

# History survey visits

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## **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 2013 *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 history 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 inspection team. The exception is that teaching in history must be outstanding for overall effectiveness to be outstanding.*

### **Outstanding (1)**

- History teaching is outstanding and, together with a rich and relevant history curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in history may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in history 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 history teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement in history is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in history 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 history.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

### **Requires improvement (3)**

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

### **Inadequate (4)**

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

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

## Grade descriptors – achievement of pupils in history

*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 <sup>1</sup>	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point<sup>2</sup>, the proportions of pupils making expected progress<sup>3</sup> 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.</li> <li>■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.</li> <li>■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics.</li> <li>■ Pupils read widely, and often across all subjects to a high standard.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have excellent knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.</li> <li>■ Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.</li> <li>■ Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.</li> <li>■ Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.</li> <li>■ Pupils are passionate about history and engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>■ Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.</li> <li>■ Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</li> </ul>

<sup>1</sup> The descriptors are set out in full in the *School inspection handbook*.

<sup>2</sup> 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.

<sup>3</sup> 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*.

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p>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>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ 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 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Pupils read widely and often.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have good knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.</li> <li>■ Pupils are able to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.</li> <li>■ Pupils regularly support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.</li> <li>■ Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.</li> <li>■ Pupils enjoy history, and the large majority engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>■ Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.</li> <li>■ Pupils embrace challenging activities, including opportunities to undertake good-quality research across a growing range of history topics.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes require improvement.</li> <li>■ Pupils lack confidence to ask questions and draw conclusions about the past and to communicate ideas.</li> <li>■ Although they can support, evaluate and challenge their own and others' views using some historical evidence, pupils' views are based on limited evidence or not well explained.</li> <li>■ Although pupils are able to reflect, debate, discuss and evaluate the past, formulating and</li> </ul>

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
	<p>refining their own questions and lines of enquiry, these attributes are uneven and their understanding of how and why people interpret the past in different ways is undeveloped.</p> <ul style="list-style-type: none"> <li>■ Pupils work steadily and only occasionally show high levels of interest and enjoyment in the history they are studying.</li> <li>■ Pupils' curiosity about the past and their respect for historical evidence are underdeveloped so that they tend to make uncritical use of evidence to support their explanations and judgements.</li> <li>■ Pupils are generally dependent on their teachers and only occasionally display originality or creativity in their thinking.</li> <li>■ Only with support are pupils willing to undertake challenging activities, including undertaking research across a growing range of history topics.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ 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.</li> <li>■ Pupils' learning and progress in any key subject<sup>4</sup> or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ 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.</li> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the</li> </ul>	<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Pupils underachieve in the extent to which they acquire historical knowledge and develop their understanding of people, events and contexts from a range of historical periods, and/or of historical chronology and/or of historical concepts and processes.</li> <li>■ Too many pupils fail to work effectively unless closely directed by an adult and they give up easily. Some pupils do not enjoy the activities provided. Pupils rarely demonstrate enthusiasm, initiative, creativity or the ability to learn independently in history.</li> </ul>

<sup>4</sup> '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.

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p>next stage of education, training or employment.</p> <ul style="list-style-type: none"> <li>■ Attainment is consistently below floor standards<sup>5</sup> or is in decline and shows little, fragile or inconsistent improvement.</li> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	

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<sup>5</sup> 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*.

## Grade descriptors<sup>6</sup> – quality of teaching in history

*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><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ 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 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.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ 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.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ 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.</li> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ 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.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers' practice is informed by excellent knowledge and application of continuing developments in teaching and learning in history.</li> <li>■ Learning is rooted in enquiry and teachers routinely promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.</li> <li>■ Pupils produce the best work they can, as teachers communicate their passion for history and consistently challenge and inspire. History is very skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.</li> <li>■ Excellent progress is made in history by all groups of pupils, due to teachers continuously refining their practice.</li> <li>■ Teaching makes pupils alive to changing views of the past and helps them to understand how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</li> <li>■ Lessons are exciting and often innovative with historical rigour at their core: this is due to teaching that ensures that pupils are able to make use of their prior learning in moving their historical understanding forward.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching in most subjects, including English and mathematics, is usually good, with 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.</li> <li>■ Teachers have high expectations. They plan and</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teachers' practice is informed by up-to-date knowledge of continuing developments in the teaching and learning of history.</li> <li>■ Learning is based on enquiry and most lessons promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.</li> <li>■ Pupils approach historical enquiries as keen and</li> </ul>

<sup>6</sup> 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.

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p>teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</p> <ul style="list-style-type: none"> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ 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.</li> <li>■ 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.</li> </ul>	<p>skilled investigators, enabled to make well-considered judgements about the value of historical evidence to form their own views of the past. This is because history is skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received. Teachers have the confidence to refine their practice to ensure that teaching promotes good progress in history for all groups of pupils.</p> <ul style="list-style-type: none"> <li>■ Lessons are well-planned and sometimes exciting and innovative. This is because teaching ensures that pupils understand how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching does not secure good achievement in pupils' historical knowledge, understanding and thinking, including their chronological understanding.</li> <li>■ Teaching engages most groups of pupils through the effective use of appropriate resources and activities but does not motivate or engage all groups equally well.</li> <li>■ Teachers have competent subject expertise and use this to inform planning and teaching; however, their practice is not good because teaching does not adequately reflect continuing developments in the teaching and learning of history.</li> <li>■ Pupils are taught how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about, but their understanding is uneven because teaching is inconsistent.</li> <li>■ Teaching develops pupils' historical enquiry skills, but enquiries are not planned carefully enough to ensure that all groups of pupils, including the most able, make good progress.</li> <li>■ The judgements pupils make are not firmly rooted in historical evidence, due to teachers' questioning not always being sufficiently probing.</li> <li>■ Regular and clear feedback helps pupils to understand strengths and weaknesses in their</li> </ul>

Generic	Supplementary subject-specific guidance
	own written and oral work, though sometimes it lacks sufficient subject-specific guidance.
<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Pupils cannot communicate, read, write, or apply mathematics as well as they should.</li> <li>■ 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.</li> <li>■ Learning activities are not sufficiently well-matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where any of the following apply:</p> <ul style="list-style-type: none"> <li>■ Teachers' subject expertise is poor and they are not able to engage pupils' interest in the subject; as a result, they do not provide the resources or teaching strategies to promote effective learning in history.</li> <li>■ Teachers fail to develop pupils' historical knowledge, understanding and thinking, including their chronological understanding.</li> <li>■ Pupils become too passive, and have little opportunity to contribute their own understanding and ideas in lessons.</li> <li>■ Teaching does not provide pupils with an understanding of how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</li> <li>■ The quality of feedback is poor and fails to help pupils improve because it lacks subject-specific guidance.</li> </ul>

## Grade descriptors – quality of the curriculum in history

*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)

- Pupils have excellent opportunities to develop their historical knowledge and understanding, including their chronological understanding, through learning about important aspects of local, national and world events and the histories of cultures other than their own.
- Opportunities to study different themes and issues across time are combined with well-planned in-depth studies to ensure that pupils develop a sophisticated and wide-ranging understanding of history and why studying it matters.
- The curriculum is distinctive, highly imaginative and underpinned by a clear and coherent rationale. As a result, all groups of pupils enjoy the subject and are committed to doing their best.
- Pupils' experiences are tailored to meet their individual needs, interests and aspirations.
- The curriculum ensures that pupils understand key historical concepts and they can confidently articulate the place history has in their own lives, in society and in the modern world.
- The curriculum provides constant opportunities for discovery and challenge and for pupils to take greater responsibility for their learning.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in history.
- Excellent links with other agencies and the wider community provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.
- Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.

### Good (2)

- Pupils benefit from well-designed opportunities to develop their historical knowledge and understanding, including their chronological understanding, through learning about important aspects of local, national and world events and the histories of cultures other than their own.
- Opportunities to study different themes and issues across time are combined well with in-depth studies to ensure that pupils develop a deepening understanding of the past.
- The curriculum is innovative in some respects and the rationale which underpins it successfully secures the interest and enthusiasm of all groups of pupils.
- Pupils' experiences are tailored to meet their needs, interests and aspirations.
- The curriculum ensures that pupils understand key historical concepts and can articulate the place history has in their lives, in society and in the modern world.
- Links with other subjects in the school strengthen pupils' achievement in history.
- Good links with other agencies and the wider community provide extensive and varied enrichment activities that have a marked impact on developing pupils' enjoyment and achievement.
- Opportunities to promote pupils' SMSC development are planned and delivered systematically.

### Requires improvement (3)

- The curriculum requires improvement because it is not good.
- Coverage of important aspects of local, national and world events and the histories of other cultures is uneven.
- Opportunities for pupils to study different themes and issues across time alongside in-depth studies are not sufficiently balanced.
- The curriculum meets statutory requirements and enables teachers and pupils to meet the objectives of the Early Years Foundation Stage, National Curriculum or examination courses. However, the rationale on which the curriculum is based lacks clarity and coherence or prevents pupils from making good progress in developing their knowledge and understanding in history.

- Learning within, between and across the topics or units of work does not ensure that pupils gain a good understanding of the past, including a good chronological understanding.
- The curriculum does not encourage sufficiently in pupils a growing understanding of key historical concepts; as a result, their ability to articulate the place history has in their own lives, in society and in the modern world is underdeveloped.
- Links with other subjects contribute to pupils' achievement in history.
- Enrichment activities have a limited impact in promoting pupils' enjoyment and achievement in history.
- The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.

#### **Inadequate (4)**

The curriculum in history is likely to be inadequate if any of the following apply:

- The curriculum is not broad and balanced and does not meet statutory requirements.
- The curriculum lacks a clear rationale to ensure that teaching and learning secures pupils' interest and enthusiasm successfully.
- The curriculum does not secure progression in pupils' knowledge, understanding and thinking, including their chronological understanding.
- The range of the curriculum provided is insufficiently broad or is ineffective in promoting historical knowledge and an understanding of key historical concepts.
- Opportunities are missed in history to promote pupils' social, moral, spiritual and cultural development. There are no links between history and other subjects in the school.
- Enrichment activities have minimal impact in promoting enjoyment and achievement in history.

## Grade descriptors – quality of leadership in, and management of history

*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><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ 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.</li> <li>■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.</li> <li>■ There are excellent policies underpinning practice that ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>■ 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, teaching is outstanding, or at least consistently good and improving.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.</li> <li>■ The school's arrangements for safeguarding pupils meet statutory requirements.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The effectiveness and high profile of history in the school are based on visionary leadership and highly efficient management, as well as the commitment and enthusiasm of all history teachers.</li> <li>■ Leaders demonstrate excellent understanding of current developments in the subject, and there is a sustained record of innovation and success in inspiring pupils and improving their achievement.</li> <li>■ Leaders are focused constantly on inspiring confidence in and commitment to history in pupils and colleagues.</li> <li>■ Self-evaluation is critical and well-informed by exciting practice in history and the effective analysis of performance.</li> <li>■ Robust quality assurance leads to prompt, decisive action to tackle relative weaknesses in teaching and learning in history.</li> <li>■ The excellent collaboration among teachers is underpinned by joint planning and the effective sharing of good practice in history.</li> <li>■ The subject-specific professional development needs of staff are very effectively and comprehensively assessed and met.</li> <li>■ Ambitious aims are based on a clear rationale for the subject and its place in the education of pupils; they are well communicated to staff and pupils, and are matched with skilled deployment of resources, including staffing.</li> <li>■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<ul style="list-style-type: none"> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ 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.</li> </ul>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics.</li> <li>■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</li> <li>■ The school's arrangements for safeguarding</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership in history ensures that a common sense of purpose has been created among teachers and support staff, all of whom recognise the importance and value of the subject.</li> <li>■ Aims are based on a clear rationale for history and its place in the education of pupils.</li> <li>■ Through comprehensive quality assurance procedures, the subject leader has a well-grounded understanding of performance in history.</li> <li>■ Weaknesses in history have been tackled energetically and effectively.</li> <li>■ Good practice in history is shared in a systematic way.</li> <li>■ Subject-specific professional development needs are carefully assessed and addressed.</li> <li>■ History resources, including staffing, are used well.</li> <li>■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>

Generic	Supplementary subject-specific guidance
<p>pupils meet statutory requirements.</p> <ul style="list-style-type: none"> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and/or management require improvement because they are not good, but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership in history is aware of some current developments in the subject, but these are not incorporated effectively enough to ensure that practice is good.</li> <li>■ Although statutory requirements in relation to history are met, the rationale for the subject is not sufficiently focused to ensure practice leads to at least good achievement and teaching.</li> <li>■ Although the subject leader monitors teaching and learning, the rigour and robustness of this varies and the impact of subsequent actions is limited.</li> <li>■ Although there is some good practice in history, it is disseminated in a piecemeal fashion and is dependent more on the skills and enthusiasm of individual teachers than on subject planning.</li> <li>■ The provision to meet professional development needs in history is not good.</li> <li>■ Resources, including staffing, are not used effectively enough to bring about improvement in history.</li> <li>■ The subject contributes to whole-school priorities, including literacy and numeracy policies.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are unlikely to be sustainable, are too slow or are dependent on external support.</li> <li>■ 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.</li> <li>■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ 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.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ The leadership of history has too little impact; it lacks authority or is not well informed about current initiatives in the subject.</li> <li>■ Quality assurance is ineffective and the subject leader does not have a realistic view of strengths or weaknesses in provision or outcomes in history.</li> <li>■ There is no coherent rationale for history and schemes of work do not provide adequate support for teachers.</li> <li>■ Action plans in history lack focus and key statutory requirements for the subject are not met.</li> <li>■ The limited amount of good practice which exists in history is not shared.</li> <li>■ Teachers' professional development needs in history are not fully met.</li> <li>■ History resources are not deployed well because the subject leader does not have a clear sense of priorities to maximise pupils' achievements.</li> <li>■ The subject makes a minimal contribution to</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<ul style="list-style-type: none"> <li>■ 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 well-being and enjoyment of learning are significantly impaired.</li> <li>■ 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.</li> <li>■ Poor literacy is not being tackled urgently and this is impeding pupils' progress.</li> <li>■ 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.</li> <li>■ The school's strategies for engaging with parents are weak and parents express little confidence in the school.</li> <li>■ 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.</li> </ul>	<p>whole-school priorities, including literacy and numeracy policies.</p>