

# Design and technology 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 design and technology (D&T) 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 D&T must be outstanding for overall effectiveness to be outstanding.*

### **Outstanding (1)**

- D&T teaching is outstanding and, together with a rich and relevant D&T curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in D&T may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in D&T 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.
- Good 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 D&T teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement in D&T is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in D&T 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 D&T.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

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

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

### **Inadequate (4)**

D&T in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

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

## Grade descriptors – achievement of pupils in D&T

*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. 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 standards of attainment of any group of pupils</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Pupils respond ambitiously to an increasingly complex range of designing and making assignments, showing significant levels of originality and take creative risks to produce innovative ideas and prototypes.</li> <li>■ Pupils demonstrate excellent attitudes to learning and independent working. They use time efficiently and work constructively and productively with others.</li> <li>■ Pupils carry out research, show initiative, and ask questions to develop an exceptionally detailed knowledge of users' needs and the context for their work.</li> <li>■ Pupils know about the responsibilities of designers and makers to work ethically, use finite materials carefully and safely, and use this to inform their own work.</li> <li>■ Pupils have a secure and increasing knowledge of which tools, equipment and materials to use to make their products, building upon their previous experience and understanding of relevant scientific and mathematical concepts.</li> <li>■ They manage risks exceptionally well in order to safely and hygienically manufacture products.</li> <li>■ Pupils have passion for the subject and know of, and keep up to date with, new technological innovations in materials or products or systems.</li> <li>■ In secondary schools, an above-average proportion of students are likely to continue to study D&amp;T at the next stage of their education.</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*.

<p>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 and progress of groups of pupils, particularly disabled pupils, those with 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 understand the working characteristics and properties of the materials they are using and why one material, ingredient or component is better suited to a job than another.</li> <li>■ Pupils work with increasing independence in developing their work, and demonstrate resilience in solving design problems and technical challenges.</li> <li>■ Pupils understand how to carry out high-quality tests before attempting to improve their products and realise their plans accurately and safely.</li> <li>■ The suitability for users is embedded in all aspects of their designing and making.</li> <li>■ Pupils analyse and use their research effectively to support their designing and to test the effectiveness of their products.</li> <li>■ Pupils apply their knowledge of science and mathematics to inform their designing and making.</li> <li>■ They talk confidently about their technological ideas, and present information and plans effectively by writing, drawing and using annotated sketches.</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 know and apply different methods with reasonable confidence and accuracy to design, refine and test their products.</li> <li>■ Pupils are sometimes dependent on their teachers. Occasionally pupils show creative or original responses in their D&amp;T work.</li> <li>■ Pupils' subject knowledge is uneven.</li> <li>■ Pupils are generally proud of the things they make, follow instructions and act safely.</li> <li>■ Pupils evaluate their work as they go along and use the outcomes to inform their next steps.</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</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 make insufficient progress in acquiring</li> </ul>

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 stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.
- 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 standards<sup>4</sup> 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.

technical skills, learning about processes or using a range of rigid and compliant materials and the products they make remain unfinished or do not work.

- Pupils waste materials due to inaccurate measuring or checking of their work.
- Pupils are unable to work independently or to exercise choice, make decisions or incorporate their own ideas into the products they make.
- The needs of users are rarely considered, and designing may be formulaic or poorly explained.

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<sup>4</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>5</sup> – quality of teaching in D&T

*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 is outstanding and never less than consistently good. As a result, almost all pupils, including disabled pupils, those with 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 that 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' enthusiasm for the subject is infectious. They communicate their high expectations and passion for D&amp;T to pupils extremely effectively.</li> <li>■ Teaching benefits from high levels of expertise both in terms of teachers' up-to-date specialist knowledge and their understanding of effective learning in D&amp;T.</li> <li>■ Pupils build on earlier concepts to develop a personal understanding of what 'good design' means as a result of teachers using their own work and that of professional designers to inspire and challenge pupils to recognise the features of high-quality design and manufacture.</li> <li>■ Pupils explain their ideas and concepts clearly, use technical language confidently and deliver high-quality presentations to clients and team members. This is because teachers employ a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning.</li> <li>■ Opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning are thoughtfully planned and, over time, secure outstanding progress across all aspects of D&amp;T.</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 teach lessons that deepen pupils' knowledge and understanding and enable them to develop a</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teachers are enthusiastic about the subject and communicate the value of D&amp;T to pupils well.</li> <li>■ Pupils with different starting points to make equally good progress, due to teachers having a confident level of specialist expertise and using this effectively to plan purposeful lessons and schemes of work.</li> <li>■ Teachers use questioning and manage discussions skilfully to check pupils' understanding and to challenge their thinking.</li> </ul>

<sup>5</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.

Generic	Supplementary subject-specific guidance
<p>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>	<ul style="list-style-type: none"> <li>■ Practical skills and designing strategies are taught effectively to make potentially difficult concepts and skills accessible for all pupils, and promote good learning across all aspects of D&amp;T.</li> <li>■ Pupils take responsibility, persevere with design problems, and are supported and challenged to be innovative and creative.</li> <li>■ Teachers make effective use of support staff and plan and manage time and resources such as tools and CAD/CAM equipment effectively, so that pupils' learning proceeds at a good pace.</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>■ A range of resources and strategies promotes pupils' learning and engagement across most aspects of the subject.</li> <li>■ Teachers have a sound level of subject expertise and use this to inform planning and teaching.</li> <li>■ Teachers manage lessons and complex tools and equipment, including ICT and CAD/CAM, accurately and safely.</li> <li>■ Stereotypical designing, decisions or comments are not challenged by teachers.</li> <li>■ Lesson plans rely on differentiation by outcome, rather than by tasks assigned to particular pupils based on their prior knowledge.</li> <li>■ Pupils' work or development of their own ideas is restricted due to the over-use of worksheets or templates.</li> <li>■ Marking and feedback enable individuals and groups to make at least satisfactory progress, but opportunities are sometimes missed to help pupils understand what is expected and how to take the next steps.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where <b>any</b> 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 and those with 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</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>■ Pupils do not engage in lessons, they waste time or resources and make limited progress, because teachers' management of lessons and/or knowledge and understanding of subject skills, processes or equipment are weak.</li> <li>■ Opportunities for pupils to work independently are rare. Unsafe working practices go unchecked.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p>mathematics as well as they should.</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>■ Learning is poorly planned, with teaching strategies or tasks limiting or inappropriate to pupils' abilities or stage of development.</li> <li>■ Lessons may be poorly planned so that although pupils may be busy with tasks that occupy them for an extended period, they learn little of value and make poor progress over time.</li> <li>■ Pupils receive little feedback so that they are unclear about their progress or what success looks like in terms of designing and/or making.</li> </ul>



## Grade descriptors – quality of the curriculum in D&T

*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 imaginative and stimulating D&T curriculum is skilfully designed to match the full range of pupils' needs and goes beyond the limits of the National Curriculum or examination specification. The curriculum is enriched and enhanced in meaningful ways through excellent links forged with other agencies, industry and the wider community.
- Pupils are extremely well informed about their current work, future projects and courses. In secondary schools, they are helped to understand the value of the subject to future careers in STEM or creative industries.
- Where appropriate, curriculum plans promote pupils' knowledge of current and new technologies and speculate about the issues and moral aspects that need to be considered when designing and making.
- Access to, and use of, resources are exceptionally well planned and enable pupils to create innovative functional solutions to real problems.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in D&T.
- Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.

### **Good (2)**

- Opportunities are secure for pupils throughout the school to design and make products in response to real problems for real clients.
- The curriculum is well resourced, coherently planned and is responsive to pupils' prior learning, including for pupils transferring from primary to secondary schools.
- Curriculum planning ensures that pupils have extensive opportunities to develop their understanding of how products are made in industry and to learn how to make more than one product, component or batch of products.
- Links with other subjects in the school strengthen pupils' achievement in D&T.
- Opportunities to promote pupils' SMSC development are planned and delivered systematically.
- A broad range of designing and making clubs, competitions, visits and visitors enriches and enhances pupils' learning.

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

- The curriculum secures breadth to enable pupils to acquire capability in designing and making, but requires improvement to ensure that all have opportunities to continue to make good progress in their learning.
- The time allocated to D&T requires improvement, as it does not support good progress to deepen pupils' learning and development of skills.
- Pupils are aware of some inventions and products that they see in the world around them and draw upon them occasionally to develop their designing and making.
- Links with other subjects contribute to pupils' achievement in D&T.
- The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.

### **Inadequate (4)**

The curriculum in D&T is likely to be inadequate if any of the following apply.

- Designing and making is restricted to a narrow range of contexts, materials, users or target markets with few opportunities for pupils to acquire new skills or depth to their learning.
- Opportunities are missed to promote pupils' social, moral, spiritual and cultural development in D&T.
- There are no links between D&T and other subjects in the school.
- Enrichment activities have minimal impact in promoting enjoyment and achievement in D&T.

## Grade descriptors – quality of leadership in, and management of, D&T

*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 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 ensures 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 wellbeing, 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>■ Leadership is informed by a high level of subject expertise and vision. There is a strong track record of initiating educational innovation in the subject.</li> <li>■ Subject reviews, self-evaluation and improvement planning promote continuous development in D&amp;T and wider school improvement.</li> <li>■ D&amp;T leaders, and a widely shared subject vision, inspire confidence and whole-hearted commitment from pupils, parents and colleagues.</li> <li>■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.</li> <li>■ Leadership and teaching benefit from high-quality professional development in D&amp;T. The subject has a high profile and is at the cutting edge of initiatives within the school.</li> <li>■ Accommodation, resources and working practices are well planned, safe and significantly support learning.</li> <li>■ Partnerships with the wider community and communication with parents about how they can support their children's learning in D&amp;T are excellent.</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, which are 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 wellbeing 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 pupils meet statutory requirements.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leaders have a clear vision for the subject that is well informed by current developments in D&amp;T and communicated effectively to staff, pupils and parents.</li> <li>■ Subject reviews, self-evaluation and improvement planning are clearly focused on raising standards and improving the provision for D&amp;T.</li> <li>■ Pupils' and parents'/carers' feedback is used regularly to improve and develop D&amp;T, to keep it relevant and accessible to all.</li> <li>■ There is a shared common purpose among those involved in teaching D&amp;T with good opportunities to share and to refresh practice through regular subject training.</li> <li>■ Good planning ensures that accommodation, resources and safe working practices support learning effectively.</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><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and 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>■ Leaders are aware of current developments in D&amp;T and incorporate these within practice.</li> <li>■ Provision for D&amp;T is monitored and reviewed regularly and there is a sound understanding of the strengths and priorities for improvement.</li> <li>■ Strategies for improvement are not sufficiently focused, or timely enough to bring consistency to teaching or swift improvement in pupils' learning.</li> <li>■ There is some sharing of good practice, but with modest access to subject-specific professional development.</li> <li>■ Accommodation, resources and working practices are fit for purpose.</li> <li>■ The subject contributes to whole-school priorities, including literacy and numeracy policies.</li> <li>■ Some links with parents and carers are planned but they may not all know the purpose and vision for the subject.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if <b>any</b> 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, too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leaders and managers 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> <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 wellbeing and enjoyment in 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</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Leaders are not well informed about current initiatives in D&amp;T, and/or the vision and priorities for improvement are unclear.</li> <li>■ Self-evaluation is weak and not informed by good practice in D&amp;T.</li> <li>■ Opportunities for professional development in D&amp;T are limited and, as a result, some staff lack the confidence and expertise to deliver it effectively.</li> <li>■ D&amp;T has a low profile in the life of the school and resources are poorly managed, maintained or allocated to support pupils' achievement.</li> <li>■ Leadership is not effective in supporting pupils' learning or safety.</li> <li>■ The subject makes a minimal contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p>is impeding pupils' progress.</p> <ul style="list-style-type: none"> <li data-bbox="145 286 783 416">■ 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 data-bbox="145 427 775 517">■ The school's strategies for engaging with parents are weak and parents express little confidence in the school.</li> <li data-bbox="145 528 743 685">■ 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>	