The evaluation schedule for the inspection of maintained schools and academies

Guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, from January 2012

The evaluation schedule provides outline guidance and grade descriptors for the judgements that inspectors will report on when inspecting schools under section 5 of the Education Act 2005 from January 2012.

The schools subject to section 5 inspections are:

- community, foundation and voluntary schools
- community and foundation special schools
- maintained nursery schools
- academies (sponsor-led academies, academy converter schools, academy special schools, free schools, university technical colleges and studio schools)
- city technology colleges
- city technology colleges for the technology of the arts
- certain non-maintained special schools approved by the Secretary of State under section 342 of the Education Act 1996.

Contents

Introduction

- The evaluation schedule sets out the judgements that inspectors will make and report on from January 2012. The schedule elaborates on *The framework for school inspection*,[1] particularly Part B: The focus of school inspections.

- The schedule provides criteria and grade descriptors to guide inspectors in judging the quality of education provided by the schools they inspect, and indicates the main types of evidence they should collect and analyse. This guidance is not exhaustive and does not replace the expert judgement of inspectors.

- The evaluation schedule should be interpreted in the context of each school being inspected. Inspectors should interpret grade descriptors in relation to pupils' age, stage and phase of education.

- The evaluation schedule **must** be used in conjunction with the guidance set out in *Conducting school inspections*.[2]

The key judgements made during school inspections

- Inspectors **must** judge the quality of education provided in the school – its overall effectiveness – taking account of four other key judgements:

  – achievement of pupils at the school

  – quality of teaching in the school

  – behaviour and safety of pupils at the school

  – quality of the leadership in and management of the school.

- In reporting, inspectors **must** also consider:

  – the spiritual, moral, social and cultural development of the pupils at the school

  – the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those with special educational needs.[3]

- Inspectors **must** weigh up the evidence in each aspect against the descriptors for outstanding, good, satisfactory or inadequate before making a professional judgement.

- In making their judgements, inspectors **must** consider which descriptor best fits the evidence available. When evidence indicates that **any** of the

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[1] *The framework for school inspection* (090019), Ofsted, 2012; www.ofsted.gov.uk/resources/090019.
[2] *Conducting school inspections* (090097), Ofsted, 2012; www.ofsted.gov.uk/resources/090097.
[3] For the purposes of the Equality Act 2010

bullet points in the descriptor for inadequate applies, then that aspect of the school's work **should** be judged inadequate.

Groups of pupils

- Inspection is primarily about evaluating how individual pupils benefit from their school. It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support. Depending on the type of school, such pupils may include:

  - disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs[4]

  - boys

  - girls

  - groups of pupils whose prior attainment may be different from that of other groups

  - those who are academically more or less able

  - pupils for whom English is an additional language

  - minority ethnic pupils

  - Gypsy, Roma and Traveller children

  - looked after children

  - pupils known to be eligible for free school meals

  - lesbian, gay and bisexual pupils

  - transgender pupils

  - young carers

  - pupils from low income backgrounds

  - other vulnerable groups.

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[4] Her Majesty's Chief Inspector has a statutory duty to report on the outcomes and provision for disabled pupils and those who have special educational needs.

Achievement of pupils at the school

This section deals with academic achievement. Achievement takes account of pupils' attainment and their rate of progress, together with the quality of learning and progress by different groups of pupils, especially disabled pupils and those who have special educational needs.

When judging achievement, inspectors should take account of:

- pupils' attainment in relation to national standards and compared to all schools, based on data over the last three years, noting particularly any evidence of performance significantly[5] above or below national averages, and inspection evidence of current pupils' attainment

- pupils' progress in the last three years as shown by value-added indices for the school overall and for different groups of pupils, together with expected rates of progress

- the learning and progress of pupils currently in the school based on inspection evidence.

In evaluating pupils' progress, inspectors should have regard to their starting points in terms of their prior attainment in relation to their age and capabilities.

Other, broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, should be observed and taken into account when reporting on the overall effectiveness of the school.

Criteria

When evaluating the achievement of pupils, inspectors **must** consider:

- the standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics and, in primary schools, pupils' attainment in reading by the end of Key Stage 1 and by the time they leave the school

- how well pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school

- how well pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum

- how well disabled pupils and those who have special educational needs have achieved since joining the school

- how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally

- how well pupils make progress relative to their starting points.

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[5] The terms 'significant' and 'significantly' relate to statistical significance as shown in RAISEonline.

Outline guidance

Inspectors will consider evidence of progress and attainment in recent years, together with the learning, progress and attainment of pupils currently at the school. Inspectors should note that:

■ while many pupils with special educational needs are not precluded from attaining as well as or better than their peers, for those groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on achievement should be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures held by the school, but should not take account of their attainment compared to national benchmarks

■ for those schools where children are aged three- and four-years-old who move to primary school before any nationally comparable assessments are made, the judgement should be based upon an evaluation of children's learning and progress relative to their age and evidence of their starting points.

Inspectors **should** take account of:

■ evidence gathered by inspectors during the course of the inspection on the learning and progress of different groups of pupils, including looked after children and disabled pupils and those who have special educational needs, drawn from:

– observation of lessons and other learning activities and discussions with staff and senior leaders

– scrutiny of pupils' work to assess standards, progress and the quality of learning of pupils currently in the school

– discussions with pupils about their work

– parent, pupil and staff questionnaires

– case studies of individual pupils

and in primary schools and some secondary schools:

– listening to pupils read and checking on their rate of progress to assess their standard[6] of, and progress in, reading with a particular focus on weaker readers

■ standards in reading for six-year-olds as indicated by the most recent phonic screening check and any follow up screening undertaken by the school

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[6] Expected level of development in the early years foundation stage and standards of attainment in key stages 1 and 2.

- standards attained by all pupils as shown by national test and examination results and submitted teacher assessment, set against national benchmarks as indicated in RAISEonline for up to three previous academic years, using a range of indicators, including where relevant:

  – the proportion of pupils attaining particular standards

  – capped average points scores

  – average points scores

  – pass and completion rates at different levels including, in primary schools, pupils' attainment in reading and writing

  – attainment as shown by test and examination results available in school but not yet validated or benchmarked nationally

  Inspectors should note that:

  – where the majority of indices of attainment are generally 'sig +' as shown in RAISEonline, then attainment may be regarded as above average

  – where the majority of indices of attainment are generally not significantly different from average, then attainment may be regarded as broadly average

  – where a majority of indices of attainment are generally 'sig -' in RAISEonline, then attainment may be regarded as low

  – in school settings where significance data are not available, and/or group sizes do not permit significance testing such as in small schools or where pupils follow qualification programmes where attainment is not benchmarked nationally, inspectors should draw on all available evidence to decide whether attainment is above average, broadly average or low

- measures of progress for all pupils for up to three previous academic years, as shown by RAISEonline and, where relevant, the sixth form PANDA together with the school's own data, using a range of indicators including:

  – value-added data

  – levels of progress against national thresholds

  – where appropriate, qualification success rates for sixth forms

- standards attained and progress made by different groups of pupils, compared with the standards and progress of all pupils nationally

- standards attained and progress made by different groups of pupils,[7] compared with different groups within the school

- the progress made by disabled pupils and those who have special educational needs compared with all pupils nationally, where appropriate

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[7] See page 5 for definition of groups.

- the school's performance against the government's floor standards[8]

- use of data below National Curriculum Level 1, including the national data analysis

- Early Years Foundation Stage Profile scores

- any robust attainment and progress data and its analysis presented by the school, including information provided by external organisations

- any evidence of past progress analysed by the school, including whether pupils reached challenging targets, including those for reading

- the school's evaluation of the attainment and progress of:

  - all pupils and groups of pupils

  - pupils who have received intervention and/or additional support

  - any pupils who are educated wholly or partly off site

  - any pupils who joined the school at times other than the usual phase transfer times.

Grade descriptors[9]: achievement of pupils at the school

Outstanding (1)	Almost all pupils, including where applicable disabled pupils and those with special educational needs, are making rapid and sustained progress in most subjects over time given their starting points. They learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum, including those in the sixth form and areas of learning in the Early Years Foundation Stage. They develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education, training or employment. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages for all pupils with many above average. In exceptional circumstances where standards of attainment, including attainment in reading in primary schools, of any group of pupils are below those of all pupils nationally, the gap is closing dramatically over a period of time as shown by a wide range of attainment indicators.
Good (2)	Pupils are making better progress than all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those with special educational needs, are also making better progress than similar groups of pupils nationally. Performance will exceed floor standards. Pupils acquire knowledge quickly and are secure in their understanding in different subjects. They develop and apply a range of skills well, including reading, writing,

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[8] Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stage 2 and Key Stage 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

[9] Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

	communication and mathematical skills, across the curriculum that will ensure they are well prepared for the next stage in their education, training or employment. The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. In exceptional circumstances, 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.
Satisfactory (3)	Pupils are progressing at least as well as all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those who have special educational needs, are also making progress in line with similar groups of pupils nationally. Performance is usually at least in line with floor standards. Pupils generally learn well in most subjects, with no major weaknesses. As a result, they are acquiring the knowledge, understanding and skills, including those in reading, writing, communication and mathematics, to ensure that they are prepared adequately for the next stage in their education, training or employment. The standards of attainment of the majority of groups of pupils are likely to be in line with national averages for all pupils. Where standards of groups of pupils are below those of all pupils nationally, the gaps are closing overall. In exceptional circumstances, where attainment, including attainment in reading in primary schools, is low overall, it is improving over a sustained period.
Inadequate (4)	Achievement is likely to be inadequate if any of the following apply. ■ Pupils' learning and progress overall, or the learning and progress of particular groups, is consistently below those of all pupils nationally given their starting point. ■ Learning and progress in any key subject[10] or key stage, including the sixth form, lead to underachievement. ■ The learning, quality of work and progress of disabled pupils and those who have special educational needs show that this group is underachieving. ■ Pupils' communication skills, including in reading and writing and proficiency in mathematics overall, or those of particular groups, are not sufficient for the next stage of education or training. ■ Attainment is consistently low, showing little, fragile or inconsistent improvement, or is in decline. ■ There are wide gaps in attainment and in learning and progress between different groups of pupils and of all pupils nationally that are showing little sign of closing or are widening. ■ There are wide gaps in attainment and in learning and progress between different groups of pupils that are barely closing or are widening.

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[10] 'Key' subjects in primary schools are the core subjects. In secondary schools they are English, mathematics, any specialist school subjects and/or GCSE subjects with very high levels of entry.

Quality of teaching in the school

The most important role of teaching is to promote learning so as to raise pupils' achievement. It is also important in promoting their spiritual, moral, social and cultural development. Teaching should be understood to include teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as support and intervention.

The judgement on the quality of teaching must take account of **evidence** of pupils' learning and progress.

Criteria

When evaluating the quality of teaching in the school, inspectors **must** consider:

- the extent to which teachers' expectations, reflected in their teaching and planning, including curriculum planning, are sufficiently high to extend the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time

- how well teaching enables pupils to develop skills in reading, writing, communication and mathematics

- the extent to which well judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning

- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning

- the extent to which teachers' questioning and use of discussion promote learning

- the extent to which the pace and depth of learning are maximised as a result of teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback

- the extent to which teachers enthuse, engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning

- how well teachers use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding across a range of subjects and areas of learning

- the extent to which teachers enable pupils to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding

- the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including disabled pupils and those who have special educational needs, so that their learning improves.

Outline guidance

The main evidence will come from inspectors' direct observations of teaching and learning and their discussions of what they have seen with teachers, other adults and pupils. Direct observation should be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed

- discussing pupils' work with them and their experience of teaching and learning over longer periods

- discussing teaching and learning with staff

- taking account of the views of pupils, parents and carers, and staff

- taking account of the school's own evaluations of the quality of teaching and its impact on learning

- scrutinising the standard of pupils' work, noting:

  - how well and frequently marking and assessment are used to help pupils to improve their learning

  - the level of challenge provided.

Grade descriptors[11]: quality of teaching in the school[12]

Outstanding (1)	Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress. All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. The teaching of reading, writing, communication and mathematics is highly effective. Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. 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. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.

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[11] Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.
[12] These grade descriptors describe the quality of teaching in the school as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

	Appropriate and regular homework contributes very well to pupils' learning. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.
Good (2)	As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those who have special educational needs, are achieving well over time. Teachers have high expectations of all pupils. Teachers in most subjects and key stages use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. They use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well across the curriculum. The teaching of reading, writing, communication and mathematics is very efficient. Teachers and other adults enthuse and motivate most pupils to participate. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities. Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills, including communication, reading and writing and mathematics, across the curriculum. Appropriate and regular homework contributes well to pupils' learning. Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.
Satisfactory (3)	Teaching results in most pupils, and groups of pupils, currently in the school making progress that is broadly in line with that made by pupils nationally with similar starting points. There is likely to be some good teaching and there are no endemic inadequacies in particular subjects, across year groups or for particular groups of pupils. Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress. Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge. Teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teaching strategies ensure that the individual needs of pupils are usually met. Teachers carefully deploy any available additional support and set appropriate homework, and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs. Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve. Communication skills, including reading and writing, and mathematics may be taught inconsistently across the curriculum.

Inadequate (4)	Teaching is likely to be inadequate where any of the following apply.
	■ As a result of weak teaching over time, pupils or groups of pupils currently in the school are making inadequate progress.
	■ Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.
	■ Pupils can not communicate, read, write or use mathematics as well as they should.
	■ Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.

Behaviour and safety of pupils at the school

Criteria

When evaluating the behaviour and safety of pupils at the school, inspectors **must** consider:

- pupils' attitudes to learning and conduct in lessons and around the school

- pupils' behaviour towards, and respect for, other young people and adults, including, for example, freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability[13]

- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity

- pupils' ability to assess and manage risk appropriately and keep themselves safe

- pupils' attendance and punctuality at school and in lessons

- how well the school ensures the systematic and consistent management of behaviour.

Outline guidance

The evidence collected here may also contribute to inspectors' evaluations of the school's promotion of spiritual, moral, social and cultural development.

Judgements on behaviour and safety **must not** be made solely on the basis of what is seen during the inspection. Inspectors **must** take into account a range of evidence to judge behaviour and safety over an extended period, and should consider:

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[13] As defined in the Equality Act 2010.

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

- the views expressed by pupils, and different groups of pupils, on behaviour and safety, respect for and courtesy towards others, and their views on harassment, racism, homophobia and different types of bullying

- the views of parents and carers, staff, governors and others

- the extent to which pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways

- pupils' attitudes to learning and their behaviour in a range of different teaching groups and settings and their attitudes to staff, including support and administrative staff, new and inexperienced staff and supply teachers

- the school's analysis of and response to pupils' behaviour in lessons over time, for example incident logs, complaints, the use of exclusion, rewards and sanctions

- pupils' respect for and courtesy towards each other and adults, and their care for school facilities as shown by their behaviour around the school

- the impact of the school's strategies to improve behaviour and attendance, including the use of rewards and sanctions, work with parents and carers, and the following up of absence

- rates and patterns of permanent and fixed-period exclusions, including those for different groups of pupils and the impact of the school's work to follow up and support excluded pupils

- the typical behaviour of any pupils who are not in school during the inspection

- the school's response to any extremist behaviour shown by pupils

- the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance

- overall and persistent absence and attendance[14] rates for different groups, using data in RAISEonline and the school's own data; inspectors should note that attendance figures alone should **not** determine the judgement on behaviour

- punctuality over time in arriving at school and at lessons

- the behaviour and attendance of pupils who are being educated wholly or partly off site

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[14] Attendance is not compulsory in maintained nursery schools.

- case studies to evaluate the experience of particular individuals and groups, including disabled pupils and those who have special educational needs, looked after children and those with mental health needs.

Grade descriptors[15]: behaviour and safety of pupils at the school

Outstanding (1)	Parents, carers, staff and pupils are highly positive about behaviour and safety. Pupils make an exceptional contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving at school and lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school. There are excellent improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. It is likely that attendance will be above average for all groups of pupils or will show sustained and convincing improvement over time.[16]
Good (2)	There are few well founded concerns expressed by parents, carers, staff and pupils about behaviour and safety. Pupils are typically considerate, respectful and courteous to staff and each other and consistently meet the school's expectations. This makes a very positive contribution to a well ordered, safe school. The very large majority of pupils are consistently punctual to school and to lessons. In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for managing and improving behaviour, which are applied consistently. Disruptive incidents seldom occur. There are marked improvements in behaviour over time for individuals or groups with particular needs. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are rare. Pupils have a good awareness of different forms of bullying and take active steps to

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[15] Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

[16] For special schools and pupil referral units, attendance is likely to be at least 90%. This applies in all settings apart from those where the vast majority of pupils have a diagnosed medical condition that prevents them from accessing full-time education.

	prevent it from occurring. The school swiftly and successfully addresses any incidents of bullying that do occur, thus gaining the full confidence of pupils, parents and carers. Pupils feel safe at school. They understand clearly what constitutes unsafe situations and how to keep themselves safe. Where pupils are able to influence their own attendance, it is likely that attendance will be above average for all sizeable groups of pupils, or showing sustained and convincing improvement over time.
Satisfactory (3)	Parents, carers, pupils and staff are generally positive about behaviour, although some concerns may be raised. Pupils' behaviour and engagement, including their punctuality to school and lessons contributes to a safe and orderly school environment. In lessons, pupils respond promptly to teachers' direction and work cooperatively with each other. Major disruption to learning is uncommon. The school's behaviour management procedures are clear and usually applied but some inconsistencies exist and low-level disruption may occur occasionally. However, it is not endemic in any subject, class or group, or key stage. Pupils, including those with identified behavioural difficulties, are well aware of the school's strategies for managing and improving behaviour; they try hard to respond and improvements over time are evident for individuals and groups, including for those with particular needs. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are infrequent and pupils are aware of different forms of bullying and the importance of preventing them. The school generally deals with any incidents of bullying promptly and effectively, thus gaining the confidence of pupils, parents and carers. Pupils feel safe at school. They know about the main risks they might face and understand how these risks may threaten their own and others' safety. Attendance will usually be at least average but if it is below average, for all pupils or particular groups, it will be improving over time.
Inadequate (4)	Behaviour and safety are likely to be inadequate when any of the following apply. ■ Parents, carers, pupils or staff raise major and/or well founded concerns about behaviour that are not being addressed. ■ Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. ■ 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. ■ Incidents of bullying overall or specific types of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are frequent or pupils have little confidence in the school's ability to address bullying successfully. ■ Pupils or specific groups of pupils do not feel safe. ■ Attendance is consistently low for all pupils or groups of pupils and shows little or no sign of improvement.

Quality of leadership in and management of the school

Criteria

When evaluating the quality of leadership and management at all levels, including, where relevant, governance, inspectors **must** consider whether the school's leadership:

■ demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and sets high standards for quality and performance

■ improves teaching and learning, including the management of pupils' behaviour

■ provides a broad and balanced curriculum that: meets the needs of all pupils; enables all pupils to achieve their full educational potential and make progress in their learning; and promotes their good behaviour and safety and their spiritual, moral, social and cultural development

■ evaluates the school's strengths and weaknesses and uses their findings to promote improvement

■ improves the school and develops its capacity for sustaining improvement by developing leadership capacity and high professional standards among all staff

■ engages with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development

■ ensures that all pupils are safe.

Outline guidance

Inspectors should focus on how effectively leadership and management at all levels enable pupils to overcome specific barriers to learning and promote improvements for all pupils and groups of pupils in the context of the individual school. These are likely to include:

■ how relentlessly leaders, managers and the governing body pursue a vision for excellence, for example through:

– the rigorous implementation of well focused improvement plans

– the consistent application of policies and procedures

– the extent to which staff, pupils, parents and carers are engaged by and contribute to realising the vision and ambition of leaders, managers and governors

– accurate monitoring and evaluation of the school's performance with a secure understanding of the individual skills and attributes of pupils and

staff, and taking account of the views of parents, carers and other stakeholders

- effective strategies for improving teaching, including, where relevant, the teaching of reading and improving behaviour, including:
  - seeking out and modelling best practice
  - monitoring the quality of teaching and learning and acting on its findings
  - developing staff through dialogue, coaching, training, mentoring and support
  - leading a coherent programme of professional development
  - leading curriculum development
  - training, including for example, on child protection
  - using appropriate procedures for tackling underperformance

- ensuring that the curriculum:
  - is broad and balanced and meets the needs, aptitudes and interest of pupils so that it promotes high levels of achievement and good behaviour and promotes their spiritual, moral, social and cultural development
  - promotes a successful progression to the pupils' next stage of education, training or employment
  - at Key Stage 4 is based on academic courses and supplemented, where relevant, by appropriate vocational courses

- strategies and procedures, including the provision of appropriate guidance, to help pupils prepare for life in modern democratic Britain and a global society

- managing performance, including tackling areas of underperformance, particularly any weaknesses in the quality of teaching and the curriculum

- identifying and supporting disabled pupils and those who have special educational needs and pupils who have other significant disadvantages so that their progress is maximised

- effective work by the governing body that acts as a critical friend and holds senior leaders to account for all aspects of the school's performance

- promoting the confidence and engagement of parents and carers in their children's learning and the development of good behaviour

- working in partnership with other schools, external agencies and the community, including business, to improve the school, extend the curriculum and increase the range and quality of learning opportunities for pupils

- managing safeguarding arrangements to ensure that there is safe recruitment and all pupils are safe, including for example, the effective identification of children in need or at risk of significant harm, including:

  - maintaining the single central record and appropriate arrangements for child protection

  - the rigour with which absence is followed up

  - how well safe practices and a culture of safety are promoted though the curriculum.

Grade descriptors[17]: quality of leadership in and management of the school

Outstanding (1)	The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils, including disabled pupils and those who have special educational needs, over a sustained period of time. All leaders and managers, including the governing body, are highly ambitious for the school 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. Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good. The school's curriculum: provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. The school has highly successful strategies for engaging with parents and carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. The school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.
Good (2)	Key leaders and managers, including the governing body, consistently communicate high expectations and ambition. They model good practice and demonstrably work to monitor, improve and support teaching, encouraging the enthusiasm of staff and channelling their efforts and skills to good effect. As a result, teaching is improving and is at least satisfactory, with much that is good. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective. As a result, achievement has improved or consolidated previous good performance. The school's curriculum provides well organised, imaginative and effective opportunities for learning for all groups of pupils including disabled pupils and those with special educational needs, promotes positive behaviour and safety and provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development. The school usually works well with parents and carers, including those who might traditionally find working with the school difficult, to achieve positive benefits for pupils. The school's arrangements for safeguarding pupils meet statutory

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[17] Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

	requirements and give no cause for concern.
Satisfactory (3)	The headteacher and most other key leaders, including the governing body, provide a concerted approach to school improvement. Planned actions by leaders and managers have improved the quality of teaching so that very little is inadequate. Most, but not all, staff and pupils are fully committed to the drive and ambition demonstrated by key leaders. Capacity to improve is demonstrated by a trend of sustained improvement in achievement, behaviour and safety, although a few significant weaknesses remain. Essential systems are embedded sufficiently to enable the school to continue improving and do not depend solely on only one or two senior leaders. The curriculum is generally matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points. The school usually works well with parents and carers, although may be less successful in engaging those who might traditionally find working with the school difficult. The school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.
Inadequate (4)	Leadership and management are likely to be inadequate if any of the following apply. ■ Capacity for further improvement is limited because current leaders and managers have been ineffective in securing essential improvements since the last inspection. ■ Leaders and managers are not taking effective steps to secure satisfactory and better teaching for all groups of pupils, including disabled pupils and those who have special educational needs. ■ The curriculum fails to meet the needs of pupils or particular groups of pupils. ■ Despite remedying a few small areas of weakness, perhaps recently, improvements are fragile, too slow or depend on external support. ■ The school's strategies for engaging with parents and carers are weak so that parents and carers are not involved sufficiently in supporting their children's learning and development. ■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern.

Overall effectiveness

Inspectors will evaluate:

■ the quality of the education provided in the school.

Outline guidance

Inspectors must consider the evidence gathered in support of their evaluations of the four key judgements:

■ achievement of pupils in the school

■ quality of teaching in the school

- behaviour and safety of pupils at the school

- quality of leadership in and management of the school.

In addition, inspectors must consider:

- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs, taking into account the progression and destination of pupils when they leave school

- how well the school promotes all pupils' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community as shown by pupils:

    - being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning

    - developing and applying an understanding of right and wrong in their school life and life outside school

    - taking part in a range of activities requiring social skills

    - developing awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability

    - gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training

    - overcoming barriers to their learning

    - responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature

    - developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain

    - understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Grade descriptors[18]: overall effectiveness

Outstanding (1)	The school's practice consistently reflects the highest aspirations for pupils and expectations of staff. It ensures that best practice is spread effectively in a drive for continuous improvement. Teaching is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Other principal aspects of the school's work are good or outstanding. The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community. Consequently, pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.
Good (2)	The school takes effective action to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement is at least good. Leadership and management play a significant role in this and are good overall. Behaviour and safety are strong features. Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education, training or employment.
Satisfactory (3)	Achievement, behaviour and safety, the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice. In addition, the school takes reasonable steps to promote pupils' spiritual, moral, social and cultural development, enabling them to develop the skills and personal qualities needed to work together in a generally cohesive learning community. As a result, pupils and groups of pupils have a generally positive experience at school and are not disadvantaged as they move to the next stage of their education, training or employment.
Inadequate (4)	Overall effectiveness is likely to be inadequate[19] if any of the following apply. ■ Achievement is inadequate. ■ Quality of teaching is inadequate. ■ Behaviour and safety are inadequate. ■ Leadership and management are inadequate. There are important weaknesses in the school's promotion of pupils' spiritual, moral, social and cultural development, resulting in a poor climate for learning and an incohesive school community where pupils or groups of pupils are unable to thrive.

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[18] Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.
[19] If overall effectiveness is judged to be inadequate, separate guidance is given in *Conducting school inspections* (090097) on allocating a category of concern; http://www.ofsted.gov.uk/resources/090097.

Evaluating the quality of boarding and residential provision in schools

In an integrated inspection, inspectors will make five key judgements about the residential/boarding provision. These judgements will be made in accordance with the guidance and grade descriptors in the *Evaluation schedule for the inspection of boarding and residential provision in schools*.[20]

Evaluating the quality of early years childcare provision

Early years registered childcare provision is inspected under section 49 of the Childcare Act 2006. Where the provision is managed by the school, the section 49 inspection may be carried out at the same time as the section 5 inspection and the quality of the provision reported in a single inspection report. However, where registered provision on a school's site is managed by a private, voluntary and/or independent provider, it is inspected separately under the Childcare Act 2006. In these circumstances, the inspection may be scheduled to take place at the same time as the school's section 5 inspection. A separate report is provided for such registered provision.

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[20] *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2011; www.ofsted.gov.uk/resources/110096.