaknesses and securing improvement.</li> </ul>

## Overall effectiveness: how good is the school?

This section is about the school's overall effectiveness. It takes account of *Outcomes for individuals and groups of pupils*, *The quality of provision* and *The school's capacity for sustained improvement*.

### Inspectors should evaluate:

- how well the school meets the needs of all pupils and demonstrates it has the capacity for sustained improvement.

### Outline guidance

Inspectors should:

- make the overall effectiveness judgement the final judgement, to take into account all of the available evidence
- note any limiting judgements: the quality of the school's procedures for safeguarding; the extent to which the school promotes equal opportunity and tackles discrimination; and pupils' achievement
- weigh the key judgements on outcomes for individuals and groups of pupils; the quality of teaching; the curriculum; care, guidance and support; and the school's capacity for sustained improvement.

### *Overall effectiveness: grade descriptors*

<b>Outstanding</b> (1)	Overall effectiveness is likely to be outstanding when: <i>Outcomes for individuals and groups of pupils</i> and <i>The school's capacity for sustained improvement</i> are at least good with either or both judged to be outstanding. The majority of judgements in the quality of provision are outstanding. The judgement for <i>The effectiveness with which the school promotes equal opportunity and tackles discrimination</i> is at least good.
<b>Good</b> (2)	<i>Outcomes for individuals and groups of pupils</i> and <i>The school's capacity for sustained improvement</i> are both good or, in exceptional circumstances, it may be that <i>The school's capacity for sustained improvement</i> is satisfactory. The majority of judgements in the quality of provision are good.
<b>Satisfactory</b> (3)	<i>Outcomes for individuals and groups of pupils</i> and <i>The school's capacity for sustained improvement</i> are at least satisfactory, as are all aspects of provision. <i>The effectiveness with which the school promotes equal opportunity and tackles discrimination</i> and <i>The effectiveness of safeguarding procedures</i> are at least satisfactory.

<b>Inadequate (4)</b>	Overall effectiveness is likely to be inadequate if any of the following are inadequate: <ul style="list-style-type: none"><li>■ <i>Outcomes for individuals and groups of pupils</i></li><li>■ <i>The school's capacity for sustained improvement</i></li><li>■ <i>The effectiveness with which the school promotes equal opportunity and tackles discrimination</i></li><li>■ <i>The effectiveness of safeguarding procedures</i></li><li>■ key aspects of provision.</li></ul>
---------------------------	---

## Supplementary guidance

### Judging achievement in special schools, pupil referral units and resourced provision in mainstream schools

The outline guidance and descriptors for achievement do not make any specific reference to resourced provision for pupils with special needs in mainstream schools, pupil referral units or special schools. Much of this provision is judged in the same way as mainstream schools. It must not be assumed that pupils with special educational needs and/or disabilities cannot reach the same attainment and achieve the same progress as others of their age.

There are some special schools, however, where the cognitive abilities of the pupils are so severely restricted that it would be unreasonable to limit the judgement about achievement because of low attainment. Where an inspector judges that attainment is unlikely ever to rise above low, it is legitimate to allow the learning and progress judgement alone to determine the judgement for achievement. In these circumstances, inspectors will not make a judgement about attainment and will place an asterisk in the grade box for attainment.

However, this exemption from considering attainment does **not** apply to provision where, however unlikely in the short term, the pupils' cognitive abilities retain the potential for attainment above low. This would include, for example, schools for pupils with emotional, behavioural and social difficulties and pupil referral units.

Generally, the same guidance applies as for mainstream schools. Where attainment is low, achievement may be judged to be good as long as learning and progress are outstanding. Where learning and progress are good or satisfactory (and attainment is low), inspectors will need to refer to the training materials for inspecting special needs provision and use their professional judgement to interpret the grade descriptors for achievement in a rigorous but fair way.

Where the same guidance is applied as for mainstream schools and a grade is given for attainment it may be appropriate, but only in exceptional circumstances, to judge that achievement is good or satisfactory despite the grade descriptors for achievement pointing to a lower grade. Inspectors must make a strong case, such as a strongly improving trend in attainment, to justify making an exception.

The challenge for inspectors is to translate high expectations of special schools into a fair evaluation of their performance when compared with evaluations of mainstream schools.