

# Ofsted Evaluation Schedule September 2012 Split by categories

1. Achievement
2. Teaching
3. Behaviour and safety
4. Leadership and management
5. Overall effectiveness

## Achievement

	Outstanding	Good	Requires improvement	Inadequate
<b>Progress from starting points</b>	From each different starting point, the proportions of pupils making expected progress 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	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.	Pupils' achievement requires improvement as it is not good	From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement.
<b>Progress over time and across subjects</b>	Pupils make <b>rapid and sustained progress</b> throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.	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.		Pupils' learning and progress in any key subject or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.
<b>Pupil premium</b>	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.	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.		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.
<b>Reading habits</b>	Pupils read widely and often across all subjects to a high standard	Pupils read widely and often.		Pupils' communication skills (including reading and/or writing) and proficiency in mathematics overall are not sufficiently strong for them to succeed in the next stage of education, training or employment.
<b>Pupils' skills</b>	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.			
<b>Pupils' skills across subjects</b>	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.	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.		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.
<b>Progress of different groups</b>	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 <b>consistently good or better</b> .	The learning and progress 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 <b>generally good</b> .		
<b>Pupils' attainment</b>	The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.	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.		Attainment is <b>consistently below floor standards</b> or is in decline and shows little, fragile or inconsistent improvement.  There are wide gaps in attainment and/or the learning and progress of different groups.



## Teaching

	Outstanding	Good	Requires improvement	Inadequate
<b>Profile of teaching over time</b>	Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good.	Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching.	Teaching requires improvement as it is not good	As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support and the most able are making inadequate progress.
<b>Progress of pupils currently in the school</b>	As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.	As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support and the most able make good progress and achieve well over time.		
<b>Teacher expectations</b>	All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.	Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.		Teachers do not have sufficiently high expectations
<b>Teacher checking in lessons</b>	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.	Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.		
<b>Teaching of reading/writing/math s</b>	The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.	Reading, writing, communication and mathematics are taught effectively.		Pupils cannot: communicate; read or write; apply mathematics as well as they should.
<b>Engagement and enthusiasm</b>	Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.	Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.		Teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs
<b>Marking and dialogue</b>	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.	Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.		
<b>Teaching strategies, intervention, work matching needs</b>	Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.	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.		



## Behaviour and safety

	Outstanding	Good	Requires improvement	Inadequate
<b>Pupils' attitudes to learning in lessons</b>	<p>Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons</p> <p>Pupils' attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.</p>	<p>Pupils' attitudes to all aspects of learning, including in whole class work, group work or when working on their own, are consistently positive, and have a good impact on the progress they make</p> <p><b>Pupils are properly prepared for each lesson, bring the right equipment, and are ready and eager to learn</b></p> <p>Pupils' attitudes to learning are positive across subjects, years, classes and with different staff.</p> <p>Pupils respond very quickly to staff's instructions and requests allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is uncommon.</p>	<p>Behaviour and safety require improvement as these aspects are not good</p>	<p>Pupils' lack of engagement and persistent low-level disruption of learning contribute to reduced learning and/or a disorderly classroom environment.</p> <p>A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.</p>
<b>Parental concerns</b>	<p>Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.</p>	<p>There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.</p>		
<b>Pupils' behaviour outside of lessons</b>	<p>Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.</p>	<p>There is a positive ethos in, and around, the school. Pupils conduct themselves well at all different times of day, including at lunch time, attend regularly, have good attitudes and are punctual to lessons.</p> <p><b>Pupils take pride in their work, their appearance and their school</b></p>		
<b>Pupils' awareness of bullying</b>	<p>Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.</p>	<p>Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.</p>		<p>Incidents of bullying overall or specific types of bullying are frequent, and/or pupils have little confidence in the school's ability to address bullying successfully.</p>
<b>Teachers' management of behaviour</b>	<p>Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs</p>	<p>Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.</p>		
<b>How safe pupils feel</b>	<p>All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.</p>	<p>Pupils are safe and feel safe at school and at alternative provision placements and understand how to keep themselves safe in different situations.</p>		<p>Pupils or particular groups of pupils do not feel safe at school and/or at alternative placements.</p>
<b>Attendance</b>				<p>Attendance is consistently low for all pupils or groups of pupils and shows no or little sign of improvement.</p>



## Leadership and management

	Outstanding	Good	Req improvement	Inadequate
<b>Capacity to improve</b>	The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.	Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.	Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school	Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.  Improvements which have been made are fragile, too slow or are dependent on external support.
<b>Quality of self evaluation</b>	L&M including the GB , 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.	Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.		Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
<b>Governance</b>	Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance.	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 have been consolidated.		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.
<b>Literacy</b>	There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.	The well thought out policies ensure that pupils make at least good progress in literacy.		Poor literacy is not being tackled urgently and this is impeding pupils' progress.
<b>Teaching, performance management and CPD</b>	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.	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.		Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.
<b>Curriculum</b>	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.	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 good behaviour and a good understanding of safety matters.		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 and enjoyment of learning are significantly impaired.
<b>Impact of pupil premium</b>	The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics.	The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics		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.
<b>Parents</b>	The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.	The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.		The school's strategies for engaging with parents are weak and parents have expressed little confidence in the school.
<b>Culture</b>	Senior leaders in the school work to promote improvement across the wider system	The culture of the school is characterised by high expectations and aspirations for all pupils		
<b>Safeguarding</b>	The school's arrangements for safeguarding pupils meet statutory requirements.	The school's arrangements for safeguarding pupils meet statutory requirements.		Arrangements for safeguarding pupils do not meet stat requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident.
<b>Finance</b>	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.	Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.		
<b>Behaviour</b>			L&M are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour	



## Overall effectiveness

	Outstanding	Good	Requires improvement	Inadequate
<b>Teaching</b>	Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving.	Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils are achieving well		<p>The school is likely to be inadequate if inspectors judge any of the following to be inadequate :</p> <ul style="list-style-type: none"> <li>the achievement of pupils</li> <li>pupils' progress in literacy</li> <li>the quality of teaching</li> <li>the behaviour and safety of pupils</li> <li>the quality of the leadership in, and management of, the school and/or</li> <li>there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.</li> </ul> <p><b>Serious weaknesses</b></p> <p>One or more of the key areas are inadequate and/or there are serious weaknesses in SMSC. However L&amp;M are judged to be capable of securing improvement, so L&amp;M is graded 3</p> <p><b>Special measures</b></p> <p>Leaders and managers are not demonstrating the capacity to secure the necessary improvement, so L&amp;M is graded 4</p>
<b>Preparation for the future</b>	Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.	Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.		
<b>Literacy</b>	There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.	Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading.	The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development	
<b>Expectations</b>	The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.  Best practice is spread effectively in a drive for continuous improvement.	The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.		
<b>Achievement Behaviour Leadership</b>	Other principal aspects of the school's work are good or outstanding.	Other principal aspects of the school's work are likely to be at least good.		
<b>SMSC</b>	The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.	Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical wellbeing. There is a positive climate for learning.		

