3. The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

4. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

2. The quality of education provided is exceptional.

1. The school meets all the criteria for a good quality of education securely and consistently.

Grade Descriptors for Secondary 'Outstanding'

Quality of Education
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5. Pupils' work across the curriculum is consistently of a high quality.

6. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.



- 4. Teachers and leaders
- Use assessment well e.g. to help learners embed and use knowledge fluently, or to check understanding and inform teaching
- Leaders understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners.
  - 3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts.
- 2. Teachers:
- Present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
- Check learners' understanding systematically
- Identify misconceptions accurately
- Provide clear, direct feedback
- Respond & adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- 1. Teachers have good knowledge of the subject(s) and courses they teach. Leaders support for those teaching outside their main area of expertise.
- 1. Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- 2. The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
  - 3. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge skills and abilities to apply what they know and can do with increasing fluency and independence.

5. Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

6. The work given to pupils is demanding & matches the aims of the curriculum in being coherently planned & sequenced towards cumulatively sufficient knowledge.

7. Reading is prioritised to allow pupils to access the full curriculum offer.

8. A rigorous & sequential approach to the reading curriculum develops pupils' fluency, confidence & enjoyment in reading. At all stages, reading attainment is assessed & gaps are addressed quickly & effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

Implementation B

Grade Descriptors for Secondary 'Good'

Quality of Education

**OFSTED Nov 2019** 

Intent

Impact C 9. The sharp focus on ensuring that younger children gain phonics knowledge & language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

10. Teachers ensure that their own speaking, listening, writing & reading of English support pupils in developing their language & vocabulary well.

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

2. Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes

3. Pupils' work across the curriculum is of good quality.

4. Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts, and procedures appropriately for their age.

4. Pupils study the full curriculum; it is not narrowed. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress

has been made towards this ambition.



Claire Holt Teachingfromtheheart.co.uk 3. Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated.

4. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

2. Behaviour and attitudes are exceptional.

Grade Descriptors for Secondary 'Outstanding'
Behaviour and
Attitudes
OFSTED Nov 2019

5. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

1. The school meets all the criteria for good in behaviour and attitudes securely and consistently.

3. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

4. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

2. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

Grade Descriptors for Secondary 'Good'

Behaviour and Attitudes

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5. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

1. The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

7. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

6. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.



3. The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

4. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

2. Personal development is exceptional.

1. The school meets all the criteria for good in personal development securely and consistently.

Grade Descriptors for Secondary 'Outstanding'
Personal
Development
OFSTED Sept 2019

5. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

6. The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.



- 4. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- 3. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally heathy. They have an ageappropriate understanding of healthy relationships.
- 2. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

1. The curriculum extends beyond the academic, vocational or technical and provides for pupil's broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

- 5. The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Grade Descriptors for Secondary 'Good'

  Personal

  Development

**OFSTED Nov 2019** 

9. Secondary schools prepare pupils for future success in education, employment or training. They use Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

- 6. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across, cultural, religion, ethnic and socio-economic communities.
- 7. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- 8. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.



Claire Holt Teachingfromtheheart.co.uk 3. Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

4. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

2. leadership and management is exceptional.

1. The school meets all the criteria for good in leadership and management securely and consistently.

Grade Descriptors for Secondary 'Outstanding'

Leadership and Management OFSTED Nov 2019

5. Staff consistently report high levels of support for well-being issues.



- 4. Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- 3. Leaders aim to ensure that all pupils successfully complete their programs of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- 2. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers build and improve over time.
  - 1. Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

5. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

Grade Descriptors for Secondary 'Good'

Leadership

and

Management

OFSTED Nov 2019

9. The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

6. Leaders protect staff from bullying and harassment.

7. Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

8. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

