

Quality of education

Outstanding (1)

- ✓ The school meets all the criteria for a good quality of education securely and consistently.
- ✓ The quality of education provided is exceptional.
- ✓ In addition, the following apply.
- ✓ The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- ✓ The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- ✓ Pupils' work across the curriculum is consistently of a high quality.
- ✓ Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

- ✓ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- ✓ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- ✓ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- ✓ Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.
- ✓ Implementation
 - ✓ Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
 - ✓ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
 - ✓ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
 - ✓ Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
 - ✓ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
 - ✓ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
 - ✓ Reading is prioritised to allow pupils to access the full curriculum offer.
 - ✓ A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
 - ✓ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
 - ✓ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- ✓ Impact
 - ✓ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
 - ✓ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
 - ✓ Pupils' work across the curriculum is of good quality.
 - ✓ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- ✓ The quality of education provided by the school is not good.

Inadequate (4)

- ✓ The quality of education is likely to be inadequate if any one of the following applies.
- ✓ The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- ✓ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- ✓ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- ✓ Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)
- ✓ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.
- ✓ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.

✓ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment



Behaviour and attitudes	Personal development	Leadership and management
Requires improvement (3)		
<ul style="list-style-type: none"> ✓ Behaviour and attitudes in the school are not good. ✓ Pupils are safe and they feel safe. 	<ul style="list-style-type: none"> ✓ Personal development in the school is not good. 	<ul style="list-style-type: none"> ✓ Leadership and management are not good. ✓ Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.
Inadequate (4)		
<ul style="list-style-type: none"> ✓ Behaviour and attitudes are likely to be inadequate if any one of the following applies. ✓ Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour. ✓ Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms. ✓ A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school. ✓ Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work. ✓ Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement. ✓ Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. 	<ul style="list-style-type: none"> ✓ A significant minority of pupils do not receive a wide, rich set of experiences. ✓ Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school. ✓ Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk. ✓ Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views. ✓ Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this. ✓ Pupils are unprepared for life in modern Britain. ✓ The school does not ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work. 	<ul style="list-style-type: none"> ✓ Leadership and management are likely to be inadequate if one or more of the following applies. ✓ The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support. ✓ Leaders are not doing enough to tackle weaknesses in the school. ✓ The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly. ✓ The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest. ✓ There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this. ✓ Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils. ✓ There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future. ✓ Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.

Please RAG rate the document by highlighting the judgment criteria as below:

RAG Status Rating:	
Green:	Strong coverage
Amber:	Working towards
Red:	Area for development

Behaviour and attitudes

Personal development

Leadership and management

Outstanding (1)

- ✓ The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- ✓ Behaviour and attitudes are exceptional.
- ✓ In addition, the following apply:
- ✓ Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- ✓ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- ✓ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

- ✓ The school meets all the criteria for good in personal development securely and consistently.
- ✓ Personal development is exceptional.
- ✓ In addition, the following apply:
- ✓ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- ✓ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- ✓ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- ✓ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

- ✓ The school meets all the criteria for good in leadership and management securely and consistently.
- ✓ Leadership and management are exceptional.
- ✓ In addition, the following apply:
- ✓ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- ✓ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- ✓ Staff consistently report high levels of support for well-being issues.

Good (2)

- ✓ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- ✓ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- ✓ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- ✓ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- ✓ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- ✓ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- ✓ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

- ✓ The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- ✓ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- ✓ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- ✓ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- ✓ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- ✓ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- ✓ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- ✓ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- ✓ Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

- ✓ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- ✓ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- ✓ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- ✓ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- ✓ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- ✓ Leaders protect staff from bullying and harassment.
- ✓ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- ✓ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- ✓ The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

