



Curriculum
& Assessment

School Inspection Toolkits

Achievement | Attendance and Behaviour | Curriculum and Teaching | EYFS | EYFS for Different Provision Types
| Inclusion | Leadership and Governance | Personal Development and Wellbeing | Safeguarding

Grading Curriculum and Teaching

Strong Standard	Evidence
Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:	
Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.	•
Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.	•
Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.	•
Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.	•
The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.	•
Actions	
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Grading Leadership and Governance

Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
Accurate Self-Evaluation and Strategic Priorities	<p>Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.</p>	<ul style="list-style-type: none"> • Are the unique characteristics, strengths, barriers for our school known by all leaders, including governors? • Are there any specific groups, not identified in the IDSR, with particular challenges e.g. new to the education system? • How accurate and coherent are leaders' self-evaluation and improvement priorities across the school? • How are the key priorities in the SDP determined? • Consider how these priorities meet the needs of the various groups including disadvantaged, SEND and children known or previously known to social care. • What systems are in place to ensure you are making progress towards your key priorities? • Are monitoring systems rigorous? • How do your findings shape next steps and strategic decisions? • Does the school week meet the DfE's minimum expectation of 32.5 hours per week, where applicable • How secure is the school's capacity to improve without dependence on external support?
Evidence		Actions
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Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
<p>Effective Governance</p>	<p>Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff wellbeing and workload.</p>	<ul style="list-style-type: none"> • Are governors fully aware of the context of the school and are they involved in identifying key priorities and setting the strategic direction? • Do minutes show evidence of challenge? • Do governors understand and fulfil their statutory duties as laid out in Academy Trust Governance Guidance/maintained Schools Governance Guide e.g. educational standards, finance oversight, safeguarding, strategic leadership, etc? • How do governors evaluate the impact of schools work e.g. meet with subject leaders, learning walks, looking at children's work, pupil voice? • Do governors have high expectations of pupil outcomes, and do they compare themselves to national standards? • Can governors articulate the impact public DfE grant spending e.g. pupil premium, PE grant, etc? • Do governors hold leaders to account for the support and provision including that for digital technologies for all pupils including vulnerable groups, (including disadvantaged, SEND, known or previously known to social care and others that may face barriers) and how this impacts on their outcomes and development? • Are governors given sufficient information e.g. data reports, monitoring summaries, external viewpoints to enable them to evaluate school performance and are these all reflected in the SDP? • Do governors monitor the appropriateness of professional learning and the impact this is having on improving outcomes? • Do governors consider workload and wellbeing of leaders and staff?
Evidence		Actions
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Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
Professional Culture	Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.	<ul style="list-style-type: none"> • Is there a culture that promotes transparency and honesty? • Are there effective behaviour systems resulting in respectful relationships? • Do leaders model respectful conduct and set high expectations? • Are Headteacher Standards and Teachers' Standards used in the performance management process? • Does the school fulfil all statutory and non-statutory requirements? E.g. equality policy etc. • Are leaders' decisions consistently in pupils' best interests and aligned to the school's values?
Evidence		Actions
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Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
Collaborative Leadership	Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.	<ul style="list-style-type: none"> • Are the vision and priorities developed and shared with the school community? • Is change managed effectively and do leaders consult and take feedback on school policies? • Are there effective communication systems? • Do systems support open dialogue and collaborative reflection? • Do leaders prioritise staff workload to ensure time is used effectively?
Evidence		Actions
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Expected Standard	Prompts to Consider
<p>Leadership and governance meet the ‘expected standard’ when all the following apply:</p>	
<p>Evidence-Informed Professional Development</p>	<p>The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.</p> <ul style="list-style-type: none"> • Is directed time used effectively and is appropriate time given for professional learning? • Does performance management include training needs of senior leaders? • Are leaders and staff given opportunities to research current thinking and help shape priorities? • Is statutory and non-statutory guidance used to inform the professional learning programme? • Do leaders and staff share good practice and given opportunities to coach others? • Is adequate PPA time provided and protected for all teachers? • Are leaders given dedicated leadership time for strategic oversight and is this time protected? • Are ECTs given the correct release time as laid out in STPCD, provided with mentor support and is there a personalised plan in place to meet their development needs? • If the school hosts any students, does it ensure the requirements of ITT are followed and students are given the required support to improve their teaching? • Is the professional learning programme based on school priorities and does it: <ul style="list-style-type: none"> ○ Facilitate team planning, and collaboration for cross phase working? ○ Enable collaboration so teachers understand the school’s approach to delivering the intended curriculum? ○ Enable collaboration so teachers understand the school’s approach to attendance, behaviour and pastoral care? ○ Build teachers skills and knowledge in each subject including the staff who are non-specialists? ○ Provide training on adaptations for those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing? ○ Use accredited providers and encourage partnerships with e.g. universities, NPQs etc?
Evidence	Actions
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
Safe, Supportive Culture	Leaders support staff's wellbeing and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.	<ul style="list-style-type: none"> • How well do leaders build a professional culture? • e.g. code of conduct, dignity at work, equal opportunities (Equality Act 2010) etc to protect staff from bullying, unlawful discrimination, harassment and victimisation? • Are any issues dealt with and recorded appropriately, involving HR and governors where necessary? • How do leaders develop staff expertise? • Do leaders take account of staff's wellbeing and make sure their workload is manageable? • Do staff feel supported and valued? How do you know? E.g. questionnaires, wellbeing groups etc .
Evidence		Actions
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Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
Trust and Engagement	Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.	<ul style="list-style-type: none"> • How effectively do leaders work with parents to improve provision and outcomes? E.g. sharing information about children's learning, co-production of support plans, parents' events, attendance support & challenge • In what ways does the school endeavour to engage those harder-to-reach parents? • Does the school follow the guidance in 'Behaviour in School – advice for HT and school staff' and 'Working Together to Improve School Attendance' when working with parents? • How are governors involved in school events? • How does the school work with the local community? E.g. library, residential homes etc • Is the school website informative and accessible to its users? Is it compliant with legislation? • What are parent views of the school? How do you know?
Evidence		Actions
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Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
External Collaboration	Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.	<ul style="list-style-type: none"> Does the school link with other schools and educational organisations e.g. network meetings, curriculum meetings, moderation, headteacher representation, sharing good practice etc? How has this collaboration led to improvements in your school and / or other organisations? Does the school link with other agencies e.g. social care, SEND, Local authority etc?
Evidence		Actions
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Expected Standard		Prompts to Consider
Leadership and governance meet the 'expected standard' when all the following apply:		
Equity and Opportunity	Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	<ul style="list-style-type: none"> How does the school enable all children to have a positive experience of education? What opportunities are there for pupils to take on positions of responsibility? What is the uptake of these from your disadvantaged pupils and those with SEND? Does the wider curriculum offer a range of activities including sporting, academic, arts and culture? What is the uptake of these from your disadvantaged pupils and those with SEND? How is the pupil premium funding used to target this area and what is the impact? Does the school follow the guidance and apply the principles laid out in the Suspension and Permanent Exclusions and KCSIE guidance?
Evidence		Actions
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Grading Early Years

Needs Attention	Evidence
<p>Early years in schools is likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies:</p>	
<p>Leaders have appropriate ambitions for and/or expectations of children in the early years, but weaknesses or inconsistencies in practice have a negative impact on children in general or on a particular group.</p>	<ul style="list-style-type: none"> •
<p>Leaders have only recently started to take action to improve early years provision. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</p>	<ul style="list-style-type: none"> •
<p>Support for disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and/or those who may face other barriers to their learning and/or well-being is not well matched to their needs or does not keep up with their evolving circumstances.</p>	<ul style="list-style-type: none"> •
Actions	
<ul style="list-style-type: none"> • 	

