



**Northern Education Trust**

## **Supporting Academies to Improve Policy**

**Academic Year: 2016-17**

**Last updated: October 2016**

## Background

The Northern Education Trust aims to ensure that each of its academies will thrive, delivering the best possible outcomes for all children and young people. We also aspire for all of our academies to be publicly recognized as “outstanding” by Ofsted. This document helps to outline the Trust’s policy and strategy for supporting this continuous improvement journey.

## Ofsted Framework

There are four grades of performance, which are applied to the overall effectiveness judgement of a school:

Outstanding  
Good  
Requires Improvement  
Inadequate

Schools placed in a category of “Requires Improvement” will be monitored by Ofsted and will normally be re-inspected within two years of the inspection.

Schools whose overall effectiveness is judged to be Inadequate are categorised by Ofsted as having “Serious Weaknesses” or requiring “Special Measures”.

Those categorised as having “Serious weaknesses” are assessed by Ofsted as having leaders and governors with capacity to improve, whereas those placed in a category of “Special measures” are judged to be failing to give students an acceptable standard of education and with leaders and governors failing to demonstrate the capacity to secure the necessary improvements in the school.

A large proportion of the Trust’s schools were in an Ofsted category of concern upon conversion. All are on a journey towards becoming at least good.

## Underpinning principles driving this policy are:

- To be clear about the current overall effectiveness of the Trust’s own academies
- To identify those at risk of Ofsted categorisation
- To ensure that support, challenge and intervention are proportionate to need
- To work on the basis of “earned autonomy”

## **Rationale underpinning this “Supporting Academies to Improve” policy**

This policy is designed to ensure, through each academy’s own self-evaluation and categorisation process challenged by the Achievement Partner, that the academy is well placed to judge its effectiveness in all key areas and is able to identify priorities for improvement and support.

This policy seeks to:

1. Provide a robust and transparent process that will assist each academy in rapidly improving and in sustaining improvement in outcomes for all students.
2. Place emphasis on prevention of being judged by Ofsted to be requiring improvement or to be inadequate and ensure that all academies are recognised as at least “good”, moving on to become “outstanding” with the capacity to continue to improve and support others on that journey.
3. Strengthen the academies’ self-evaluation and planning through a dialogue about improvement strategies and commissioned support with the Achievement Partner.
4. Enable each academy to arrive at an informed self-assessment for “Overall Effectiveness”.
5. Provide the basis for a sharp focus on the academy’s areas of strength and for development, informed by the “Ofsted Evaluation Schedule”.
6. Enable the Achievement Partner, working with the Principal, to accurately appraise the Governors, Trustees and Chief Executive via the Phase Director of challenge needs, thereby ensuring the prioritisation of support where it is needed most.

## **Core strategic functions supporting the improvement process**

The NET’s core functions supporting the improvement process may be briefly described as follows:

### **Prior to conversion**

- Due diligence, undertaken to ensure both financial and improvement viability and sustainability.
- Principal’s post and role is evaluated with potential national advertisement or a NET appointed interim Principal in all cases when conversion is the result of an Ofsted categorisation.
- Ensure robust governance arrangements for the period of transition up to conversion are put in place.
- Fit for purpose self-evaluation and improvement plan with milestones for improvement.

### **Upon conversion and for all NET academies – on an annual improvement cycle**

- NET categorisation for improvement is informed by historic performance, Ofsted designation and reliability of projected performance.
- A full Risk Analysis is also informed by the academy’s strength in governance, financial compliance and viability and climate for improvement.
- The Risk analysis is monitored at each NET Leadership Group meeting, via the AP’s regular support and challenge for improvement and half-termly by the Trust’s main sub-committee for monitoring standards, the Achievement and Climate Committee.
- The Risk Analysis informs four levels of support, challenge and intervention: (1) Entitlement, (2) Additional Support, (3) Intensive Support and (4) Direct Intervention.

- Achievement Partner support and challenge to improvement priorities, is differentiated within this range of identified support, challenge and intervention need. AP support and challenge is also subject to annual quality assurance.
- Proportionate Trust Review from external consultant inspectors, differentiated on a needs basis:
  - Annual analysis of performance for Academies designated Outstanding – will inform need or otherwise for Review
  - Academies designated Good or RI with Good leadership – NET Review with informed focus at least every other year
  - Academies in Ofsted category SM / SW or with RI and RI for Leadership – NET Review with informed focus at least annually, with subsequent termly monitoring
- Trust appointed / commissioned whole school and subject specialists / interventionists
- QA and support for self-evaluation and improvement planning is targeted at need
- Safeguarding Health Check from an external Lead Specialist
- Other commissioned support as required

### **Additional school improvement support and challenge**

All additional support and challenge is purchased by the Academy. Where the Academy budget is unable to fund required investment in school improvement activity, the Trust will intervene and appropriately support / loan.

### **NET rôles and responsibilities in enabling core strategic school improvement functions**

#### **Prior to conversion**

- Chief Executive brokers Due Diligence, in consultation with Phase Directors. This assesses both performance and financial viability and the potential for sustainability going forward.
- Chief Executive brokers support to enable transition of governance.
- Phase Directors broker support to ensure QA of self-evaluation and planning, in consultation with the Chief Executive.

#### **Upon conversion**

- Phase Directors monitor academy performance, oversee QA and ensure fit for purpose support and challenge on an annual cycle:
  - QA support and challenge for Governance
  - AP differentiated support and challenge and QA of process
  - QA of SEF and Planning
  - NET Review
  - Safeguarding health check

### **Achievement Partner process and Annual Report to Governors**

Central to the improvement process is the “single conversation” and ongoing supportive and challenging dialogue between the Achievement Partner and the Principal, which should enable the leadership of the school, including Governors to have a shared understanding of the improvement challenges and opportunities faced by the academy.

The Achievement Partner will, in consultation and through discussion with the Principal, write Notes

of Visit following school visits, appraising both the Chair of Governors and the Phase Director of progress against priorities. Key to the reporting cycle is the Achievement Partner's Annual Report to Governors, which is informed by the evaluation criteria set out in the Ofsted inspection framework and the academy's own self-evaluation against this schedule. Once complete the report will be made available to: the Chair of Governors; the Phase Director; the Director of Governance, Safeguarding and Standards; the Chief Executive and the Chair of the Trust. Arrangements will be made for the Achievement Partner to present the report to Governors. This process will normally be undertaken in the Spring Term, informed by all validated data sets and information about students' progress and to ensure that support needs are identified early for the following year. This report also references the Trust's own risk analysis and categorisation in relation to each academy, which is referred to in more detail below. "Risk" is something which is under constant review but will normally be assessed formally via this Annual Report and at the beginning of the academic year, following the publication of results. Any changes to categorisation will be formally communicated to the Principal and the Chair of Governors, via the Achievement Partner and in consultation with the Phase Director for the Chief Executive.

"Categorisation of risk" should not present any surprises and for those academies in an Ofsted category of concern or designated "Amber" or "Blue" via the NET's own categorisation, a Monitoring Support Group (or other such group approved by the Phase Director), advised by the Achievement Partner, will be put in place to oversee the implementation of a Raising Attainment Plan, designed to address the issues requiring urgent improvement. These meetings will require a Governor portfolio holder presence. This will be undertaken in full consultation with the Principal, Governors and Phase Director.

Whilst this annual process will be followed, there may be a need, in exceptional circumstances, for categorisation to be re-visited, following consultation with the Principal or the Achievement Partner or as a result of the outcomes of a Trust performance review. The Chief Executive reserves the right, in exceptional circumstances, to intervene and seek further evidence to inform categorisation and/or take further action.

In instances where direct intervention is considered necessary by the Chief Executive, an Interim Executive Board of the Governors will be constituted, under the direction of an Executive Chair appointed in consultation with the Chair of the Trust. Membership of the Interim Executive Board will be determined by the Chief Executive. The appointment of an Executive Principal to oversee the academy may be made.

### **Applying Ofsted's evaluation schedule to inform categorisation and trigger support**

The Ofsted "School inspection handbook" and "Subsidiary Guidance" are essential points of reference in informing categorisation. Both are available from the Ofsted website. Grade descriptors set out at the end of this document are colour coded to denote the following:

- **Green**– Significantly above Floor Standards and, if inspected, every chance of being graded outstanding in terms of overall effectiveness. Very low risk. Low priority for intervention support.
- **Yellow**– above Floor Standards and, if inspected, every chance of being graded good in terms of overall effectiveness. If RI, at least good for Leadership. Low risk but still requiring support.
- **Amber**– below Floor Standards and/or at risk of dropping below floor standards and at risk of being graded as "requires improvement" if inspected. High risk and high priority for support.

- **Blue**– below Floor Standards or predicted to be or last Ofsted as academy or predecessor school a category of concern. Potentially vulnerable to being placed in an Ofsted category of concern. Very high risk. Very high priority for support via Monitoring Support Group or an Interim Executive Board.

### **Monitoring Support Group role in supporting the monitoring of “Blue” categorized academies**

These academies will normally be required to set up a Monitoring Support Group (MSG), which will meet monthly in order to monitor progress against the “Priorities for Improvement” (informed by the categorisation process) and produce a Raising Attainment Plan drawn up by the Principal in consultation with Governors and agreed with the Achievement Partner and Phase Director for the Chief Executive of the Trust.

Monitoring Support Groups are normally chaired by the Achievement Partner who acts on behalf of the Phase Director, for the Chief Executive and the Trust. Other membership consists of the Principal, the Chair of Governors, relevant portfolio holders of the Governing Body and other key senior leaders. Meetings are minuted.

### **Support, challenge and intervention for “Amber” or “Blue” categorised academies**

Plans for academies in Amber and Blue categories will be developed by Principals with support and challenge from the Achievement Partner and phase Director. The Trust recognises the importance of early intervention where there are concerns and of support and challenge to affect improvement. Intervention and support will be negotiated with Principals and approved by governors.

Academy Improvement Plans will summarise and cost the additional support each academy is to receive from the Trust or from other bodies with the approval of the Trust. They will contain targets and timescales for improvement. Trust plans will make use of the expertise of the Trust’s academies, associate academies and schools, teaching schools, other schools/academies, outside agencies and the staff of LA services, and are likely to focus on:

- support for an academy in the period towards re-designation as a trust academy.
- building the capacity of senior and middle leaders to evaluate and improve teaching, learning and assessment;
- intensive programmes of support to model outstanding teaching through co-planning and delivery of lessons;
- assistance to secure temporary replacement staff;
- support for the recruitment and selection of staff
- support for the induction plan of a new Principal or Interim Executive Principal (or other senior member(s) of staff);
- support for a specific area of an academy’s operations;
- advice and training to staff on specific curriculum (e.g. on individual subjects, cross curricular work, and personal development), management and academy improvement issues, including the management of behaviour and attendance;
- subject, departmental or themed review;
- support for the principal to implement a personal development plan and demonstrate appropriate outcomes, provided by a member of the Trust’s Associate Principal Group;
- support for the recruitment of governors and advice and training for governors on specific strategic and academy improvement issues;
- support for academy self-review and evaluation, especially to assist a new principal’s

understanding of strengths and weaknesses in an academy or to monitor progress in improvement where there have been substantial causes of concern;

- support for the monitoring of weak teachers and/or leaders

### **Direct Intervention**

In circumstances where an academy is judged to be seriously at risk by the Chief Executive of the Trust, direct intervention may be insisted upon, which could include:

- Executive leadership to replace or to oversee the work of the Principal
- Appointment of an Executive Chair to lead Governors or an Interim Executive Board
- The establishment of an Interim Executive Board to oversee the performance of the academy
- Associate leadership to work alongside the Principal
- Associate senior leadership to strengthen the capacity of the senior leadership of the academy

### **Roles, responsibilities and accountability for School Improvement**

The relevant phase Director on behalf of the Chief Executive, the Academy Achievement Partner, the Chair of Governors and the Principal are all held to account by the DfE, through the Trust as the Sponsor, for the performance of each Academy. All post holders, through a process of mutual support, challenge and teamwork, will engage with a transparent process of diagnosis of need in relation to each Academy's performance status and in the implementation of plans to secure rapid and/or sustained improvement.

### **Role of the Chair of Governors**

- i. Supported by a Board of Governors focused on the Academy's priorities:
  - Ensures clarity of vision, ethos and strategic direction for the academy
  - Support and hold the Principal to account for the Academy's performance
  - Oversees the financial performance of the academy and ensures that all statutory functions of the Governing Body are fulfilled. This includes policy direction in relation to HR, finance, health and safety and school improvement
- ii. Supported by the Achievement Partner process, advises the Trust, through the relevant phase Director, on the performance of the Principal
- iii. Reports to the Trust, DfE, Ofsted, the LA and other appropriate external bodies on the school's performance, when required to do so.
- iv. Commits to and supports the Trust in developing and sustaining a system which enables all children and young people in all Trust schools to excel.

### **Role of the Principal**

- i. Leads on self-evaluation of the standards and progress of academy improvement:
  - Academy self-evaluation and monitoring / implementation of improvement plans
  - Secondary faculty or primary phase handbooks, accurately reflecting practice

- Secondary or primary procedures for faculty and phase self-reviews established and supported
- ii. Acts as the Local Accounting Officer
  - Reporting on the allocation of resources to the Academy Board and Trust Chief Operating Officer
  - Ensuring that audit trails are robust against standards of accounting expected by the Trust
- iii. Leads on and reports on the Academy's performance to the Trust, through the Governing Body. This to include:
  - Reporting on results, in year progress against targets for improvement, own and others' PM, self-evaluation, planning and implementation.
  - Engaging with the School Achievement Partner in a dialogue of support and challenge to secure the best possible outcomes for children and young people.
  - Working with the appropriate LA to this end and in the interests of all local children and young people.
- iv. Reporting, on behalf of the Governing Body, to the Trust, DfE, Ofsted, the LA and other appropriate external bodies for the school's performance.
- v. Commits to and supports the Trust in developing and sustaining a system which enables all children and young people in all schools to excel.

### Role of the Achievement Partner

- i. Support and challenge to the Principal for impact on all school improvement related matters. Serve as a non-Executive member of the Governing Body
- ii. Principal point of communication with the relevant Phase Director on all matters related to the school's performance and status, for the Chief Executive of the Trust – both qualitative and quantitative
- iii. Advises Governors on school's performance status, rate of improvement and pressing priorities
- iv. Advises both the Chief Executive, through the relevant Phase Director and Governors, normally through the Chair of Governors, on Principal's Performance Management.
- v. Attends Governing Body meetings as a non-executive member of the Governing Body.
- vi. Provides support and challenge to both the Academy and the Trust to facilitate fit for purpose partnership working and focus on improvement.
- vii. Advises / leads challenge for Monitoring Support Group for Amber / Blue schools.

### Role of the Director

- i. Monitors and reports on standards of individual schools and relevant phase:
  - To the Trust Board
  - Ofsted, DfE and other appropriate external agencies

- ii. Line manages and deploys, in consultation with Principals, Trust employed / commissioned school improvement specialists.
- iii. Supports in strengthening Trust-wide system leadership:
  - Identification of emerging talent
  - Identification of strength and potential for school to school support across the Trust
  - Facilitation and promotion of best practice sharing within and from beyond the Trust
- iv. When appropriate, directs improvement strategies for schools requiring improvement or in a category. This may include:
  - Determining priorities
  - Approving improvement plans
  - Determining the allocation of finance and resources against priorities
  - Implementing a Monitoring Support Group
  - Directing intervention

### **Role of Director of Governance, Standards and Safeguarding**

- i. Quality assures all external reviews of academy performance and supports academy-led self-review.
- ii. Line manages and quality assures the work of achievement partners to ensure that support and challenge to Principals and Local Boards of Governors is both accurate and robust.
- iii. Provides or brokers high quality up-to-date support and CPD for both academy and Trust inspection processes.
- iv. Oversees the development and quality assurance of governance.
- v. Oversees the development and quality assurance of safeguarding in line with national policy.

### **Role of the Chief Executive**

- i. Provides advice and guidance to the Trust Board on the performance of academies against the standards set by the Ofsted Inspection Framework
- ii. Provides guidance to the Trust Board on the steps or interventions being taken to address improvement in standards of leadership, teaching, behaviour and achievement
- iii. Determines, where appropriate, the kinds and levels of intervention in academies judged to be in an 'amber' or blue 'category'
- iv. Monitors the progress of intervention strategies in improving standards of leadership, provision and outcomes

### **Intervention Options**

The Chief Executive, on behalf of the Trust Board, may determine to intervene in an academy if he or she is of the view, based on the evidence that an academy is in or at risk of:

- i. falling into an amber or blue category as described below
- ii. failing to manage its finances against the expectations of the Trust's standards for financial planning and probity

This may require the Chief Executive to determine that it is necessary to implement actions from amongst the following range of options:

- i. Establish a **Monitoring Support Group** to support and challenge the Principal, Leadership Team, Chair and Vice Chair of Governors to monitor, challenge and support in the implementation of an appropriate Improvement plan approved by the Director of Academies
- ii. Establish an **Interim Executive Board** to replace the local governing board and oversee the governance of the academy
- iii. Remove and replace the Chair of Governors
- iv. Appoint additional governors with additional expertise and talents
- v. Appoint an Executive Principal to oversee the leadership of the academy
- vi. Appoint an Interim Principal to lead the academy
- vii. Removal of financial delegation to the Local Board of Governors and Principal as the Local Accounting Officer
- viii. In extremis recommend to the Trust Board that the academy be closed or transferred to another Trust where there is no prospect of the academy making sufficient improvements

### Warning notice

In line with Statutory Guidance for Schools Causing Concern, a “warning notice” will be considered if it is judged that inadequate progress is being made against priorities. This will be a decision made by the Chief Executive based upon evidence that may be drawn from the Monitoring Support Group, a Review of Leadership, Teaching and Achievement, a performance review of the Principal, Section 5 or 8 Ofsted inspections, or other evidence drawn from performance review of the management of finance.

A warning notice may be given where:

- Standards remain unacceptably low and are likely to remain so
- There are serious financial or probity concerns
- There has been a serious breakdown in the way the academy is led and managed which is prejudicing, or likely to prejudice, standards of performance
- The safety of pupils or staff is threatened

A warning notice will indicate in clear terms the issues or improvement matters that need to be addressed as a matter of urgency, targets for improvement and timescales within which improvement is expected.

*Ofsted Grade Descriptors, which help to inform risk categorisation are referenced on subsequent pages.*

## Overall Effectiveness

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ The quality of teaching, learning and assessment is outstanding.</li> <li>■ All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.</li> <li>■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</li> <li>■ Safeguarding is effective.</li> </ul>	<ul style="list-style-type: none"> <li>■ The quality of teaching, learning and assessment is at least good.</li> <li>■ All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.</li> <li>■ Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.</li> <li>■ Safeguarding is effective.</li> </ul>	<ul style="list-style-type: none"> <li>■ Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.</li> <li>■ There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.</li> <li>■ Safeguarding is effective.</li> </ul>	<ul style="list-style-type: none"> <li>■ The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.</li> </ul>

## Effectiveness of Leadership and Management

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</li> <li>■ Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</li> <li>■ The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</li> <li>■ Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</li> <li>■ Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.</li> <li>■ Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</li> <li>■ Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to</li> </ul>	<ul style="list-style-type: none"> <li>■ Leadership and management are not yet good.</li> <li>■ Safeguarding is effective.</li> </ul>	<p><b>Leadership and management are likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.</li> <li>■ Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, or who have special educational needs and/or disabilities.</li> <li>■ Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.</li> <li>■ The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.</p> <ul style="list-style-type: none"> <li>■ Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</li> <li>■ Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</li> <li>■ Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</li> </ul>	<p>identify and spread good practice across the school.</p> <ul style="list-style-type: none"> <li>■ Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.</li> <li>■ Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</li> <li>■ The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including</li> </ul>		<ul style="list-style-type: none"> <li>■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</li> <li>■ Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.</li> <li>■ Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.</li> <li>■ Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.</li> <li>■ Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are</li> </ul>

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<ul style="list-style-type: none"> <li>■ The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</li> <li>■ Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</li> <li>■ Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</li> <li>■ Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are</li> </ul>	<p>the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils’ good progress. The curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p> <ul style="list-style-type: none"> <li>■ Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development.</li> <li>■ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</li> <li>■ Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and</li> </ul>		<p>vulnerable to these. Policy and practice are poor, which means pupils are at risk.</p>

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<p>listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p> <ul style="list-style-type: none"> <li>■ Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.</li> </ul>	<p>supporting the needs of those pupils.</p> <ul style="list-style-type: none"> <li>■ Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</li> </ul>		

## The Quality of Teaching, Learning and Assessment

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</li> <li>■ Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</li> <li>■ Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</li> <li>■ Teachers check pupils' understanding</li> </ul>	<ul style="list-style-type: none"> <li>■ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</li> <li>■ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</li> <li>■ Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teaching, learning and assessment are not yet good.</li> </ul>	<p><b>Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Teaching is poorly planned.</li> <li>■ Weak assessment practice means that teaching fails to meet pupils' needs.</li> <li>■ Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.</li> <li>■ Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.</li> <li>■ Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>systematically and effectively in lessons, offering clearly directed and timely support.</p> <ul style="list-style-type: none"> <li>■ Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</li> <li>■ Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</li> <li>■ Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</li> <li>■ Teachers are determined that pupils achieve well.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</li> <li>■ Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</li> <li>■ Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</li> <li>■ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</li> <li>■ Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their</li> </ul>		

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p> <ul style="list-style-type: none"> <li>■ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</li> <li>■ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</li> <li>■ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to</li> </ul>	<p>knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p> <ul style="list-style-type: none"> <li>■ Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</li> <li>■ The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.</li> <li>■ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.</li> </ul>		

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>support their child to improve.</p> <ul style="list-style-type: none"> <li>■ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</li> </ul>			

## Personal Development, Behaviour and Welfare

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</li> <li>■ Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</li> <li>■ In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</li> <li>■ Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</li> <li>■ Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance</li> </ul>	<ul style="list-style-type: none"> <li>■ Pupils are confident and self-assured. They take pride in their work, their school and their appearance.</li> <li>■ Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.</li> <li>■ Pupils show respect for others' ideas and views.</li> <li>■ In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</li> <li>■ Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.</li> <li>■ Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</li> </ul>	<ul style="list-style-type: none"> <li>■ Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.</li> <li>■ Pupils are safe and they feel safe.</li> </ul>	<p><b>Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.</li> <li>■ A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.</li> <li>■ Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.</li> <li>■ Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.</li> <li>■ A significant minority of pupils do not understand how and why to live healthy,</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <ul style="list-style-type: none"> <li>■ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</li> <li>■ For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</li> <li>■ Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</li> <li>■ Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</li> <li>■ The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and</li> </ul>	<ul style="list-style-type: none"> <li>■ Pupils conduct themselves well throughout the day, including at lunchtimes.</li> <li>■ The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.</li> <li>■ Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</li> <li>■ Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</li> <li>■ Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</li> <li>■ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</li> </ul>		<p>positive lives both physically and emotionally.</p> <ul style="list-style-type: none"> <li>■ Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.</li> <li>■ Pupils have little confidence in the school's ability to tackle bullying successfully.</li> <li>■ Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <ul style="list-style-type: none"> <li>■ Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</li> <li>■ Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</li> <li>■ Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</li> </ul>	<ul style="list-style-type: none"> <li>■ The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</li> <li>■ Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</li> </ul>		

## Outcomes for Pupils

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</li> <li>■ The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.</li> <li>■ Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</li> <li>■ Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year</li> </ul>	<ul style="list-style-type: none"> <li>■ Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</li> <li>■ In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.</li> <li>■ Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.</li> <li>■ Pupils' progress is above average or improving across most subject areas. Progress of disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>■ Outcomes are not yet good.</li> </ul>	<p><b>Outcomes are likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Progress from starting points in any key subject <sup>1</sup>or key stage indicates that pupils are underachieving considerably.</li> <li>■ From their different starting points, the progress of pupils in different year groups in English or mathematics is consistently low and shows little or no improvement.</li> <li>■ For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently well below that of other pupils nationally and shows little or no improvement.</li> <li>■ There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving.</li> <li>■ The school's performance regularly falls below the</li> </ul>

<sup>1</sup> 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any subjects studied by a high proportion of pupils.

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>1 achieve highly in the national phonics check.</p> <ul style="list-style-type: none"> <li>■ For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.</li> <li>■ From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.</li> <li>■ The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.</li> <li>■ Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of</li> </ul>	<p>pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.</p> <ul style="list-style-type: none"> <li>■ From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</li> <li>■ Where attainment overall is low, it shows consistent improvement.</li> <li>■ Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level</li> </ul>		<p>floor standards.<sup>2</sup> Any improvement is insufficient, fragile or inconsistent.</p> <ul style="list-style-type: none"> <li>■ Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.</li> <li>■ Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.</li> </ul>

<sup>2</sup> Floor standards refer to the expected levels of performance at key stages 2 and 4 set by the government.

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>	<p>suitable to meet appropriate career plans.</p>		

## Effectiveness of the Early Years Provision

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.</li> <li>■ Incisive evaluation of the impact of staff’s practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.</li> <li>■ Safeguarding is effective.</li> <li>■ There are no breaches of statutory welfare requirements.<sup>3</sup></li> <li>■ Children’s health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.</li> <li>■ Leaders use highly successful strategies to engage parents and carers, including those from</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children’s achievement.</li> <li>■ Leaders ensure that children’s needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.</li> <li>■ Safeguarding is effective.</li> <li>■ There are no breaches of statutory welfare requirements.</li> <li>■ Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>■ The effectiveness of the early years provision is not yet good.</li> <li>■ Safeguarding is effective.</li> <li>■ There are no material breaches of statutory welfare requirements.</li> </ul>	<p><b>The early years provision is likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.</li> <li>■ The curriculum is too narrow. It does not offer a broad range of experiences that challenge children or promote their understanding of people and communities beyond their own experience.</li> <li>■ Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted.</li> <li>■ Safeguarding is ineffective.</li> <li>■ Statutory welfare requirements are not met.</li> </ul>

<sup>3</sup> ‘Statutory framework for the early years foundation stage’, Department for Education, 2014; [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>different groups, in their children's learning in school and at home.</p> <ul style="list-style-type: none"> <li>■ A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.</li> <li>■ Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.</li> <li>■ Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.</li> <li>■ Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do</li> </ul>	<ul style="list-style-type: none"> <li>■ The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.</li> <li>■ The quality of teaching is good.</li> <li>■ All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.</li> <li>■ Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.</li> <li>■ Children are motivated and interested in a broad range of activities and are</li> </ul>		<ul style="list-style-type: none"> <li>■ Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.</li> <li>■ Information from assessment is not accurate and not used well enough to enable children to make the progress they should.</li> <li>■ Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.</li> <li>■ Children or specific groups of children such as children who have special educational needs and/or disabilities, those for whom the school receives additional funding, or the most able do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need.</li> <li>■ Low attainment of any group shows little sign of rising. Gaps between different groups show little</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>not distract others or become distracted easily themselves.</p> <ul style="list-style-type: none"> <li>■ Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.</li> <li>■ Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress.</li> <li>■ Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.</li> </ul>	<p>keen learners. They listen carefully to adults and each other.</p> <ul style="list-style-type: none"> <li>■ Children’s behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.</li> <li>■ Children make at least typical progress and most children make progress that is better than this from their starting points. This includes children who have special educational needs and/or disabilities, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of their education.</li> <li>■ Where children’s starting points are below those of</li> </ul>		<p>sign of closing or may be widening.</p> <ul style="list-style-type: none"> <li>■ Strategies for engaging parents about their child’s learning and development are weak. As a result, parents do not know what their child is learning or how they can help them improve.</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
	other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.		

## Effectiveness of the 16 to 19 Study Programmes

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<ul style="list-style-type: none"> <li>■ Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.</li> <li>■ Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.</li> <li>■ Learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.</li> <li>■ High quality impartial careers guidance ensures that learners follow study</li> </ul>	<ul style="list-style-type: none"> <li>■ Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.</li> <li>■ Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.</li> <li>■ Learners without GCSE grades A* to C in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards grade C.</li> <li>■ Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.</li> <li>■ Teaching, learning and assessment support and</li> </ul>	<ul style="list-style-type: none"> <li>■ Effectiveness of the 16 to 19 study programmes is not yet good.</li> <li>■ Safeguarding is effective.</li> </ul>	<p><b>Effectiveness of the 16 to 19 study programmes is likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Leadership of 16 to 19 study programmes is weak.</li> <li>■ The requirements of the 16 to 19 study programmes are not met.</li> <li>■ Study programmes are insufficiently challenging or relevant to learners' prior attainment or planned next steps.</li> <li>■ Weak assessment practice or poor planning mean that teaching fails to meet learners' needs.</li> <li>■ Learners or groups of learners make inadequate progress from their starting points.</li> <li>■ Too few learners are retained on their courses or achieve their core aim.</li> <li>■ Learners or groups of learners are ill prepared for their next steps in terms of attainment, personal skills or behaviours.</li> <li>■ Too many learners or groups of learners are unsuccessful in securing</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.</p> <ul style="list-style-type: none"> <li>■ Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.</li> <li>■ Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.</li> <li>■ Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping</li> </ul>	<p>challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.</p> <ul style="list-style-type: none"> <li>■ Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.</li> <li>■ Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.</li> <li>■ The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.</li> <li>■ The great majority of learners progress to higher levels during and after their</li> </ul>		<p>relevant sustained education, employment or training.</p> <ul style="list-style-type: none"> <li>■ The 16 to 19 minimum standards are not met for either vocational or academic qualifications.</li> <li>■ Safeguarding is ineffective.</li> </ul>

1 (Outstanding)	2 (Good)	3 (Requires Improvement)	4 (Inadequate)
<p>themselves safe and healthy and contribute to wider society and life in Britain.</p> <ul style="list-style-type: none"> <li>■ Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.</li> <li>■ Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</li> <li>■ Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.</li> </ul>	<p>study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</p> <ul style="list-style-type: none"> <li>■ Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.</li> </ul>		