

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

In reaching these judgements, inspectors will use the relevant criteria and grade descriptors from the 2013 section 5 evaluation schedule as they can be applied to individual subjects. Key elements of these descriptors are set out in the left-hand columns in the following pages though inspectors may refer to the whole section 5 evaluation schedule where appropriate. Alongside them (for achievement, teaching, the curriculum and leadership and management) are supplementary, subject-specific descriptors which provide additional guidance for citizenship. These descriptors should be applied in a way which is appropriate to the age of pupils involved. Except where otherwise indicated, descriptors are intended to be used on a 'best fit' basis.

It is important to note that this guidance is intended only to inform the judgements made by specialist inspectors carrying out subject-survey visits. It is not for use on section 5 whole-school inspections.

<p>Outstanding (1)</p>	<ul style="list-style-type: none"> ■ Practice in the subject consistently reflects the highest aspirations for pupils and expectations of staff. Best practice is spread effectively in a drive for continuous improvement. ■ Teaching in the subject is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Thoughtful and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development in the subject enables them to thrive. ■ Consequently, pupils and groups of pupils have excellent experiences in the subject, ensuring they are very well-equipped for the next stage of their education, training or employment.
<p>Good (2)</p>	<ul style="list-style-type: none"> ■ Effective action is taken in the subject to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement in the subject is at least good. Leadership and management of the subject play a significant role in this and are good overall. ■ Deliberate and effective action is taken to promote the pupils' spiritual, moral, social and cultural development. ■ A positive climate for learning exists and pupils and groups of pupils have highly positive experiences in the subject so that they are well-prepared for the next stage in their education, training or employment.
<p>Requires improvement (3)</p>	<ul style="list-style-type: none"> ■ Either achievement, the quality of teaching and learning or leadership and management are likely to require improvement. ■ Reasonable steps are taken to promote pupils' spiritual, moral, social and cultural development. ■ Pupils and groups of pupils have a generally positive experience in the subject and are not disadvantaged as they move to the next stage of their education, training or employment.
<p>Inadequate (4)</p>	<p>Overall effectiveness in the subject is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Achievement is inadequate. ■ The quality of teaching is inadequate. ■ The curriculum is inadequate ■ Leadership and management are inadequate

	<ul style="list-style-type: none"> ■ There are important weaknesses in the promotion of pupils’ spiritual, moral, social and cultural development resulting in a poor climate for learning in the subject where pupils or groups of pupils are unable to thrive.
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Grade descriptors: the overall effectiveness of citizenship

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)

- Citizenship teaching is outstanding and, together with a rich and relevant citizenship curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in citizenship may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in citizenship 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 the subject 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 citizenship teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils’ achievement in citizenship is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in citizenship 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 to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential in citizenship.
- The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development.

Requires improvement (3)

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

Inadequate (4)

- Citizenship in the school is likely to be inadequate if inspectors judge any of the following

to be inadequate:

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

Grade descriptors: achievement of pupils in citizenship

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
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ From each different starting point¹, the proportions of pupils making expected progress² and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them. ■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. ■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Pupils make rapid and sustained progress across all key stages and year groups. There is little difference in the progress of groups and where gaps in performance exist they are closing securely and quickly. ■ The majority of pupils show an exceptional ability to think for themselves and take the initiative in, for example, formulating questions, articulating their own views and in working constructively with others in exploring citizenship issues. ■ Pupils understand the principles of political engagement and have learnt how to take action about issues that affect them. They use the subject's processes of critical thinking, representation,

¹ Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

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. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English.

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*.

<p>risen rapidly, including in English and mathematics.</p> <ul style="list-style-type: none"> ■ Pupils read widely, and often across all subjects to a high standard. ■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. 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 in a wide range of different subjects across the curriculum. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better. ■ 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. This may include attainment in reading. 	<p>participation and responsible action to demonstrate a sophisticated understanding of citizenship's key concepts.</p> <ul style="list-style-type: none"> ■ Pupils demonstrate an excellent ability to reflect on, discuss and evaluate a wide range of citizenship issues at a local, national and global level. ■ Pupils recognise and value differing opinions and views and can confidently articulate views that differ from their own. ■ Pupils regularly take action regarding issues they feel strongly about. They feel compelled to bring about positive changes in the local, national and global community. ■ Consistently high-quality teaching over time ensures that pupils securely improve their knowledge, skills and abilities year on year.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ The large majority of pupils make and exceed progress expected for their stage of development. Where there is a difference in the progress of groups the gaps in performance are closing securely

<p>national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.</p> <ul style="list-style-type: none"> ■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well. ■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics. ■ Pupils read widely and often. ■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. 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 of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally 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. 	<p>over time.</p> <ul style="list-style-type: none"> ■ Pupils are able to work independently when given the opportunity, demonstrating initiative in their work and when working with others. They demonstrate the ability to reflect on, discuss and evaluate a wide range of topical questions and issues at a local, national and global level. ■ Pupils enjoy the subject, see it as relevant to their lives and engage actively in learning. ■ Learning about active citizenship makes a good contribution to aspects of pupils' personal, moral, social and cultural development. ■ The majority of pupils demonstrate positive attitudes towards the subject, understand the principles of political engagement and are willing participants in taking responsible action. ■ Pupils can critically evaluate their own views and consider the views of others.
<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"> ■ The large majority of pupils make expected progress for their stage of development. Some pupils make better than expected progress. Where there is a

	<p>difference in the progress of groups the gaps in performance are closing.</p> <ul style="list-style-type: none"> ■ Most pupils show an interest in citizenship issues. ■ Most pupils demonstrate an ability to apply the subject's processes in considering a range of topical questions and issues. ■ The subject makes a sound contribution to most aspects of pupils' personal, moral, social and cultural development. ■ Pupils occasionally relate their learning to their own views and to the world around and consider the views of others. ■ Pupils understand how individuals and groups might take action to make a difference and can give an example.
<p>Inadequate (4)</p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement. ■ For pupils for whom the pupil premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement. ■ Pupils' learning and progress in any key subject³ or key stage, 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ While the majority of pupils make expected progress for their stage of development, too many pupils do not. Gaps in the performance of different groups are wide, and show little evidence of closing. ■ Many pupils lack interest and enthusiasm for citizenship and are unfamiliar with the key processes. ■ They are unable to debate topical issues in any depth and often do not substantiate opinions with reasons. They are unwilling to consider views that are not their own. ■ Pupils' work is likely to lack personal insight or considered response to citizenship issues. ■ Learning is of limited value in helping pupils interpret and respond to their experiences and

³ 'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

<p>including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</p> <ul style="list-style-type: none"> ■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, and/or the most able, are underachieving. ■ 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 standards⁴ or is in decline and shows little, fragile or inconsistent improvement. ■ There are wide gaps in the attainment and/or the learning and progress of different groups. 	<p>makes very little contribution to their wider personal development.</p>
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Grade descriptors: the quality of teaching in citizenship⁵

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
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Teachers communicate high expectations, enthusiasm and passion about citizenship to pupils.

⁴ 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. Current figures are given in *Subsidiary guidance*.

⁵ These grade descriptors describe the quality of teaching in the subject 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.

<p>in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.</p> <ul style="list-style-type: none"> ■ 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 authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school. ■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains. ■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. 	<ul style="list-style-type: none"> ■ Teachers have excellent subject knowledge and are well-informed about citizenship education. ■ Teachers regularly and accurately assess pupils' abilities and adjust teaching plans to ensure they make the very best progress. ■ Teaching results in pupils being highly motivated to bring about positive social changes collectively and as individuals. ■ Topical and controversial issues are consistently taught exceptionally well. ■ Pupils are confident to express reasoned opinions and critically evaluate their own and others' views. ■ Pupils receive regular helpful feedback about their work, leading to outstanding progress. ■ Pupils can critically and accurately evaluate their own and others' work. ■ Exceptionally well-planned teaching over time ensures that pupils securely improve their knowledge, skills and abilities year on year.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teaching in most subjects, including English and mathematics, is usually good, with 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teachers have good subject knowledge and teach topical and

<p>examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.</p> <ul style="list-style-type: none"> ■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. ■ 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 at all key stages, including in the Early Years Foundation Stage. 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. 	<p>controversial issues consistently well.</p> <ul style="list-style-type: none"> ■ There are regular opportunities for pupils to confidently express opinions, often with reasons, and to consider the views of others. ■ Pupils are taught to reflect on how individuals and groups can make a difference to society. This often leads to increased participation and responsible action. ■ Well-planned teaching over time ensures that pupils improve their knowledge, skills and abilities year on year. ■ Pupils receive regular useful feedback on their work and use it to improve their progress. ■ Teachers accurately assess pupils' abilities and re-shape teaching plans accordingly
<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"> ■ There is a core of learning in the subject, informed by the programme of study, which teachers understand and apply.

	<ul style="list-style-type: none"> ■ Teachers maintain pupils' interest in the subject. ■ Despite satisfactory work in most aspects, not all teachers have sufficient knowledge or sufficiently high expectations to deal well with the full range and depth of work expected in the subject. ■ Effective teaching of controversial issues is not a consistent feature of work in the subject. ■ Teachers have a secure understanding of pupils' abilities and there is evidence of accurate assessment in pupils' work. ■ Pupils are provided with some opportunities for participation beyond the classroom.
<p>Inadequate (4)</p> <p>Teaching is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> ■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making inadequate progress. ■ Pupils cannot communicate, read, write, or apply mathematics as well as they should. ■ 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 who have 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"> ■ Teachers fail to engage pupils' interest in the subject sufficiently. ■ Teachers' subject expertise is limited and, as a result, they do not provide appropriate resources or a suitable variety of teaching strategies in order to promote effective learning in citizenship. ■ Teachers have an inadequate understanding of pupils' abilities in the subject as assessments are inaccurate.

Grade descriptors: the curriculum in citizenship

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 exceptionally well-planned and sufficiently responsive to current affairs and controversial issues on a local, national and global scale. It is progressive and allows pupils to deepen their understanding.
- Pupils of all abilities make rapid and sustained progress as a result of a highly tailored curriculum.
- The curriculum is rich in opportunities to apply learning and bring about positive social change.
- The curriculum makes an outstanding and sustained contribution to the promotion of citizenship's key concepts and processes.

Good (2)

- The curriculum is well-planned and progressive, resulting in good achievement for all groups of pupils.
- The curriculum has a positive impact on students' attitudes and behaviour.
- The curriculum is sufficiently sensitive and responsive to local, national and international issues as they emerge. Good links are forged with other agencies and the wider community to provide a range of learning experiences and to support pupils' engagement with citizenship issues.

Requires improvement (3)

- The curriculum secures all pupils' entitlement in the subject and meets statutory requirements. It provides a core of learning activities but may not sufficiently reflect all the key concepts and key processes of the programme of study.
- There is some opportunity for progression, but pupils' progress is limited because they do not explore topics in sufficient depth.
- Some links are forged with other agencies and the wider community, although the range of activity provided to enrich pupils' interest and learning may be quite limited.

Inadequate (4)

- The curriculum provided does not ensure pupils' entitlement to the subject and does not secure progression in their learning, resulting in inadequate progress.
- The curriculum is dull and uninspiring and fails to reflect current affairs and topical issues.
- There are few quality resources for learning and an over-reliance on tasks related to photocopied resources or a single text.

Grade descriptors: quality of leadership and management of citizenship

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
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The pursuit of excellence in all of the school's activities 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. ■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance. ■ There are excellent policies underpinning practice that ensure that pupils have high levels of literacy, or 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 searching performance management that encourages, challenges and supports teachers' improvement. As a result, 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Leadership is informed by a high level of subject expertise and vision. Citizenship education supports a strong and effective school ethos. ■ The subject leader is able to motivate staff, has the support of the leadership team, staff and the community in championing the subject. Subject leadership inspires confidence and commitment from pupils and colleagues. ■ There is a strong track record of innovation leading to improvement. Subject reviews, self-evaluation and improvement planning are well-informed by current best practice in the subject. There are effective strategies to share good practice and secure high-quality professional development in the subject. ■ Citizenship is a secure subject in the school; it has high status, financial support and is suitably staffed. There is a coherent fit with other subjects at KS3/4. Citizenship has a very distinct and strong profile in the life of the school.

<p>teaching is outstanding, or at least consistently good and improving.</p> <ul style="list-style-type: none"> ■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development. ■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics. ■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. ■ The school's arrangements for safeguarding pupils meet statutory requirements. ■ 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>Good (2)</p> <ul style="list-style-type: none"> ■ Key leaders and managers, including those responsible for governance, consistently 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ The headteacher and senior leadership are supportive of the subject and well-informed about

<p>communicate high expectations and ambition.</p> <ul style="list-style-type: none"> ■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff. ■ Self-evaluation is thorough and accurate, 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. ■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated. ■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters. ■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics. ■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. ■ The school's arrangements for safeguarding pupils meet 	<p>current developments in citizenship.</p> <ul style="list-style-type: none"> ■ Subject reviews, self-evaluation and improvement planning are suitably focused on raising attainment and improving provision for the subject. ■ Skilled subject leadership understands the need to involve stakeholders and the wider community. ■ There is shared common purpose among those involved in teaching the subject, who exploit wider opportunities to develop citizenship across the school. ■ Staff have good opportunities to improve practice and access professional development. ■ Citizenship reflects wider whole-school priorities and has a prominent profile in the school.
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<p>statutory requirements.</p> <ul style="list-style-type: none"> ■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources. 	
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Leadership and 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"> ■ Leadership is aware of current developments in citizenship and incorporates them into the subject. ■ Statutory requirements for the subject are met. ■ The school has identified an enthusiastic subject leader who seeks professional development and has the capacity to lead and support others. ■ There is some sharing of good practice, with reasonable access to subject-specific professional development. Provision for the subject is monitored and reviewed and there is a sound understanding of the strengths and priorities for improvement.
<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 unlikely to be sustainable, 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. ■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Leadership is insufficiently informed about current requirements and initiatives in citizenship. Key statutory requirements for the subject are not met. ■ Self-evaluation is weak so leaders and managers do not have an accurate view of standards in the subject or what needs to be improved. ■ Opportunities for professional development in the subject are limited and as a result, some staff lack the necessary confidence and expertise to deliver the subject effectively. ■ Citizenship has an uncertain and insecure place in other subjects or tutor time, and occupies a low

<p>have special educational needs.</p> <ul style="list-style-type: none"> ■ 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, physical wellbeing and enjoyment of learning are significantly impaired. ■ The progress in English or in mathematics of pupils for whom the pupil premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school. ■ Poor literacy is not being tackled urgently and this is impeding pupils' progress. ■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources. ■ The school's strategies for engaging with parents are weak and parents express little confidence in the school. ■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. 	<p>profile in the broader life of the school.</p>
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