

English survey visits

Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2012 school inspection handbook as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on Section 5 whole-school inspections.

Grade descriptors – the overall effectiveness of English education provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Outstanding (1)

- English teaching is outstanding and, together with a rich, interesting and relevant English curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in English may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in English and these ensure that they are very well-equipped for the next stage of their education, training or employment.
- Pupils' high levels of literacy, appropriate to their age, contribute to their outstanding learning and achievement.
- Practice in English consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- The subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Good (2)

- Pupils benefit from English teaching that is at least good and some that is outstanding. This promotes positive attitudes to learning and ensures that pupils' achievement in English is at least good.
- Pupils and particular groups of pupils have effective educational experiences in English that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action as a result of accurate monitoring and evaluation that enables most pupils, including disabled pupils and those with special educational needs, to reach their potential in English.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Requires improvement (3)

- English in the school requires improvement because one or more of the key judgements for achievement; behaviour and safety (in English); the quality of teaching; the curriculum; and the quality of leadership and management of English requires improvement (grade 3).

Inadequate (4)

English in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- the achievement of pupils in English
- the behaviour and safety of pupils in English
- the quality of teaching in English
- the quality of the curriculum in English
- the quality of the leadership in, and management of English.

Grade descriptors – achievement of pupils in English

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic ¹	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Taking account of their different starting points, the proportions of pupils making and exceeding expected progress are high compared with national figures.² ■ Pupils make rapid and sustained progress throughout year groups and learn exceptionally well. They are exceptionally well prepared for the next stage in their education, training or employment. ■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly. ■ The learning, quality of work and progress of groups of pupils, particularly disabled pupils, those with special educational needs, and those for whom the pupil premium provides support, show that they achieve exceptionally well. ■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Pupils show high levels of achievement in the different areas of English (reading, writing, speaking and listening) and exhibit very positive attitudes towards the subject. ■ Pupils rapidly acquire secure knowledge of letters and sounds and make sustained progress in learning to read fluently and with understanding. ■ Pupils are very keen readers and show a sophisticated insight into a wide range of challenging texts, both traditional and contemporary. ■ Pupils' writing shows a high degree of technical accuracy and they write effectively across a range of genres, frequently showing creativity in their ideas and choice of language. ■ Pupils have a mature understanding of the differences between written and spoken language. They speak confidently and with maturity, using Standard English very effectively when required. ■ Pupils have learnt to be effective independent learners, able to think for themselves and to provide leadership, while also being sensitive to the needs of others.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Taking account of their different starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period. ■ Progress across year groups is consistently strong and evidence in pupils' work indicates that they achieve well. ■ Pupils read widely and often. 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Pupils achieve equally well in reading, writing, speaking and listening. They enjoy English lessons and express their ideas confidently and with some originality in both writing and speaking. ■ Pupils acquire secure knowledge of letters and sounds and make good progress in learning to read, and to write legibly and fluently. Pupils enjoy reading a wide range of texts and can talk and write with understanding about them.

¹ The descriptors are set out in full in the *School inspection handbook*.

² Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4.

Progress from age-related expectations at the beginning of Nursery, to age-related expectations at the beginning of Reception, on to the end of Reception where they can be compared with the Early Years Foundation Stage Profile national figures is likely to represent expected progress during the Early Years Foundation Stage.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in subsidiary guidance.

Generic¹	Supplementary subject-specific guidance
<ul style="list-style-type: none"> ■ Pupils acquire knowledge and develop understanding quickly and securely. They develop and apply a wide range of skills in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. ■ The learning and progress of groups of pupils, particularly disabled pupils, those with special educational needs, and those for whom the pupil premium provides support, are good. ■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period. 	<ul style="list-style-type: none"> ■ Pupils enjoy writing and write confidently for different purposes and audiences, showing a good degree of technical accuracy. ■ Pupils are able to vary their language according to the particular demands of the task, both spoken and written, making effective use of Standard English when required. ■ Pupils express their ideas clearly and well in discussion and work effectively in different groups. ■ Pupils are able to show independence and initiative; for instance, raising thoughtful questions or helping to drive forward group work.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Pupils' achievement requires improvement as it is not good. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Pupils' achievement is not good because of variability in their progress across reading, writing, speaking and listening. ■ Pupils' progress in acquiring a secure knowledge of letters and sounds, or in learning to read and to write legibly and fluently, is not consistently good. ■ Pupils are willing to contribute and listen to discussion. Oral contributions tend to be brief and lack confidence or depth. ■ Pupils usually enjoy the reading introduced by the teacher. They struggle to understand more complex texts and only occasionally choose to extend their reading independently. ■ Pupils sometimes write at length but their range of language forms and vocabulary is limited. Their accuracy in spelling, grammar or punctuation is not good because it lacks consistency. The quality of presentation may be variable. ■ Pupils are not able consistently to observe the features of Standard English in their speech or writing well enough.
<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Achievement is likely to be inadequate if any of the following apply. ■ Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting points. ■ Pupils' learning and progress in any key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving. ■ Disabled pupils, those with special educational needs and those for whom the pupil premium provides support, are underachieving. 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Pupils have significant weaknesses in key areas of reading, writing, speaking or listening which limit their achievement overall. They are too often passive in lessons and show no real enthusiasm for English. ■ Pupils make insufficient progress in acquiring a secure knowledge of letters and sounds or in learning to read and to write legibly and fluently. ■ Pupils do not choose to read for pleasure and show limited understanding when talking about their reading.

Generic¹	Supplementary subject-specific guidance
<ul style="list-style-type: none"> ■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment. ■ Attainment is consistently below floor standards or is in decline and shows little, fragile or inconsistent improvement.³ ■ There are wide gaps in the attainment and/or the learning and progress of different groups. 	<ul style="list-style-type: none"> ■ Pupils lack confidence in writing and struggle to write independently. As a result, their writing tends to be short and contains too many inaccuracies in spelling, grammar or punctuation with little originality. ■ Pupils do not express their ideas well in discussion. They tend to speak and write colloquially and are not able to use Standard English appropriately in their writing. ■ Pupils rarely use initiative and are highly reliant on their teacher for ideas and guidance.

³ Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

Grade descriptors⁴ – quality of teaching in English

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Much of the teaching in all key stages is outstanding and never less than consistently good. As a result, almost all pupils, including disabled pupils, those with special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress. ■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. ■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. ■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. ■ Teachers and other adults generate high levels of engagement and commitment to learning. ■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains. ■ Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework, which together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well. 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Teachers make imaginative use of a wide range of resources, including ICT and moving image texts, which address pupils' language needs and their interests in literature and other media. ■ Pupils are fully engaged through innovative classroom approaches, including well-planned drama activities. ■ The teaching of phonic knowledge, skill and understanding is systematic, highly enjoyable and quickly enables pupils to read fluently and write with confidence and accuracy. ■ Teachers demonstrate high standards in their own use of English. They model the processes of reading and writing powerfully to help pupils make real progress in their own work. They make English highly relevant to the world beyond school. ■ Teachers' expert knowledge of texts is used successfully to extend and deepen pupils' understanding. Questioning frequently probes pupils' understanding of language, elicits their personal responses and challenges their thinking about literature and other texts. ■ Teachers' very good understanding of the English language ensures that the technical features of language are very well taught, including the differences between talk and writing. ■ Systematic approaches to target-setting, marking, feedback and peer- and self-assessment, support and challenge all pupils to make precise improvements to their written or oral work.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teaching is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils, including disabled pupils, those with special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time. ■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills. 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teaching makes effective use of a wide range of good-quality literary, media and other resources. As a result, lessons meet pupils' needs well and engage their interest, leading to good progress in reading, writing, speaking and listening. Pupils learn to appreciate the importance of English in the wider world. ■ The teaching of phonic knowledge, skill and understanding is systematic and enjoyable, enabling pupils to read fluently and write with confidence and accuracy.

⁴ These grade descriptors describe the quality of teaching in the subject as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

Generic	Supplementary subject-specific guidance
<ul style="list-style-type: none"> ■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. ■ Reading, writing, communication and mathematics are taught effectively. ■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. ■ Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve. ■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons. 	<ul style="list-style-type: none"> ■ Teachers' use of English in the classroom is well considered and effective, helping pupils to develop a good insight into how writers and others create effects. Questioning successfully engages pupils in extending their understanding of language and draws out their personal response to aspects of literature and other texts. ■ Teachers share their understanding of a wide range of classic and contemporary texts and use this to stimulate pupils' wider, independent reading. Activities are varied and imaginative, engaging pupils well through drama and varied discussion work. ■ Teachers understand how language works and use this knowledge effectively to develop learning. ICT, including moving image work, is well integrated in lessons and contributes positively to pupils' progress in English. ■ Feedback from target-setting, marking and peer- and self-assessment is constructive and clearly identifies the next steps in pupils' written or oral work.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teaching requires improvement as it is not good. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teachers engage most pupils through the effective use of a wide range of resources and active approaches, including small group and pair work, but do not succeed in motivating or engaging all pupils equally well. ■ The teaching of phonic knowledge, skill and understanding is planned carefully but does not enable all pupils to make good progress. Teaching promotes skill and fluency in reading and handwriting, but there are inconsistencies in practice and pupils' progress. ■ Most lessons are well planned and lively and sometimes include opportunities for drama and moving image work. On occasion, the learning focus is not sufficiently sharp and the range of needs may not be fully met. ICT is used from time to time to develop independent learning and improve the quality of presentation. ■ Competent subject knowledge ensures that pupils read and write a wide range of texts with competent understanding, and teachers encourage pupils. Teachers mostly use English well. Questioning extends pupils' understanding of language and literature and other texts, though it is not always sufficiently probing. ■ Regular and clear feedback helps pupils to understand strengths and weaknesses in their own written and oral work, though it may lack some precision or consistency.

Generic	Supplementary subject-specific guidance
<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Teaching is likely to be inadequate where any of the following apply. ■ As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils and those with special educational needs, and those for whom the pupil premium provides support, are making inadequate progress. ■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those with special educational needs. ■ Learning activities are not sufficiently well matched to the needs of pupils. 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ The teaching approaches employed fail to engage significant numbers of pupils who are sometimes bored, passive or badly behaved as a result. ■ The teaching of phonic knowledge, skill and understanding is insufficiently well planned or delivered. ■ Teachers' subject knowledge is limited in key aspects of reading, writing, and speaking and listening. There are occasional weaknesses in the teacher's own understanding and use of language. ■ There is an imbalance of work across reading, writing, speaking and listening. The resources and strategies used are limited and do not secure adequate learning. Pupils are not helped to appreciate the importance of English to their lives outside school ■ Assessment does not help pupils sufficiently to see what needs to be improved in their written or oral work.

Grade descriptors – quality of the curriculum in English

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Outstanding (1)

- The curriculum is distinctive, innovative and planned very well to meet pupils' needs in reading, writing, speaking and listening.
- Imaginative approaches, experience of a wide range of challenging texts, and clear focus on basic literacy skills ensure a rich curriculum that enables pupils to make very good progress across the different areas of English.
- The curriculum is continuously reviewed and improved in the light of national developments. Key aspects such as poetry, drama and media work are fully integrated into the curriculum and help to provide a rich and varied programme for pupils. Schemes of work build clearly towards productive outcomes for pupils, involving real audiences and purposes; this helps pupils to appreciate the importance of English to their lives outside school.
- Independent learning and wide reading are very well promoted. The curriculum builds systematically on technological developments in communications and pupils have regular opportunities to use ICT, including analysing and producing media texts.
- Pupils' learning is very well enhanced by enrichment activities such as theatre and cinema visits, drama workshops, reading groups, and opportunities for writers to work with pupils in school.
- The effective and imaginative use of literature, film and other resources promote creativity, reflection, collaboration and self-awareness particularly well.
- These features ensure that the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Good (2)

- The curriculum has some innovative features and is well designed around the needs of pupils in the school. It is broad and engaging, with a good range of texts and appropriate attention to basic literacy skills. Active approaches help pupils to make good progress in reading, writing, speaking and listening.
- The curriculum is reviewed regularly and reflects recent developments in the subject. Good attention is given to areas such as poetry, drama and media. Opportunities are taken to make direct connections between classroom study and the world beyond school.
- Independent study and wider reading are well integrated into schemes of work. ICT is well used to help pupils develop learning in English and includes work on analysing and producing moving image texts.
- The curriculum incorporates regular opportunities to meet with practitioners working in English such as writers and theatre groups.
- As a result, the subject makes a good contribution to pupils' spiritual, moral and social development.

Requires improvement (3)

- The curriculum requires improvement because it is not good.
- The curriculum provides a balance of work that helps pupils to make progress in developing reading, writing, speaking and listening. Provision for key areas of English is built into schemes of work although there may be some variability and inconsistency in the quality of this work. The curriculum is reviewed in response to external changes and national guidance.
- The curriculum ensures that pupils read and write a wide range of texts, including some media texts, and appreciate the importance of English in real-life contexts and beyond school. Some elements of ICT are built into English schemes of work, including study of media texts. Some opportunities are provided for pupils to work independently and to read outside school.
- Pupils' experiences are enhanced by opportunities to watch films and plays and to work with writers, although the range of enrichment activities is limited and sometimes concentrated on support for examinations only.
- The subject contributes to pupils' spiritual, moral, social and cultural development.

Inadequate (4)

- The curriculum does not meet the needs of significant numbers of pupils in the school and, as a result, too many make poor progress in key areas of reading, writing, speaking or listening.
- Too many pupils are not engaged by the subject and do not understand its relevance to their own life.
- The curriculum lacks breadth and balance. It is limited in scope with too much concentration on a narrow range of skills.
- The curriculum is not planned well enough and too little emphasis is placed on key areas of English such as poetry, drama and media work.
- There is little by way of enrichment activity apart from a few activities that tend to be directly related to examination study.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are missed.

Grade descriptors – quality of leadership in, and management of English

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The pursuit of excellence is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. ■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. ■ Excellent policies ensure that pupils have high levels of literacy, or that pupils are making excellent progress in literacy. ■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving. ■ The school's curriculum provides highly positive experiences and rich opportunities for high-quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development. ■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. ■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Subject leaders inspire pupils and colleagues through a passionate commitment to the subject, strongly held views about the nature of English and very good subject knowledge. ■ Subject leaders are very well informed about developments nationally and use this to improve the curriculum and teaching. Innovation and creativity are evident. ■ All staff work very well together because there is a strong shared purpose and commitment to the same goals. Provision for pupils is reviewed collaboratively and good practice is routinely and effectively shared. ■ Subject responsibilities are well delegated and all members of the team, including newly qualified teachers, have very good opportunities to contribute to developments. ■ Subject leaders make thoughtful and thorough use of a wide range of evidence, including the responses of pupils, to review the impact of work across reading, writing, speaking and listening. As a result, self-evaluation is rigorous and effective, leading to well-targeted support for all staff. ■ Subject plans identify very clearly how teaching is to be further improved. There are excellent policies which ensure that pupils have high levels of literacy, or that pupils are making excellent progress in English. ■ The very good quality of its work means that the English department has a very high profile in the life of the school and is at the cutting edge of initiatives locally or nationally. ■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition. ■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Subject leaders have identified clear aims for English within the school which are well informed by national developments in the subject, and this helps to provide good direction to English work. Teachers work well together and are keen to review practice and share ideas.

Generic	Supplementary subject-specific guidance
<p>development, which are closely matched to the needs of the school and staff.</p> <ul style="list-style-type: none"> ■ Self-evaluation is robust and the school's actions are carefully planned, concerted and effective. ■ The well-thought-out policies ensure that pupils make at least good progress in literacy. ■ The quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated. ■ The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to pupils' achievement and to their spiritual, moral, social and cultural development. ■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources. 	<ul style="list-style-type: none"> ■ Subject leaders encourage teachers to be imaginative in their approaches to learning. Because of good leadership, there is a shared common purpose and a consistency of practice throughout the school in areas such as teaching and assessment. ■ Self-evaluation is accurate and effective, based on good analysis of pupils' skills and achievement in reading, writing, speaking and listening and well-informed evaluation of English teaching. This analysis is used well to identify teachers' training needs. ■ Subject plans are effective and include helpful ideas on improving the impact of teaching on learning. The well-thought-out policies ensure that pupils make at least good progress in English. ■ The subject team is well regarded within the school and contributes to developments across the curriculum such as in literacy and improvements in teaching. ■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Leadership and/or management require improvement because they are not good, but are demonstrating the capacity to secure improvement in the school. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ The aims of English are clearly set out in subject documentation that is reviewed regularly but does not always reflect developments in the subject nationally. ■ Subject guidance enables teachers to understand the key policies and agreed approaches in English. ■ Practical ideas are regularly shared between teachers and there is regular access to appropriate professional development. ■ Provision in the subject is regularly reviewed and monitoring includes evidence from lesson observations, work sampling and analysis of pupils' progress in reading, writing, speaking and listening. This evidence is not always used well enough to generate effective improvement plans. ■ There is some recognition of areas of weakness in English, though subject plans may lack specificity in detailing what needs to be done to improve teaching or raise standards. There is recognition across the school of some areas of good practice in English but also an acknowledgement that it is not sufficiently consistent across all classes. ■ The subject contributes to whole-school priorities, including literacy and numeracy policies.

Generic	Supplementary subject-specific guidance
<p>Inadequate (4)</p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements. ■ Improvements which have been made are fragile, too slow or are dependent on external support. ■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision. ■ Leaders and managers are not taking sufficiently effective steps towards securing good teaching for all groups of pupils, including disabled pupils and those with special educational needs. ■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour. ■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement and enjoyment of learning are significantly impaired. ■ A lack of attention to literacy is impeding pupils' progress. ■ Governors are not sufficiently robust in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources. 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Weaknesses in subject leadership mean there is too little sense of direction or identity for English. ■ The curriculum does not develop sufficiently quickly to meet pupils' changing needs. ■ Gaps in subject knowledge or leadership mean that there is too little capacity to improve achievement in the subject. ■ Some teachers lack the necessary subject expertise. Communication between them may be limited and there are too few opportunities to learn from each other and share good practice. ■ There is a lack of systematic monitoring and evaluation, leading to inaccurate subject self-evaluation and limited opportunities for further professional development. ■ There is insufficient understanding of how to raise standards or improve teaching in English. ■ Key statutory requirements in English are not met. ■ The subject makes minimal contribution to whole-school priorities, including literacy and numeracy policies.