

Grade Descriptors for
Secondary 'Outstanding'
**Quality of
Education**
OFSTED Nov 2019

2. The quality of education provided is exceptional.

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

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.

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.

Grade Descriptors for
Secondary 'Good'
Quality of
Education
OFSTED Nov 2019

Implementation
B

Impact
C

Intent
A

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.

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.

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. 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.

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.

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.



Claire Holt
Teachingfromtheheart.co.uk

'Putting the humanity back into education'

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

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.

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.

2. Behaviour and attitudes are exceptional.

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

Grade Descriptors for
Secondary 'Good'
**Behaviour and
Attitudes**
OFSTED Nov 2019

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.

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.

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.

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

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

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.

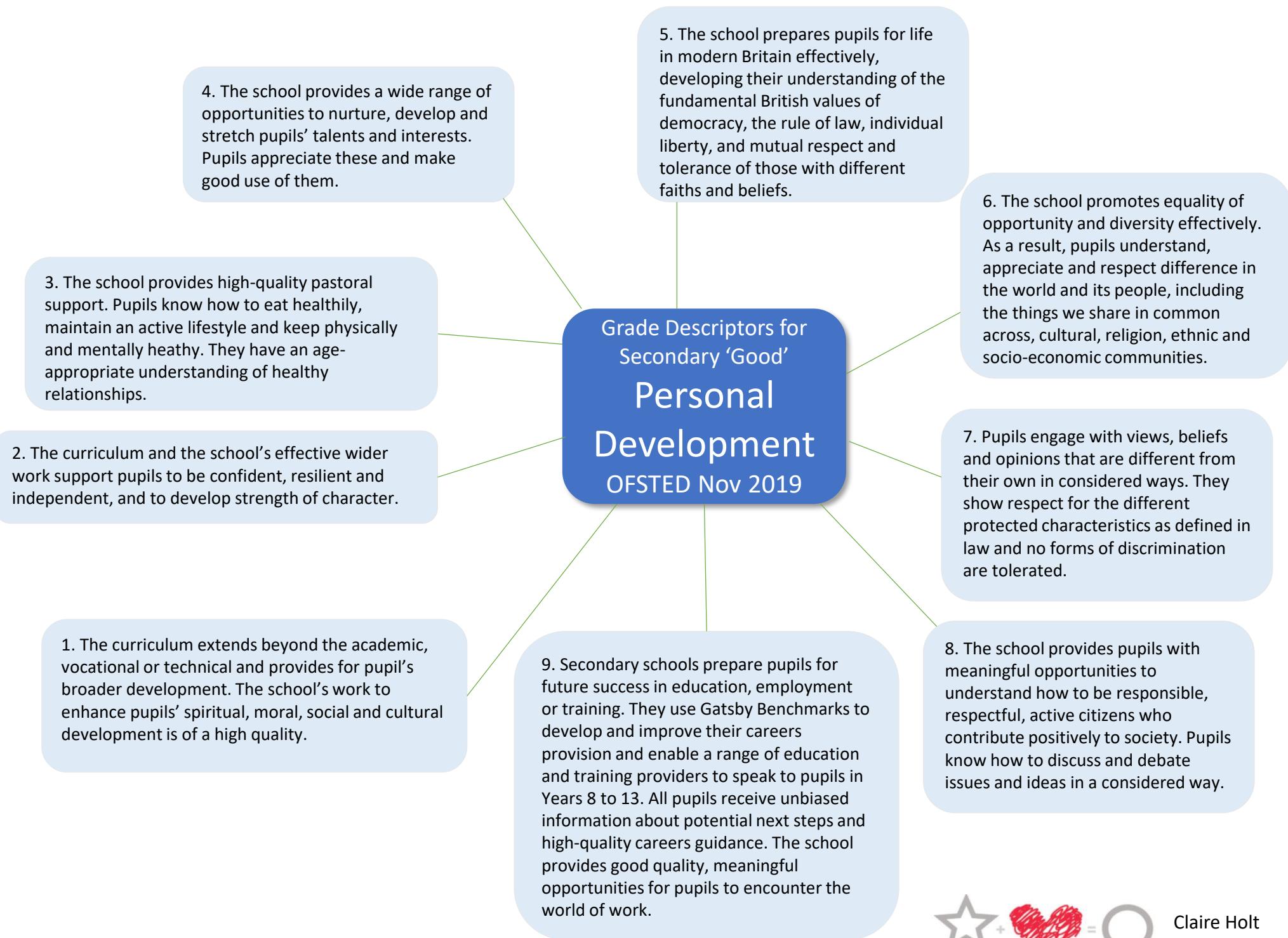
5. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

2. Personal development is exceptional.

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

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

Grade Descriptors for
Secondary 'Good'
**Personal
Development**
OFSTED Nov 2019



Grade Descriptors for
Secondary
'Outstanding'
**Leadership
and
Management**
OFSTED Nov 2019

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.

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

2. leadership and management is exceptional.

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

