

Supporting Schools to Succeed

July 2010



Supporting Schools to Succeed Policy

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Appendix I Additional Guidance in separate document. Includes Guidance Notes to Inspectors, as available on Ofsted website.

Appendix II Annual Report to Governors as a separate document

Background

‘Schools Causing Concern’ Guidance

Revised statutory guidance for Schools Causing Concern was published on 16 May 2007. It related to the provisions in Part 4 of the Education and Inspections Act 2006 and explains the statutory powers and responsibilities and provides advice on how local authorities and schools might work together to prevent and address school failure, including the local authority’s statutory duty to issue a “warning notice” if this is judged to be necessary.

A revised version of the guidance was published in September 2008. This includes some minor corrections and changes such as the coming into force of the new Department for Children, Schools and Families and references to policies which are no longer new. Download the amended guidance from the link below.

[Amended Statutory Guidance for Schools Causing Concern](#) (📄 691 Kb)

New Ofsted Framework. The New Ofsted Framework and Evaluation Schedule provide clear guidelines which will assist in informing each school’s own self-evaluation and categorisation process.

1. Rationale underpinning this policy

This policy has been re-written to take into account the new Ofsted Framework. If applied thoroughly, it will help to ensure, through each school’s own self-evaluation and categorisation process supported by the School Improvement Partner (SIP) or National Challenge Adviser (NCA), that the school is well placed to judge its effectiveness in key areas and identify priorities for improvement and support, in partnership with the local authority. This policy, therefore, seeks to:

1. Provide a robust and transparent process that will assist the school in improving outcomes for all children and young people in Newcastle
2. Prevent Ofsted categorisation and ensure that all city schools, ultimately, are publicly recognised as “good” or better and continuing to improve
3. Complement and strengthen the school’s own self-evaluation and planning through the Single Conversation
4. Provide the basis for a sharp focus on the school’s areas of strength and development, informed by the “Ofsted Evaluation Schedule” and “Guidance to Inspectors”
5. Support each school in arriving at an informed categorisation for “Overall Effectiveness”
6. Inform LA and other support and challenge needs, thereby prioritising support where it is needed most

2. SIP / NCA Annual Report to Governors and categorisation

The SIP/NCA will, in consultation and through discussion with the Headteacher, write a report informed by the evaluation criteria and the school’s own SEF. Once complete, the Head will make the report available to the Chair of Governors and make arrangements for the SIP/NCA to present the report to Governors or an appropriate sub-committee. This process will normally be undertaken in the Spring Term, informed by all data sets and progress and to ensure that support needs are identified early for the following year. Following the report, a letter will be sent to the Chair of Governors and the Headteacher confirming categorisation. This process will be overseen by the Director of Children’s Services. There will be a short review of categorisation following the publication of results in September and, in consultation with Heads, any changes formally communicated to

Heads and Chairs of Governors. Whilst this annual process will be followed, there may be a need, in exceptional circumstances, for categorisation to be re-visited, following consultation with the Headteacher. The Executive Director of Children's Services also reserves the right to intervene and seek further evidence to inform categorisation and/or further action.

3. Applying the Evaluation Schedule and triggering support

In applying the evaluation schedule, also refer to the Additional Guidance, referenced in Appendix I. This, in the main, is taken from guidance notes and briefings issued to inspectors and is extremely helpful in informing an accurate diagnosis. Colour coding denotes the following:

- **Dark Green** – Outstanding overall effectiveness – Very low priority for support
- **Light Green** – Good overall effectiveness or Satisfactory overall with Good Capacity to Improve and Good Leadership and Management - Low priority for support
- **Amber** – Satisfactory overall effectiveness – Medium to high priority for support
- **Red** – Inadequate overall effectiveness. Categorisation is undertaken given all available information at that time. It may be that the school has moved on from that position when Ofsted inspects - High priority for support

*** Schools below floor targets are also considered “High Priority for support” but categorised according to the above criteria, informed by the Ofsted evaluation schedule**

4. Supporting the monitoring of “Amber” / “Red” Schools

Schools identified within a category of “Amber” or “Red” are required to set up a Monitoring Support Group, which will meet every half-term in Secondary and every term in Primary to monitor progress against the “Priorities for Improvement” (informed by the categorisation process).

Primary MSGs are led by the SIP. These are integral to termly SIP monitoring outlined in the Primary SIP Handbook.

Secondary MSGs are chaired by the SIP or NCA. Other membership consists of the Headteacher, the Chair of Governors and/or another member of the Governing Body, SNS lead plus members of the Leadership Team at the discretion of the Headteacher. Following the meeting a short report (2 sides of A4 max or NoV) is produced making judgements about the school's progress, highlighting key strengths and identifying opportunities for support, against the school's “Priorities for Improvement”.

Reports are shared with the Headteacher, for comment, prior to submission to the LA.

In line with national guidance, a “warning notice” will be considered if it is judged that inadequate progress is being made against priorities.

5. Ofsted Categorisation

Ofsted categorisation is dealt with in accordance with the Statutory Guidance on Schools Causing Concern. Schools in an Ofsted category will automatically be categorised as “Red” and will be high priority for support. More can be found out about Ofsted categorisation from their website forms and guidance pages: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance.

6A Prime Outcome Measures. How well are pupils doing taking account of any variation?

	Dark Green	Light Green	Amber	Red
Pupil attainment	<p>A large majority of attainment indicators for the final key stage over the last three years has been significantly above average as indicated in RAISE online.</p> <p>Other data and the pupils' current work indicate that attainment is high. Pupils' attainment in key subjects¹ and the attainment of sizeable groups of pupils are significantly above average.</p>	<p>A majority of attainment indicators for the final key stage over the last three years has been significantly above average, as indicated in RAISE online.</p> <p>Other data and the pupils' current work indicate that attainment is above average. Instances of significantly below average attainment, including in major subjects and for sizeable groups of pupils, are rare and there is a pattern of improvement.</p>	<p>Generally, attainment indicators for the final key stage over the last three years have not been significantly below average overall, in all key subjects and for different groups of pupils, as shown by indicators in RAISE online.</p> <p>Other data and pupils' current work indicate that attainment is average.</p>	<ul style="list-style-type: none"> The general pattern of overall attainment indicators for the final key stage over the last three years has been significantly below average, as indicated in RAISE online. This includes consideration of National Challenge benchmarks. Other data and the pupils' current work indicate that attainment is low. <p>or</p> <ul style="list-style-type: none"> The general pattern of attainment indicators for the final key stage over the last three years for one or more key subjects or sizeable groups of pupils has been significantly below average, as indicated in RAISE online. Other data and the pupils' current work indicate that attainment is low.

¹ '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.

	Dark Green	Light Green	Amber	Red
Quality of pupils' learning and their progress				
Quality of learning for pupils with learning difficulties and/or disabilities and their progress	<p>The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional.</p> <p>Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.</p>	<p>The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects.</p> <p>A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.</p>	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest.</p> <p>The pupils make the progress expected given their starting points and some, although not the majority, may make good progress.</p> <p>Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.</p>	<ul style="list-style-type: none"> The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate. <p>or</p> <ul style="list-style-type: none"> Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects. <p>Or</p> <ul style="list-style-type: none"> Pupils, or particular groups of pupils, make too little progress in one or more key stages.

	Dark Green	Light Green	Amber	Red
Pupils' achievement and the extent to which they enjoy their learning	<p>Achievement is likely to be outstanding when:</p> <ul style="list-style-type: none"> ■ attainment is above average or high and learning and progress are outstanding <p>or</p> <ul style="list-style-type: none"> ■ Attainment is high and learning and progress are good. 	<p>Achievement is likely to be good when:</p> <ul style="list-style-type: none"> ■ attainment is average or above average and learning and progress are good <p>or</p> <ul style="list-style-type: none"> ■ Attainment is average and learning and progress are outstanding. In the most exceptional circumstances, attainment may be low. 	<p>Achievement is likely to be satisfactory when:</p> <ul style="list-style-type: none"> ■ attainment is average, above average or high and learning and progress are satisfactory <p>or</p> <ul style="list-style-type: none"> ■ Attainment is low but improving strongly and learning and progress are good. In exceptional cases, learning and progress may be satisfactory but improving securely and quickly. 	<p>Achievement is likely to be inadequate if either:</p> <ul style="list-style-type: none"> ■ learning and progress are inadequate <p>or</p> <ul style="list-style-type: none"> ■ Attainment is low and shows little sign of improvement, and learning and progress are no better than satisfactory with little evidence of improvement.
The extent to which pupils feel safe	<p>Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. Pupils say they feel safe at school at all times. Parents and carers strongly agree that the school keeps pupils safe. Groups representing a wide range of pupils are entirely confident that issues they raise will be dealt with promptly and effectively by the school.</p>	<p>Different groups of pupils say they feel safe at school. Parents and carers say the school keeps pupils safe and few raise concerns about their child feeling unsafe in school. Pupils generally understand what constitutes an unsafe situation. Pupils have an accurate perspective on their own safety and that of others. Pupils are confident that issues they raise will be dealt with promptly and effectively by the school.</p>	<p>Pupils say they usually feel safe at school and parents and carers agree. Pupils know about the main risks they might face and understand how these risks may threaten their own and others' safety. Pupils are clear that issues they raise will be taken seriously by the school and appropriate action taken.</p>	<ul style="list-style-type: none"> ■ Pupils, or a significant group, who understand what constitutes an unsafe situation at school say they do not feel safe. <p>or</p> <ul style="list-style-type: none"> ■ Pupils have a worryingly inaccurate perspective on their own safety. <p>or</p> <ul style="list-style-type: none"> ■ Pupils have little confidence in the school's ability to deal with safety issues.

	Dark Green	Light Green	Amber	Red
Pupils' behaviour	Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well. There is no evidence of disruptive behaviour.	Pupils' behaviour makes a strong contribution to good learning in lessons. Their behaviour is welcoming and positive. They routinely show responsibility in responding to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerately towards each other.	Pupils behave so that learning proceeds appropriately and time is not wasted. They understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. Around the school, pupils' behaviour is orderly so that public spaces are safe and calm. Pupils are polite and generally respond appropriately to sanctions. Incidents of poor behaviour are uncommon.	<ul style="list-style-type: none"> ■ Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well-being on more than isolated occasions. <p>or</p> <ul style="list-style-type: none"> ■ Time is wasted through persistent low-level disruption, excessive off-task chatter and a lack of attention in too many lessons. <p>or</p> <ul style="list-style-type: none"> ■ Some pupils show a lack of respect for – or direct challenge to – adults or other young people, including instances of racist or sexist behaviour and other forms of bullying.
The extent to which pupils adopt healthy lifestyles	Almost all groups of pupils have a great deal of knowledge and understanding of the factors affecting many aspects of their physical and mental health and emotional well-being. Many pupils have adopted healthy lifestyles. Many groups, including those most at risk, are very keen to	Pupils know and understand many of the important factors which affect the different aspects of their health. Most want to take action to improve their health and participate regularly in activities which enable them to do so. A majority have adopted a healthy lifestyle.	Pupils understand the main threats to their health and how they can be avoided. Some, although not the majority, want to take action to improve their health and do so through activities provided by school. Pupils are generally interested in the school's health	<ul style="list-style-type: none"> ■ A considerable number of pupils are unaware of factors affecting their health and express no wish to improve their knowledge. <p>or</p> <ul style="list-style-type: none"> ■ Few pupils have taken effective action to

	Dark Green	Light Green	Amber	Red
	take action to improve their health and enthusiastically take up activities to do so. A wide range of pupils respond positively to the school's health promotion strategies and are themselves ambassadors for health promotion when talking to others.	Pupils respond well to the school's health promotion strategies and may be involved in running health-related activities.	promotion strategies.	improve their health.
The extent to which pupils contribute to the school and the wider community	Pupils are very proud of and committed to their school community. This is demonstrated by their enthusiastic promotion of a broad range of activities to improve the school and the wider community. Most groups of pupils are represented in taking on responsibilities. Pupils from a wide range of groups have a strong voice in decisions relating to their learning and well-being. The pupils' involvement in the school and their interaction in the wider community are substantial and highly valued.	Pupils value their school community and willingly take on responsibility and participate constructively in school life beyond routine lessons and activities. Pupils hold clear views about their learning and well-being and participate keenly in discussions about these matters. Pupils understand and care about the issues facing their local area and where appropriate suggest and take actions to help improve the school and wider community. Pupils' behaviour in the local area is well regarded.	Pupils take on responsibility and play a constructive role in the school. They have some influence on decisions about school life. They support initiatives to improve aspects of life in school and the wider community. Pupils' behaviour promotes a positive relationship with the school's local community.	<ul style="list-style-type: none"> ■ Pupils generally are reluctant to take on responsibilities or to play a part in the life of the school and wider community. <p>or</p> <ul style="list-style-type: none"> ■ Pupils have little or no influence on decisions which affect the quality of their learning and well-being. <p>or</p> <ul style="list-style-type: none"> ■ Pupils' contribution to the school and wider community has little positive impact.
Pupils' attendance	Overall attendance is high. Attendance is consistently high for all groups of pupils.	Overall attendance is above average. Attendance is above average for all sizeable groups of pupils.	Overall attendance is broadly average. Attendance is at least broadly average for all sizeable groups of pupils. Few pupils are persistently	<ul style="list-style-type: none"> ■ Generally, attendance data over the last three years have been well below the national average and there is little

	Dark Green	Light Green	Amber	Red
			absent.	<p>sign of improvement.</p> <p>or</p> <ul style="list-style-type: none"> ■ The attendance of sizeable groups of pupils is consistently well below average. <p>or</p> <ul style="list-style-type: none"> ■ Too many pupils are persistently absent.
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	<p>The pupils' application of their basic skills across many areas of school life is innovative and highly effective. They have a wide range of well-honed skills that are highly relevant to their next phase of their life in education, training, employment or other constructive activity. They are aspirational, know precisely what they need to do and are determined to succeed. Pupils' attendance is likely to be at least above average and their punctuality exemplary.</p> <p>They learn very well how to deal with change and to be creative in their thinking, bold enough to take well-judged risks and rational in their decision-making. They make very good progress in their financial literacy and in their understanding of the business</p>	<p>The pupils successfully apply their well-developed basic skills for a broad range of purposes and are well equipped with wider skills and personal qualities. They have a good understanding of the next steps they need to take, and intend to take, to succeed in the future. Pupils' attendance is at least average and they are consistently punctual.. They develop a good level of self-confidence and strong team-working skills, which is demonstrated by the initiative and involvement they demonstrate in classroom and other activities. They learn well how to cope with and plan for change, as seen in the open-endedness of their thinking, their measurement of risk and</p>	<p>The pupils apply their basic skills securely in a range of contexts. Pupils develop the wider skills and personal qualities needed to equip them for the next phase of their education or the world of work and training. They recognise the next steps they will need to take to achieve their goals. Pupils' attendance is generally average and they are usually punctual. In exceptional circumstances, attendance may be low but is rapidly improving. They acquire the self-confidence to take the lead occasionally and work adequately with others most of the time, as shown by the level of their interaction in lessons and elsewhere. Learners develop a satisfactory</p>	<ul style="list-style-type: none"> ■ Application of basic skills is weak. <p>or</p> <ul style="list-style-type: none"> ■ A significant minority of pupils are not developing the knowledge, skills and understanding needed to succeed in the next phase of their lives. <p>or</p> <ul style="list-style-type: none"> ■ Pupils' attendance and punctuality generally, or for a significant minority, are poor and show no sign of improvement. Learners do not develop adequate self-confidence and the capacity to work with others, as shown by their passivity or lack of co-operation in lessons and their lack of engagement in other activities. They do not

Dark Green	Light Green	Amber	Red
<p>and the economic environment in which it works. Older learners acquire a clear and realistic understanding of their career options and, through their work experience and other contact with employers, they also develop a very good understanding of the disciplines required by the workplace. There is a very high take-up of education and training after 16.</p> <p>The school has audited its IAG provision against the IAG national standards. It shows that current practice closely matches the quality standards ,a robust action plan is being implemented to address area's identified for development</p> <p>There is provision of impartial careers advice and work related learning for all pupils in Key Stage 4 ,which includes opportunities to develop creativity, key skills enterprise capability, economic and business understanding, and financial capability.</p>	<p>their ability to justify their decisions. They make good progress in their financial literacy and in their understanding of business and the economic framework in which it works. Older learners have an appreciation of their career options and, through their work experience and other contact with employers; they develop a good appreciation of the skills and attributes necessary for success in the workplace. There is a good take-up of education and training after 16.</p> <p>There is clear evidence that the quality standards are mostly being developed, but where practice falls short of what is required, plans are in place and being implemented to bring about improvement Learners are well prepared for their future and in secondary schools there is a strong work-related dimension. Education for safety and health is good, as are the opportunities for enrichment, which are varied, have a high take up and are much enjoyed.</p>	<p>understanding of how to deal with change, to think of alternative solutions and to calculate the risks involved with certain lines of action. They can generally offer adequate reasons for the decisions they make. They make satisfactory progress in their financial literacy and their understanding of how business and the economy work. Older learners have a satisfactory appreciation of their career options and, through their work experience and other contact with employers, they also gain an adequate understanding of the requirements of the workplace, though this may be a little patchy, perhaps due to insufficient experience of work-related environments. The take-up of education and training after 16 matches the national figure. There are substantial areas of the IAG standards which are not being met. These may include lack of clarity about roles and responsibilities or lack of impartiality in provision. A plan have been</p>	<p>become adequately enterprising and understand poorly how to deal with change, look for alternatives, to take measured risks and to make reasoned decisions. They make inadequate progress in their financial literacy and in their understanding of business and its economic environment. Older learners have a poor appreciation of their career options and their work experience and other contacts with employers are too brief or badly planned to yield an adequate understanding of the demands of working life. A high proportion of learners do not take up education or training after 16. Overall, learners are not developing adequately the skills, qualities and motivation that will equip them for work.</p> <ul style="list-style-type: none"> ■ The quality, consistency or impartiality of IAG falls seriously short of the quality of the

	Dark Green	Light Green	Amber	Red
			drawn up to address this but has not been implemented Some additional extra activities are run and usually well attended by older and post-16 pupils. .	requirements of the quality standards. <ul style="list-style-type: none"> There is no adequate plan in place to monitor the quality of IAG or bring about continuous improvements The curriculum is confined to statutory requirements and gives little attention to enriching it. Outside visitors are welcomed but their contributions are rarely developed fully to enrich the curriculum. Some outside visits are organised but are not well used
The extent of pupils' spiritual, moral and cultural development	Pupils think deeply about their own and others' experiences and try to relate them to a clear set of personal values. They have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience. The pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. They have a very good insight, based on first-hand experience, into	Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging enthusiastically in artistic, sporting and cultural opportunities. They respect others' needs and interests and make responsible and reasoned judgements on moral dilemmas. Pupils have a strong sense of common values across different societies. They engage well with a range of groups from different ethnic, religious and	Pupils reflect on their experiences, for example responding with interest to artistic, sporting and cultural opportunities. They show some interest in other people's feelings, values and beliefs, although this is mainly confined to that which is introduced in lessons. They generally know the difference between right and wrong and understand the consequences of their own and others' actions. Pupils engage effectively with	<ul style="list-style-type: none"> Pupils are developing little personal insight, purpose or understanding to nurture their growth as principled individuals. or <ul style="list-style-type: none"> Pupils are not developing the skills, personal qualities or understanding to engage constructively with people from other cultures and backgrounds. or <ul style="list-style-type: none"> Pupils have little understanding of, or

	Dark Green	Light Green	Amber	Red
	similarities and differences between their own and others' cultures and how these are constantly changing. They are open to new ideas, appreciate cultural diversity and challenge racism.	socio-economic backgrounds, including those not represented in the immediate community.	those from different ethnic, religious and socio-economic backgrounds and understand that they share common values.	interest in, their own culture or that of others.

	Dark Green	Light Green	Amber	Red
	<i>teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</i>	<i>feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</i>	<i>informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</i>	
The extent to which curriculum meets pupils' needs including, where relevant, through partnerships	The school's curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The school may be at the forefront of successful, innovative curriculum design in some areas. A curriculum with overall breadth and balance	The school's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being. The curriculum is adjusted effectively to meet the needs of most groups and a range of pupils with highly specific	The curriculum is adequately matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points. Provision for potentially vulnerable pupils is satisfactory. Cross-curricular provision, including literacy, numeracy and	The curriculum has significant shortcomings in meeting the needs of pupils, or particular groups of pupils, and makes insufficient contribution to their learning, enjoyment, well-being or development. There are significant gaps in response to external requirements and local needs. There is weak

Dark Green	Light Green	Amber	Red	
	<p>provides pupils with their full entitlement and is customised to meet the changing needs of individuals and groups. There are highly tailored programmes for a wide range of pupils with different needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly outstanding and there is nothing less than good. As a result, all groups of pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes..</p> <p>The school provides a rich and varied programme of experiences appropriate to the pupils. Pupils respond positively and achieve well. Post-16 enrichment programmes are varied, of high quality and very well</p>	<p>needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly good and there is nothing that is inadequate. Extra-curricular opportunities are varied, have a high take-up across most groups of pupils, and are much enjoyed. Statutory requirements are met and the curriculum is responsive to local needs. There is good provision for literacy, numeracy and ICT. They have many opportunities to contribute to and take on responsibilities in the community. The curriculum provides opportunities for all learners, including those with special educational needs, to progress and develop well. Progression routes are clear and well established. The school works with</p>	<p>ICT is at least satisfactory. Some features of the curriculum may be good. The school has worked with partners to ensure a 14-19 plan is in place and has been shared. General support for most providers. Links with other plans are made but are not necessarily consistent. Some collaborative working between providers and some discussion and planning has taken place to engage more providers. Limited history of successful collaboration. Agreements cover a few of these issues and no clear plans to address any gaps. Course quality is variable with some good and outstanding provision but mostly satisfactory. Little focus and action on improvement at</p>	<p>provision for literacy, numeracy or ICT. There is inadequate provision for education in safety and health and work-related learning. The curriculum excludes significant numbers of learners, belonging to one or more groups, because it does not meet their needs, interests or hopes adequately. The school has a limited range of enrichment activities and chances to take responsibility in the community, or learners do not participate adequately in those that are available.</p> <p>There is no 14-19 plan which has been agreed or owned by the school and partners. Few clear links with other policies – NEET, IAG, targeted youth support etc. Plan contributes little towards</p>

Dark Green	Light Green	Amber	Red	
	<p>supported.</p> <p>The school has worked with partners to assess its level of readiness for delivering the new entitlement. The 14-19 plan is coherent and consistent with other relevant plans. It builds on how the curriculum looks now, PSA targets including L2, L3 and NEET and identifies how to move forward providing detail will inform commissioning plans and use of resources. Collaborative delivery arrangements are in place to deliver the 14-19 agenda. There is a strong record of successful joint working across the area leading to improved outcomes for young people. This includes working with Academies and specialist providers.</p> <p>The school has agreed mechanisms in place to</p>	<p>partners to develop a 14-19 plan which is understood and supported by providers and provides a coherent strategy for improvement. Well-linked to other plans and provides support for current activity including meeting PSA targets. Providers beginning to work collaboratively but limited history of successful working together leading to improved outcomes for young people. Clear plan in place to engage all providers across the area Effective agreements in place covering many of these issues with plans in place to address gaps.. Courses are mostly of high quality and show satisfactory value added. Data collection, monitoring and support are good at partnership level but not consistent</p>	<p>partnership level Practical and applied learning is not universally available across an area and/or is not available to all abilities. Limited offer for diplomas, YAs and apprenticeships. Gaps in progression routes for significant numbers of young people. Limited provision and capacity to support learners at risk of disengagement. Action is patchy, ad hoc and not consistent.</p>	<p>inclusion or improving engagement Little evidence of collaboration between providers in practice to deliver the full 14-19 agenda and no clear plan to bring in all providers. No effective agreements or monitoring framework for collaborative delivery. Courses offered to all young people are not consistently of high quality with some unsatisfactory provision. Partnership support for institutional quality improvement is rare and incoherent</p> <p>There is a narrow range of relevant opportunities of practical and applied options for learners. Little or no Diploma provision, few YA or apprenticeship opportunities. Little work in promoting progression routes for</p>

Dark Green	Light Green	Amber	Red	
	<p>ensure that effective collaborative delivery takes place. These include policies and protocols signed up by all for quality assurance, safeguarding children, transport, data-sharing, funding, timetabling, equality and diversity, access, health and safety and evaluation. Courses offered to all young people are of high quality both through inspection grades and value-added measures. Data on achievement, success rates and value-added is used by the partnership to shape intervention, support and future planning. There is a robust 14-19 quality framework in place which is regularly monitored and updated All young people can access a broad and relevant range of opportunities including</p>	<p>in bringing improvement with all providers Practical and applied learning is widespread but not yet an entitlement. Good range of Apprenticeships, YAs and Diplomas. Progression routes in place for most pathways. Provider network offers a broad range of support and appropriate provision, but it is not yet fully responsive to address the needs of all young people.</p>		<p>practical and applied training. Little systematic action to identify and respond to disengagement. Poor range of provision or such provision that does exist is not flexible or responsive.</p>

	Dark Green	Light Green	Amber	Red
	<p>practical, applied and work based learning with Diplomas and apprenticeships. There are clear and relevant progression routes for all young people within 14-19, and beyond. Effective action to identify from KS3, KS4 and post-16 those at risk of disengagement is in place. Appropriate support and a broad range of provision for all 14-19 year olds is available: including KS4 engagement, FLT, ESF provision, Apprenticeships, practical and applied learning, flexible starts and personalised learning programmes.</p>			
The effectiveness of care, guidance and support	Very well-targeted support for all pupils has enabled them to make the best of the opportunities provided by the school. Excellent attention is given to all	Well-organised arrangements for the care of all pupils contribute to their generally good development and well-being and support their	Pastoral care is generally effective in supporting the needs of all pupils at significant points in their time at school. Support for vulnerable pupils is an	<ul style="list-style-type: none"> Care and support systems have shortcomings which mean that some groups of pupils do not thrive in their learning,

Dark Green	Light Green	Amber	Red
<p>aspects of care, guidance and support. Pupils are known as individuals and have high levels of confidence in the school's ability to advise them effectively. The school's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils facing challenging circumstances is deeply embedded at all levels. An audit of IAG provision against the national Quality Standards has been carried out .It shows that current practice closely matches the Quality Standards. A robust action plan is being implemented to address areas identified for development. The delivery of IAG caters for all abilities, those</p>	<p>learning effectively. Clearly targeted support for groups of potentially vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education. Good-quality advice and guidance are provided consistently, enabling pupils to make confident and well-informed choices about their future. Partners have clear evidence that the Quality Standards are mostly being delivered, but there are significant areas where practice falls short of what is required. Plans are in place and being</p>	<p>established part of the school's provision and plays a useful role in fostering their learning and development. Impartial advice and guidance help pupils to make informed choices about their future. An audit of IAG against the Quality Standards shows that there are substantial areas in which the standards are not met. These may include lack of clarity about roles and responsibilities or lack of impartiality in provision. Plans have been drawn up to address these but have not yet been implemented. There are approaches which attempt to ensure equal access to high quality IAG but these are applied inconsistently. There are some examples of IAG promoting equality,</p>	<p>development or well-being.</p> <p>or</p> <p>The quality of advice and guidance is weak and pupils are insufficiently prepared to make important decisions about their future.</p> <p>The quality, consistency or impartiality of IAG falls seriously short of the requirements of the Quality Standards. There are no adequate plans in place to monitor the quality of IAG or bring about continuous improvement There are few measures in place to ensure that IAG is tailored to meet the needs of each individual. IAG does little to systematically promote equality of opportunity, celebrate diversity or challenge</p>

Dark Green	Light Green	Amber	Red	
	<p>from disadvantaged groups and those with disabilities. IAG activity promotes equality of opportunity, celebrates diversity and challenges stereotypes. The school supports a well established, area-wide approach to IAG which contributes effectively to offering equality of access for young people to the full range of learning opportunities. The school actively promotes the use of a comprehensive and up-to-date local prospectus, setting out what all 14-19 providers in the area offer with supporting tools, including CAP and ILP and linking to neighbouring areas. The prospectus is the primary source information for young people on learning opportunities and is</p>	<p>implemented to bring about improvement There are well developed joint approaches to promoting equality and diversity and challenging stereotypes, which are shared and understood, however further action is required to ensure that they are consistently implemented. There are some effective approaches to tailor the IAG young people receive to their specific needs and circumstances. The area prospectus is well developed and used in the school but does not link to supporting tools (CAP, ILP, Apprenticeships, Learner Support) or to surrounding areas. The prospectus is used mainly by guidance professionals. Information is mainly</p>	<p>celebrating diversity or challenging stereotypes, but are not part of an area wide approach and require further development. The area prospectus indicates some minor gaps in provision especially at 14-19. Usage of the prospectus is not widespread in the school and is not well linked to IAG. Little or no coverage for learners with more specialised needs. Roles and responsibilities for delivery, monitoring and improvement of IAG are planned but have not been fully allocated. Little parental/carer engagement with IAG.</p>	<p>stereotypes. There is no accepted school or area wide approach to address issues of equality and diversity in the provision of IAG The prospectus is little used by young people and is not an integral part of careers education and guidance, or other youth support. Lack of clarity of IAG roles and responsibilities including links with Connexions PA`s Parental/carer engagement is rare.</p>

Dark Green	Light Green	Amber	Red	
	<p>used effectively by young people, parents, carers and guidance professionals. Roles and responsibilities for providing IAG to meet the Quality Standards have been clearly allocated and are well understood. They include monitoring and reporting procedures. Parents and carers play a full role in the provision of IAG and are effectively supported to do so.</p>	<p>targeted at mainstream learners. Roles and responsibilities for delivery, monitoring and improvement of IAG have been allocated but are not yet fully implemented. Some parental/carers engagement with IAG.</p>		

6C How effective are leadership and management?

	Dark Green	Light Green	Amber	Red
<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p> <p>The leadership and management of teaching and learning</p>	<p>The senior leadership team and other leaders and managers are conspicuously successful in inspiring the school community to share a strong sense of purpose which involves work towards meeting or sustaining ambitious targets for all pupils. Morale is very high and belief in the school's success runs through all levels of staff. Rigorous and extensive monitoring, searching analysis and self-challenge enable the school, together with its significant partners, to devise exceptionally well-focused plans. Actions taken by the school and, where relevant, its partners are implemented with precision and managed thoroughly. As a result, the quality of teaching is</p>	<p>The senior leadership team and many middle leaders and managers consistently communicate high expectations to staff about securing improvement. They galvanise the enthusiasm of staff and channel their efforts to good effect. Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to teaching, other provision and outcomes. Planning involves any relevant major partners, and is founded on robust evidence and good-quality data. It is tackling key areas of weakness, including those in teaching, systematically and building on areas of strength. As a result,</p>	<p>The senior leadership team and other leaders and managers are motivated to seek further improvement and are effective in focusing the school's efforts on priorities. Senior leaders and managers monitor accurately the progress and well-being of all pupils and the quality of teaching and learning. Target-setting is based on accurate assessment information but is only adequately challenging. The school implements suitable plans aimed at improving areas of weakness and is taking effective steps to secure high-quality teaching. Expectations are sufficiently high to bring about outcomes which are broadly satisfactory and improving or, if</p>	<ul style="list-style-type: none"> ■ Leaders and managers are not taking effective steps to embed their ambition for the school. or ■ The school is not using target-setting effectively to raise expectations and improve outcomes. or ■ Leaders and managers do not drive and secure improvement. or ■ Leaders and managers are not taking effective steps to secure satisfactory and better teaching.

	Dark Green	Light Green	Amber	Red
	at least good and leaders and managers at all levels are taking highly effective steps to drive up the quality of teaching still further. Consequently, outcomes in achievement and well-being for most pupils are good, and some are exceptionally high.	teaching is at least satisfactory and improving. Target-setting is realistic and challenging. Consequently, outcomes are generally good, or there is substantial evidence that they are improving strongly.	lower, there is substantial evidence that they are improving strongly.	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	Governors make a highly significant contribution to the work and direction of the school. They have high levels of insight, are extremely well organised and thorough in their approach. They are vigorous in ensuring that all pupils and staff are safe. In discharging their statutory responsibilities, they have highly robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review	The governing body has the capacity to meet the school's needs and is influential in determining the strategic direction of the school. Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively. They are fully and systematically involved in evaluating the school. Their relationships with staff are constructive and they show determination in challenging and supporting the school in	Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. They are well organised, are visible in the school community, and support staff and pupils. Most governors know the strengths and weaknesses of the school and understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The governing body holds the school to account	<ul style="list-style-type: none"> ■ The governing body has too little impact on the direction and work of the school. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ■ The governing body does not challenge the school to address weaknesses and bring about improvement. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ■ The governing body's negligence in failing to meet its statutory requirements

	Dark Green	Light Green	Amber	Red
	and acting upon their findings. Governors are innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge to hold the school to account. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the school. They use these views to inform strategic priorities for development.	tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of parents and pupils and mechanisms for acting on these.	for tackling important weaknesses. Governors engage often with parents and pupils and respond quickly to their views and any significant concerns they may have.	places the pupils' achievement or well-being at risk.
The effectiveness of the school's engagement with parents and carers	The school has a highly positive relationship with all groups of parents and carers, particularly those groups of parents and carers who might traditionally find working with the school difficult. Parents and carers are	The school has a highly positive relationship with most groups of parents and carers. The school regularly asks parents and carers for their views and ensures that these are used to inform important decisions about whole-	The school has a generally positive relationship with parents and carers. The school regularly seeks and takes account of the views of different groups of parents about important issues. There is a regular exchange of	<ul style="list-style-type: none"> Parents and carers, or particular groups of parents and carers, are not sufficiently involved in supporting and making decisions about their

Dark Green	Light Green	Amber	Red	
	<p>heavily involved in decision-making on key matters through well-established procedures. Parents and carers are exceptionally well informed about all aspects of their own children's achievement, well-being and development. The school provides tailored guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects. All groups of parents and carers are able to communicate with the school through a wide range of media. Consistent and productive partnerships ensure that parents and carers are strongly engaged with their children's learning and the school's work. The school's systems for keeping parents</p>	<p>school matters. Parents and carers are kept well informed about their children's achievement, well-being and development. The school helps parents and carers to support their children's learning in different ways. The effective liaison with parents and carers contributes to improvements in pupils' achievement, well-being and development. There are clear and accessible channels for parents and carers to communicate with the school which the school actively encourages parents to pursue. The school's systems for keeping parents informed about aspects of its work run smoothly.</p>	<p>information with parents and carers, providing them with adequate information on how well their children are achieving, their well-being and development. There are some general strategies to help parents and carers support their child's learning. There are clear and accessible channels for parents and carers to communicate with the school. The school generally keeps parents up-to-date about the main events in its calendar.</p>	<p>children's well-being.</p> <p>or</p> <ul style="list-style-type: none"> ■ The school does not take sufficient account of parents' and carers' views, or the views of particular groups of parents and carers, so that they have too little say in decisions about whole-school matters. <p>or</p> <ul style="list-style-type: none"> ■ Communication between the school and parents and carers, or particular groups of parents and carers, is poor.

	Dark Green	Light Green	Amber	Red
	informed about aspects of its work ensure parents and carers have coordinated, up-to-date, accurate and timely information.			
The effectiveness of partnerships in promoting learning and well-being	The school is highly committed to working in partnership and participates fully and actively in developing, implementing and taking a leading role in a range of significant activities. These activities themselves, and/or the resulting improvements in the school's provision and leadership and management, make a consistently excellent contribution to pupils' good and often outstanding achievement and well-being. Partnership activity provides excellent value for money because it benefits pupils in aspects and in ways	A range of partnership activities, and/or the resulting improvements in the school's provision and leadership and management, make a strong contribution to at least satisfactory, and often good, achievement and well-being for pupils. Partnership activity provides good value for money because it contributes to improved and generally good outcomes for pupils in aspects which the school alone could not provide. The school understands the value of what it has to offer and seeks ways to support other institutions Facilities are shared but	Partnership activities, and/or the resulting improvements in the school's provision and leadership and management, contribute to pupils' satisfactory or better achievement and well-being. Partnership activity provides satisfactory value for money because it contributes to satisfactory and improving outcomes for pupils in aspects which the school alone could not provide. Uncoordinated and limited sharing of facilities across a narrow range of occupational areas. Plans are not shared or communicated amongst partners, resulting in	<ul style="list-style-type: none"> ■ Partnership activity does not result in worthwhile improvements in the achievement or well-being of pupils because it is ineffective or poorly developed. <p>or</p> <ul style="list-style-type: none"> ■ Partnership activity provides poor value for money. ■ Facilities only benefit single instructions. ■ Capital plans are developed in isolation.

	Dark Green	Light Green	Amber	Red
	<p>which could not be provided otherwise. Existing facilities are shared between partners to ensure high quality delivery of a broad curriculum offer, enabling access for all and value for money. The school is part of a 14-19 Partnership that has an agreed understanding and plan for how capital funding can be acquired and used to develop high quality facilities required for the 14-19 agenda, anticipating changes in diploma and wider curriculum development and regeneration reflecting current and emerging skills needs. Partners plan reflect the strategy and are shared</p>	<p>they are insufficient to deliver the full entitlement. There is agreed capital funding but not fully thought out in order to deliver the full entitlement in 2013.</p>	<p>inefficient use of resources.</p>	
<p>The effectiveness with which the school promotes equal opportunity and tackles discrimination</p>	<p>The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are</p>	<p>The school adopts recommended good practice across all areas of its work. The school's well-developed quality</p>	<p>All safeguarding regulations and duties are met and arrangements and policies for</p>	<p>■ Safeguarding regulations and duties are not met. or ■ Arrangements for</p>

	Dark Green	Light Green	Amber	Red
	<p>understood and acted upon consistently at all levels. Consequently, the outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness. There is no discrimination and where there has been any evidence of inequality this has been tackled exceptionally well.</p>	<p>assurance and risk assessment systems take account of the views of pupils and parents. These are acted upon to make effective improvements to the safeguarding systems. Training of all staff, in particular child protection, is of good quality. The school integrates issues about safety and safeguarding into the curriculum so that pupils have a strong understanding of how to keep themselves safe. The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils.</p>	<p>safeguarding are in line with government requirements and systematically reviewed. All staff have been suitably trained and have the skills and expertise required. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Arrangements for interagency working are effective. The school knows which of its pupils are most at risk and gives priority to safeguarding their welfare, including pupils who are excluded or persistently absent.</p>	<p>safeguarding are not robust and there is no system to maintain and update them, or the systems that are in place are ineffective.</p> <p>or</p> <ul style="list-style-type: none"> ■ Pupils do not receive sufficient information, or support, to enable them to keep themselves safe. <p>Or</p> <ul style="list-style-type: none"> ■ There is little or unproductive involvement of key agencies.
The effectiveness of safeguarding procedures	<p>The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The</p>	<p>The school adopts recommended good practice across all areas of its work. The school's well-developed quality assurance and risk assessment systems</p>	<p>All safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with government</p>	<ul style="list-style-type: none"> ■ Safeguarding regulations and duties are not met. <p>or</p> <ul style="list-style-type: none"> ■ Arrangements for safeguarding are not robust and

	Dark Green	Light Green	Amber	Red
	<p>school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. The school's collaborative working with other key agencies is exemplary.</p>	<p>take account of the views of pupils and parents. These are acted upon to make effective improvements to the safeguarding systems. Training of all staff, in particular child protection, is of good quality. The school integrates issues about safety and safeguarding into the curriculum so that pupils have a strong understanding of how to keep themselves safe. The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils.</p>	<p>requirements and systematically reviewed. All staff have been suitably trained and have the skills and expertise required. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Arrangements for interagency working are effective. The school knows which of its pupils are most at risk and gives priority to safeguarding their welfare, including pupils who are excluded or persistently absent.</p>	<p>there is no system to maintain and update them, or the systems that are in place are ineffective.</p> <p>or</p> <ul style="list-style-type: none"> ■ Pupils do not receive sufficient information, or support, to enable them to keep themselves safe. <p>or</p> <ul style="list-style-type: none"> ■ There is little or unproductive involvement of key agencies.
The effectiveness with which the school promotes community	The school acts vigorously and successfully, using	The school demonstrates that it makes a strong	The school has taken a set of actions based on an informed	<ul style="list-style-type: none"> ■ The school has an inadequate understanding of

	Dark Green	Light Green	Amber	Red
cohesion	information from an incisive analysis of its religious, ethnic and socio-economic context at local and national levels to focus its exceptional contribution to community cohesion. It evaluates its work rigorously in order to build on its many strengths. The school's actions have a markedly beneficial impact on community cohesion within its local community and beyond. The school community is highly cohesive and the pupils have a strong understanding of what is required to maintain this state.	contribution to promoting community cohesion based on a clear analysis of its religious, ethnic and socio-economic context. It evaluates its contribution to community cohesion and can identify clear impact but this may be uneven across the three strands. There are effective plans that promote engagement with a range of community groups beyond the school and the immediate community. The impact of its work is felt strongly within the school and pupils from different backgrounds get on noticeably well with each other.	understanding of its religious, ethnic and socio-economic context. It is actively promoting community cohesion within the school community and is reaching out to other communities. Its work has a generally positive impact within the school, which is a largely cohesive community, but there may be only limited evidence of its success in promoting community cohesion beyond the school. Evaluation of its work is patchy but provides some relevant information.	<p>the religious, ethnic or socio-economic factors which define its context.</p> <p>or</p> <ul style="list-style-type: none"> ■ It does not plan or evaluate its contribution to community cohesion either within or beyond the school. <p>or</p> <ul style="list-style-type: none"> ■ The school's work makes little effective contribution to community cohesion so that the school itself is not a cohesive community.
The effectiveness with which the school deploys resources to achieve value for money	Outcomes for individuals and groups of pupils are outstanding. There are no major shortcomings evident in the use or	Outcomes for individuals and groups of pupils are good. There are no major shortcomings evident in the use or management	Outcomes for individuals and groups of pupils are satisfactory. There are no major shortcomings evident in the use or	<ul style="list-style-type: none"> ■ Outcomes for individuals and groups of pupils are inadequate. <p>or</p> <ul style="list-style-type: none"> ■ Outcomes may be

	Dark Green	Light Green	Amber	Red
	management of resources.	of resources.	management of resources.	satisfactory or better but there are major shortcomings in the management of resources, such as a significant deficit or surplus.

6ey How effective is the Early Years Foundation Stage?

	Dark Green	Light Green	Amber	Red
Outcomes for children in the Early Years Foundation Stage	<p>For most children, the outcomes are at least good and the majority of outcomes are outstanding. Children are eager to attend and make significant gains in their learning. They have consistently good and often excellent levels of achievement and most children demonstrate outstanding progress in developing the skills that will help them in the future. Children play a dynamic role in their learning and, wherever possible, offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Relationships are very strong at all levels, and children respect and tolerate each other's differences. All children</p>	<p>Most children, including those with learning difficulties and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals in most areas of learning. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They often share responsibility for decisions about routines. Most children demonstrate a willingness to keep</p>	<p>Overall, children make sound progress in their learning, although this may be stronger in some areas of learning. Most children are broadly content, settled and willingly take part in activities. They make some choices about the activities they engage in and, on occasion, share responsibility for decisions. Children know and comply with safety, health and care routines. Most show they usually feel safe when at the setting/childminder, and this is supported by parents' views. Children understand that unacceptable behaviour may put others at risk of harm. They generally know how to behave and how to use and care for their environment and</p>	<ul style="list-style-type: none"> ■ The goals that children reach within the educational programmes are not high enough when set against their capabilities and starting points. As a result, a significant number do not make sufficient gains across the areas of learning and/or particular groups of pupils underachieve significantly. <p>or</p> <ul style="list-style-type: none"> ■ Children do not show enthusiasm for learning and some are reluctant to engage; they may remain unsettled and spend much of their time with little

	Dark Green	Light Green	Amber	Red
	show that they are developing a very good understanding of how to keep themselves safe and healthy. They demonstrate exceptionally positive behaviour and high levels of self-control. Older and more able children say they feel safe at the setting/school. Children are confident to share concerns with their key person/childminder or other adults at the setting/school.	themselves and others safe through their good behaviour. They show that they feel safe and they share concerns with their key person/childminder.	resources, but sometimes need reminders.	purpose, gaining little confidence and self-assurance. Some children are isolated or integrate poorly and are unable to work and play effectively either independently or with others. Arguments over resources, or disputes about sharing, may lead to aggressive behaviour which puts themselves and others at risk. They are not developing the social and learning skills that will equip them well enough for the future.
The quality of provision in the Early Years Foundation Stage	The provision is at least good in all major aspects and is exemplary in most. A highly stimulating and welcoming environment fully reflects the children's	Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes	The provision is satisfactory in all major aspects, and may be good in some. Adults have a sound knowledge of the	<ul style="list-style-type: none"> ■ Adults' knowledge of the learning and development and/or welfare requirements and guidance is

Dark Green	Light Green	Amber	Red	
	<p>backgrounds and the wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high-quality observations is rigorous and the information gained is used very effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates children. Adults consistently give the highest priority to safeguarding all children. Children's health, safety and well-being are significantly enhanced by the robust and highly</p>	<p>children's learning, social, physical and economic well-being. An interesting, well-equipped and welcoming environment successfully reflects most children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. Relationships are good and children's behaviour is managed well.</p>	<p>learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. Observation and assessments and their use in planning are satisfactory, and generally consistent in quality. Adults generally manage children and their behaviour appropriately. They provide a secure environment which reflects the children's backgrounds and some sections of the wider</p>	<p>inadequate and the specific requirements² that have a significant impact on children are not met. This may be because systems are weak and some records, policies or procedures are missing or out of date. Staff are insufficiently vigilant to protect children's safety and well-being.</p> <p>or</p> <ul style="list-style-type: none"> ■ Adults do not have a clear enough understanding of the children's needs because observations are not frequent or accurate enough to monitor children's progress and to plan appropriate

² As set out in the *Statutory framework for the Early Years Foundation Stage* (00267-2008BKT-EN), DCSF, 2008.

	Dark Green	Light Green	Amber	Red
	<p>consistent implementation of policies, procedures and practice that are individual to the setting. Practitioners are highly skilled and sensitive in their management of children and their behaviour. Relationships are excellent.</p>	<p>There are effective partnerships with parents/carers, other agencies and providers.</p>	<p>community. Relationships are secure. Adults work sufficiently well with parents/carers and external agencies to meet the needs of the majority of children. Policies and procedures are adequate. Where outdoor play space is not regularly accessible, effective alternatives are planned.</p>	<p>activities.</p> <p>or</p> <ul style="list-style-type: none"> ■ Some individuals and/or groups of children, such as those with learning difficulties and/or disabilities, are not sufficiently well supported and integrated; this may be because partnerships with parents and external agencies are not sufficiently well developed.
<p>The effectiveness of the Leadership and Management of the Early Years Foundation Stage</p>	<p>Leadership and management are at least good in all aspects and are exemplary in most, especially safeguarding. Those in charge have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. Staff, children and their parents have contributed to rigorous self-evaluation</p>	<p>Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Self-evaluation takes into</p>	<p>No major aspects of leadership and management are inadequate, and some may be good, as shown by their impact on the children. Areas of weakness have been identified and those in charge demonstrate the capacity to tackle them effectively. The deployment of resources and training</p>	<ul style="list-style-type: none"> ■ Leadership and management are inadequate if any one of the overarching requirements is not met. <p>or</p> <ul style="list-style-type: none"> ■ The quality of self-evaluation is inadequate and those in charge have too little

Dark Green	Light Green	Amber	Red	
	<p>and the development of a clear and achievable plan which supports continuous improvement. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. Children's needs are exceptionally well met through highly effective partnerships between staff, parents and their children, external agencies and other providers. Leaders and managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children. There are no breaches of specific requirements.</p>	<p>account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they have raised children's achievement and made improvements to provision. Resources are well deployed, including any extended services, to improve outcomes for children. Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. Effective links exist with parents/carers and other agencies and providers. If there is a breach of the specific requirements it is minor, and has no impact on the safety and well-being of children.</p>	<p>opportunities is satisfactory. Safeguarding procedures are secure and all the required checks have been carried out. The staff are suitably trained and know what action to take in the event of a safeguarding issue. Adults generally work well with parents, other settings and/or external agencies to meet the diverse needs of the children. Any breaches of specific requirements do not have a detrimental impact on the safety and well-being of children or on the extent to which the overarching requirements³ are met.</p>	<p>impact. They are insufficiently focused on raising achievement and promoting the other outcomes and do not target the use of resources sufficiently well to bring about improvements.</p> <p>or</p> <ul style="list-style-type: none"> ■ Links with parents/carers and/or others supporting children's care and education are not strong enough to ensure that individual needs are met. The views of others (e.g. children, parents, external partners) are rarely sought and, if they are, little is done to address the issues or concerns raised.

	Dark Green	Light Green	Amber	Red
Overall effectiveness – how well does the setting/school meet the needs of the Early Years Foundation Stage	The setting is highly effective. Outcomes are consistently good and exemplary in significant elements. All major aspects of the provision are at least good and excellent in most respects. Highly effective partnerships between providers, parents and other agencies ensure individual children’s needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement, are outstanding. Outcomes for children and the quality of provision are at least good and one is outstanding.	All the three other key judgements are at least good. Children make good progress in their learning. Effective arrangements exist to ensure their safety and health and encourage their involvement in their school/setting or wider community. Strong links with parents/carers help to involve them in their children’s care and education, and they are kept very well informed of their children’s progress. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.	To be satisfactory, all key judgements must be at least satisfactory and may be good in some respects.	Overall effectiveness is likely to be judged inadequate if any of the key judgements are inadequate: <ul style="list-style-type: none"> ■ outcomes or <ul style="list-style-type: none"> ■ provision or <ul style="list-style-type: none"> ■ leadership and management.

6A2 How effective is the sixth form?

	Dark Green	Light Green	Amber	Red
Outcomes for students in the sixth form	Students' academic progress overall is outstanding and there are no significant variations in progress between different groups. Success rates and attendance are high. Students thrive and are highly supportive of each other. Students contribute extensively to the school or college and wider community.	Most groups of students make at least good progress and some may make outstanding progress, with no significant variation between groups. Success rates and attendance are above average. Students readily take responsibility for their own well-being and that of others. Students make a strong positive contribution to the life of the institution and their wider communities.	Students make the progress expected given their starting points and some, although not the majority, may make good progress. Success rates and attendance are broadly average. Students develop sensible and mature attitudes to their well-being and that of others. Students regularly contribute to the community in their own institution and wider communities.	<ul style="list-style-type: none"> ■ A significant number of students do not make the expected progress given their starting points and capabilities. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ■ There are unacceptable variations in the progression of different groups of students. As a result, too many leavers are not in education, employment or training or progress to employment without training. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> ■ A significant number of students have too little regard for their own well-being and that of others or

	Dark Green	Light Green	Amber	Red
				feel unsafe.
The quality of provision in the sixth form	<p>Highly effective and sometimes inspirational teaching, with activities sharply and accurately focused on meeting individual students' needs, enables students to learn well in the classroom and/or other learning environments. Curriculum programmes and activities are highly effective and may be innovative in meeting students' needs and those of the wider community. Arrangements for support, care and guidance are of the highest quality. As a result of this high-quality provision across the board, outcomes for students at all levels are outstanding.</p>	<p>Teaching and assessment are used effectively to enable students to learn well. Programmes and activities are well matched to students' different needs. Support, guidance and care ensure students are well prepared for learning and the challenges they will face after leaving school or college. This generally good provision leads to good outcomes.</p>	<p>Teaching and assessment have no major weaknesses and may be good in some subjects. Programmes and activities meet the needs of most and, along with the support, care and guidance provided, help prepare students adequately for the next phase in their lives. Consequently, outcomes for students are generally satisfactory and sometimes good.</p>	<ul style="list-style-type: none"> ■ Teaching, training and assessment do not adequately support learning and development. <p>or</p> <ul style="list-style-type: none"> ■ The curriculum programmes and activities do not adequately meet the needs and interests of students or significant groups of students. <p>or</p> <ul style="list-style-type: none"> ■ Support, care and guidance do not adequately promote students' progress and well-being.

	Dark Green	Light Green	Amber	Red
The effectiveness of the Leadership and Management of the sixth form	The ambitious plans and high expectations of leaders and managers are shared and welcomed by staff, students and parents. The relentless drive to improve outcomes for students, highly effective self-evaluation and planning result in at least good outcomes for most students. Any unevenness between outcomes for different groups is minimal or reducing rapidly. Safety procedures are clear, consistently and diligently applied and kept under regular review. Engagement with students, parents/carers and partners makes an excellent contribution to the students' improving outcomes. The management of resources is highly effective.	Leaders and managers effectively share ambitious plans with staff. The strong focus on improving outcomes for students, self-evaluation and planning successfully tackle key areas of weakness and build on areas of strength. Consequently, outcomes are generally good or are improving strongly. Any gaps in outcomes between different groups are closing rapidly. Safety procedures are clear, consistently and diligently applied, and kept under regular review. Engagement with students, parents/carers and partners makes a strong contribution to the students' improving outcomes. Resources are well managed.	Leaders and managers share with staff a clear idea of how the sixth form should improve. They know the major strengths and weaknesses, and have plans that are aimed at improving students' outcomes. There are no major lapses in applying safety procedures. Engagement with students, parents/carers and partners is helping to improve the students' outcomes. Management of resources contributes to the generally satisfactory student outcomes.	<ul style="list-style-type: none"> ■ Monitoring, evaluating and planning are weak and do not lead to improved student outcomes. <p>or</p> <ul style="list-style-type: none"> ■ Equality and diversity are not promoted and unlawful discrimination is not tackled. <p>or</p> <ul style="list-style-type: none"> ■ Safeguarding procedures are inadequate. <p>or</p> <ul style="list-style-type: none"> ■ Resources are poorly managed and do not provide value for money. <p>or</p> <ul style="list-style-type: none"> ■ Links with students, parents and partners are poorly developed and do not promote improvement.

	Dark Green	Light Green	Amber	Red
Overall effectiveness of the sixth form	Overall effectiveness is likely to be outstanding when the quality of provision and leadership and management are at least good and outcomes for students are outstanding. There has been exceptional improvement, or previously outstanding performance has been securely maintained, as a result of highly effective leadership and management and provision which enable the students to meet highly ambitious targets.	Overall effectiveness is likely to be good when the quality of provision and leadership and management are at least satisfactory and outcomes for students are at least good. Overall performance has improved greatly or has consolidated and improved on previously good or outstanding performance. Leadership and management and provision enable students to achieve realistic but challenging targets.	Overall effectiveness is likely to be satisfactory when the quality of provision, leadership and management and outcomes for students are all at least satisfactory. There is a trend of improvement in the overall performance, despite a few remaining weaknesses. Leadership and management and provision enable students to meet targets which lead to satisfactory progress. Systems are embedded sufficiently to enable further improvement.	<ul style="list-style-type: none"> ■ Outcomes for students are inadequate. <p>or</p> <ul style="list-style-type: none"> ■ The quality of provision is inadequate. <p>or</p> <ul style="list-style-type: none"> ■ Leadership and management are inadequate.

6D Summative judgements – Overall effectiveness

	Dark Green	Light Green	Amber	Red
Outcomes for individuals and groups of pupils	<ul style="list-style-type: none"> ■ how well pupils achieve and enjoy their learning ■ the extent to which pupils feel safe ■ pupils’ behaviour ■ the extent to which pupils adopt healthy lifestyles ■ how well pupils contribute to the school and the wider community ■ how well pupils develop workplace and other skills that will contribute to their future economic well-being ■ pupils’ spiritual, moral, social and cultural development. 			
	<p>Achievement and at least one other emboldened judgement are outstanding and all other outcomes are at least good.</p> <p>or</p> <p>Achievement is good and at least four of the remaining emboldened judgements, including behaviour, are outstanding. No emboldened judgement is less than good.</p>	<p>Achievement, behaviour, the extent to which pupils feel safe and at least one other emboldened judgement are good, with none inadequate. Some emboldened judgements may be outstanding.</p>	<p>All emboldened judgements are at least satisfactory and some may be good or better.</p>	<p>One or more of the emboldened judgements is inadequate.</p>

	Dark Green	Light Green	Amber	Red
The school's capacity for sustained improvement	The pursuit of excellence in all of the school's activities over a considerable period of time has led to exceptional improvement, or has securely maintained and built on previously outstanding performance in key areas. Self-evaluation at all levels is grounded in sophisticated and accurate analysis and is used unflinchingly to compare performance against the most stretching of benchmarks and to plan accordingly. Leaders and managers embed ambition and drive and secure improvement highly effectively. Processes for managing the performance of staff and for their professional development are used exceptionally well and systems to support the school's further development are well established and accepted.	Action to overcome weaknesses in teaching, other provision and outcomes is likely to have been concerted and effective. Performance in key areas has crossed a grade boundary or has consolidated and improved on previously good or outstanding performance. Senior leaders, managers and the governing body have an accurate picture and understanding of the school's strengths and weaknesses. Leaders and managers embed ambition and drive and secure improvement well. They articulate confidently and plan effectively what the school needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.	The school has focused on improving areas of weakness in teaching, other provision and outcomes and there is a trend of improvement in key areas despite a few remaining weaknesses. Self-evaluation is broadly accurate but planning lacks sharpness about what the school needs to do to make significant progress. Leaders and managers embed ambition and drive and secure improvement satisfactorily. Essential systems are embedded sufficiently to enable the school to continue improving and are not solely dependent on only one or two senior leaders.	<ul style="list-style-type: none"> ■ Despite remedying a few small areas of weakness, perhaps quite recently, improvements to teaching, other provision and outcomes since the last inspection are fragile. <p>or</p> <ul style="list-style-type: none"> ■ Self-evaluation lacks rigour and is wide of the mark in its conclusions. <p>or</p> <ul style="list-style-type: none"> ■ The current leaders and managers are ineffective in tackling weaknesses and securing improvement.

	Dark Green	Light Green	Amber	Red
Overall effectiveness: how good is the school?	<p>Overall effectiveness is likely to be outstanding when:</p> <p>Outcomes for individuals and groups of pupils and The school's capacity for sustained improvement are at least good with either or both judged to be outstanding. The majority of judgements in the quality of provision are outstanding. The judgement for The effectiveness with which the school promotes equal opportunity and tackles discrimination is at least good.</p>	<p>Outcomes for individuals and groups of pupils and The school's capacity for sustained improvement are both good or, in exceptional circumstances, it may be that the school's capacity for sustained improvement is satisfactory. The majority of judgements in the quality of provision are good.</p>	<p>Outcomes for individuals and groups of pupils and The school's capacity for sustained improvement are at least satisfactory, as are all aspects of provision. The effectiveness with which the school promotes equal opportunity and tackles discrimination and the effectiveness of safeguarding procedures are at least satisfactory.</p>	<p>Overall effectiveness is inadequate if any of the following are inadequate:</p> <ul style="list-style-type: none"> ■ Outcomes for individuals and groups of pupils ■ The school's capacity for sustained improvement ■ The effectiveness with which the school promotes equal opportunity and tackles discrimination ■ The effectiveness of safeguarding procedures ■ Key aspects of provision.

Appendices I and II

Appendix I ***Additional Guidance in separate document. Includes Guidance Notes to Inspectors, as available on Ofsted website.***

Appendix II ***Annual Report to Governors as a separate document***