Using the evaluation schedule

Guidance for inspectors of schools

<table>
<thead>
<tr>
<th>Age group</th>
<th>Published</th>
<th>Reference no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>December 2006</td>
<td>HMI 2504</td>
</tr>
</tbody>
</table>

Version 1 – 22 December 2006
The purpose of inspections

Inspection provides an independent, external evaluation of the effectiveness of a school in promoting the achievement and standards, personal development and well-being of its learners, the quality of its provision and how well it is led and managed. It is also designed to help schools to improve the quality of the education they provide and so raise standards.

The inspection findings will be reported to parents and made available nationally.

The published inspection report includes judgements about the quality of education and whether learners achieve as much as they can. Inspectors must report on:

- the quality of the education provided in the school
- how far the education meets the needs of the range of pupils at the school
- the educational standards achieved in the school
- the quality of the leadership in and management of the school, including whether the financial resources made available to the school are managed efficiently
- the spiritual, moral, social and cultural development of the pupils at the school
- the contribution made by the school to the well-being of those pupils.

The annual report of Her Majesty’s Chief Inspector of Schools (HMCI) to Parliament on the quality and standards of education and care in England is based on all the inspections conducted in the previous academic year, including other inspection work conducted by Her Majesty’s Inspectors (HMI) and additional inspectors.
Guidance for inspectors on using the evaluation schedule

The guidance sets out the judgements inspectors need to make against the *Every child matters: framework for the inspection of schools in England from September 2005* and identifies what should be taken into account when doing so. Inspectors will use their professional judgement to evaluate what they observe. The grade descriptions are intended to help them to do so. Where inspectors are considering whether an aspect of a school is inadequate, greatest weight should be attached to the statements in bold.

**Overall effectiveness**

*How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?*

*What steps need to be taken to improve provision further?*

Inspectors should evaluate:

- the overall effectiveness of the provision, including any extended services in a school, and its main strengths and weaknesses
- the capacity to make necessary improvements
- the effectiveness of any steps taken to promote improvement since the last inspection

and, where appropriate:

- the effectiveness of links with other organisations to promote the well-being of learners
- the quality and standards in the Foundation Stage
- the effectiveness and efficiency of boarding provision
- the effectiveness and efficiency of the sixth form.

The judgement on overall effectiveness should be the last one that is made, since it takes account of all other evaluations about the school’s performance. Reach your conclusion by weighing the significance of the other judgements. The report should make it clear to readers why inspectors have arrived at the overall judgement in terms that are particular to the school inspected.

**Evaluating overall effectiveness**

<table>
<thead>
<tr>
<th><strong>Outstanding</strong> (1)</th>
<th>Exceptional: all major elements of the school’s work are at least good, and significant elements are exemplary.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good</strong> (2)</td>
<td>Inspectors should consider the judgement good when there is a generally strong performance across all aspects of a school’s work, including the school’s contribution to Every Child Matters outcomes and the capacity to improve further is strong, as shown by its recent improvement.</td>
</tr>
</tbody>
</table>
A school may be good in a variety of ways, and may have pockets of excellence, but no school should be judged good if its performance is merely ordinary. No school can be judged to be good unless learners are judged to make good progress.

**Satisfactory (3)**

The school’s work is inadequate in no major area, and may be good in some respects.

**Inadequate (4)**

A school is likely to be inadequate if one or more of the following are judged to be inadequate: learners’ achievement; learners’ personal development and well-being; the overall quality of provision; leadership and management. The sixth form, boarding provision or Foundation Stage might also be inadequate but, where the numbers are small, this does not necessarily lead to the judgement that the school as a whole is inadequate. At its worst, the school provides an unacceptable standard of education and it lacks the capacity to improve.

In evaluating what steps are required to improve the provision further, inspectors should:

- identify the few most significant improvements the school needs to make to increase its effectiveness.

When a school’s overall effectiveness is judged to be inadequate, it is a school causing concern and requires either special measures or a notice to improve. Inspectors should consult the relevant section in *Guidance for inspectors of schools: conducting the inspection* for the procedures to be followed.

In evaluating the quality and standards in the Foundation Stage, inspectors should take account of:

- the extent to which children progress in their knowledge, understanding and skills and personal development, enjoy their education and make a positive contribution to their nursery class and community
- the extent to which children stay safe and healthy, and their well-being is nurtured
- the quality of education and care that children experience
- the extent to which parents are involved in their children’s learning
- the effectiveness of senior managers in promoting good levels of progress, evaluating performance and identifying and tackling weaknesses.

**Evaluating quality and standards in the Foundation Stage**

<table>
<thead>
<tr>
<th>Outstanding (1)</th>
<th>Exceptional: all major elements of the Foundation Stage are at least good, and significant elements are exemplary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (2)</td>
<td>Children make good progress in most of the areas of learning, including their personal development. They enjoy their time at school and are well aware of the needs of others in their class. Teaching and the curriculum meet children’s needs well and</td>
</tr>
</tbody>
</table>

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keep them actively engaged. Good arrangements exist to ensure their safety and health and encourage their involvement in their community. Effective links with parents help to involve them in their children’s education, and they are kept well informed of their progress. Managers of the Foundation Stage have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.

**Satisfactory**

(3) The Foundation Stage is inadequate in no major area, and may be good in some respects.

**Inadequate**

(4) Teaching and/or the curriculum have significant weaknesses that impair the progress and personal development of children. Children are not cared for adequately so that their safety and health are at risk. Foundation Stage leaders and senior managers do not give the staff an adequate sense of direction and show insufficient capacity to effect improvement.

In evaluating the effectiveness of the school’s **capacity to improve**, inspectors should evaluate the extent to which:

- the leadership and management at all levels provide the school with the capacity to make the necessary improvements, as shown by the quality of self-evaluation, and in its track record and performance since the last inspection.

Inspectors should seek evidence of the impact of improvements implemented by the school. Good intentions and an aspirational outlook, or a recent change of headteacher following a period of weak leadership, do not in themselves provide sufficient proof of the capacity to achieve improvement. They should form a view of any variability of capacity across the school’s leadership and management. A judgement of satisfactory or better capacity to improve does not require a school to be effective overall, although it should be heading in that direction. A school whose effectiveness is clearly declining is likely to be judged to have inadequate capacity to improve and therefore be judged to be ineffective overall.

**Evaluating capacity to improve**

<table>
<thead>
<tr>
<th>Outstanding (1)</th>
<th>Self-evaluation at all levels (including governors) is accurate, penetrating and insightful, reflecting rigorous monitoring and searching analysis. Actions taken by the school are well targeted and have had a good, and in some respects outstanding, impact in bringing about sustained school improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (2)</td>
<td>Self-evaluation involves middle as well as senior leaders and provides an accurate diagnosis of the school’s strengths and weaknesses, reflecting monitoring and analysis that are appropriately rigorous. Actions taken by the school are well-</td>
</tr>
</tbody>
</table>
chosen and carefully planned, so that impact is evident in most of the areas in which it is needed, including some where it may be hard to achieve. There are some clearly emerging strengths in aspects of current Leadership & Management

<table>
<thead>
<tr>
<th>Satisfactory (3)</th>
<th>Self-evaluation, probably undertaken largely by senior leaders without extending to other levels, identifies most of the school’s strengths and weaknesses, and is based on appropriate levels of monitoring and analysis whose rigour may be uneven but is adequate overall. Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact in important areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate (4)</td>
<td>Self-evaluation is superficial or fails to identify a number of significant issues; the school’s strengths and weaknesses are not identified accurately and the action needed is not prioritised effectively. The gathering and analysis of evidence about the school’s effectiveness lack rigour. Little action is being taken to secure improvement, or the actions that are being taken are misdirected and are having too little impact on the quality of provision and of the pupils’ achievement.</td>
</tr>
</tbody>
</table>

When evaluating improvement since the last inspection, note that this refers to overall improvement. Therefore a school which has been judged as inadequate overall will be most likely also to be judged inadequate here, unless it has improved from Special Measures to Notice to Improve. When inspecting a new school which has not been inspected before, it is obviously not possible to make the Yes/No judgement on whether ‘effective steps have been taken to promote improvement since the last inspection’.

Care should be exercised when forming and reporting judgements which centre on the progress (or otherwise) made by a school following a change of leadership. Judgements must be clearly supported by evidence available at the time of the inspection. Inspectors are reminded to use the full range of available data and to avoid, however unintentionally, identifying a previous headteacher in the inspection report.

**Boarding provision**

When judging the overall effectiveness and efficiency of boarding provision inspectors should

- Report whether the school has been judged to meet the appropriate National Minimum Standards (NMS)
- Comment on the progress made on action points identified in the most recent CSCI report
- Consider the impact of the boarding provision on pupils’ personal development
• Consider how effectively links between care staff and teachers promote pupils’ enjoyment and achievement
• Be aware that boarders may be a minority group in a predominantly day school
• Refer to more detailed guidance on features of good practice

Evaluating boarding provision

| Outstanding (1) | Provision for boarders is at least good in all major respects and is exemplary in significant elements. The school meets all NMS and in all or almost all cases exceeds them. There is a high standard of care throughout and there are excellent opportunities for boarders’ personal and academic development. All child protection procedures are robust. |
| Good (2) | Provision for boarders is good and clearly enhances their personal development. Provision meets NMS and may well exceed this in several areas. There is a good standard of care overall and child protection procedures are clear and effective. Good links between care staff and teachers foster pupils’ enjoyment and achievement. Boarders say that bullying is rare; any reported bullying is dealt with effectively. |
| Satisfactory (3) | Provision is inadequate in no major respect and may be good in some respects. The school meets NMS overall. Pupils are cared for, safe and properly supervised. Child protection procedures are clear and effective. There may be minor shortfalls or inconsistencies in provision but these do not significantly affect the safety and well-being of boarders. The provision for personal development is at least satisfactory. There is reasonable provision for educational and recreational activities, including at evenings and weekends and adequate privacy and space for boarders. Communications and consultation with parents, staff and boarders are adequate. |
| Inadequate (4) | Provision is inadequate because leaders and managers have failed to ensure that the school meets the needs for boarders’ welfare, safety and well-being. The school fails to meet NMS in one or more major respects. Boarding does little to enhance boarders’ personal development. There are likely to be several features of inadequate provision. Arrangements for supervision may operate inconsistently. There may be insufficient access for boarders to resources and recreational activities. Privacy may be limited. |

In evaluating how effective, efficient and inclusive the sixth form is, take account of:
Using the evaluation schedule

- success measures relating to learners’ progress, including the retention rates, pass rates and value added data
- learners’ personal development and well-being, including their capacity for independent learning and for future economic well-being
- the quality of provision, with particular emphasis on the teaching and the care and guidance that all learners, including those with LDD and from minority ethnic groups, experience
- the effectiveness of the leadership and management of the sixth form, and the value for money secured
- the effectiveness of external links.

Evaluating the sixth form

<table>
<thead>
<tr>
<th>Outstanding (1)</th>
<th>Exceptional: all major elements of the sixth form are at least good, and significant elements are exemplary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (2)</td>
<td>Standards are high. Learners’ overall progress and retention rates are good. There is effective independent learning and learners take pride in their work. Learners’ personal development and well-being, including the capacity for future economic well-being, are good. The quality of provision is mostly good. The leadership and management of the sixth form are effective in monitoring, and where necessary improving, the provision, and any links with external organisations are well managed. The sixth form provides good value for money. Learners and other stakeholders are pleased with the education provided, and their views about improvements are responded to appropriately.</td>
</tr>
<tr>
<td>Satisfactory (3)</td>
<td>The sixth form is inadequate in no major area, and may be good in some respects.</td>
</tr>
<tr>
<td>Inadequate (4)</td>
<td>A sixth form is likely to be inadequate if one of the following are judged to be inadequate: learners’ achievement, the overall quality of provision; leadership and management.</td>
</tr>
</tbody>
</table>
Achievement and standards

How well do learners achieve?

Inspectors should evaluate:

- the standards learners reach as indicated by their test and examination results, and other available evidence, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; and comparisons with all schools
- how well learners progress relative to their starting points and capabilities, on the basis of data and observed evidence, with any significant variations between groups of learners (eg by ethnicity, ability or gender), making clear whether there is any underachievement generally or among particular groups who could be doing better
- whether learners achieve their targets and whether the targets are adequately challenging.

Evaluating achievement and standards (based upon how well learners make progress)

<table>
<thead>
<tr>
<th>Outstanding (1)</th>
<th>Progress is at least good in all major respects and is exemplary in significant elements, as reflected in contextual value added measures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (2)</td>
<td>Learners meet challenging targets and make good progress in relation to their capability and starting points. Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress. Learners are gaining knowledge, skills and understanding at a good rate across all key stages. Learning is good in most subjects and courses, with nothing that is unsatisfactory.</td>
</tr>
<tr>
<td>Satisfactory (3)</td>
<td>Progress is inadequate in no major respect, and may be good in some respects.</td>
</tr>
<tr>
<td>Inadequate (4)</td>
<td>A significant number of learners do not meet targets that are adequately challenging. Considerable numbers of pupils underachieve, or particular groups of pupils, such as black and minority ethnic groups, underachieve significantly. Progress is slow and the pace of learning is insufficient for learners to make satisfactory gains in knowledge, skills and understanding, especially in core subjects. Learners underachieve in one or more key stages. Performance in a number of subjects and courses is unsatisfactory. Overall, the standards that learners achieve are not high enough when set against their capability and starting points.</td>
</tr>
</tbody>
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How good are the overall personal development and well-being of the learners?

Inspectors are reminded that this section is about learners’ OUTCOMES. The school’s contribution to these outcomes should be reflected more specifically in the PROVISION section. Inspectors should evaluate:

When evaluating learners’ spiritual, moral, social and cultural development, inspectors should consider:

- learners’ response to spiritual and moral issues, such as their attitudes to bullying, and their effective discussion in lessons
- the quality of learners’ social development as expressed through their relationships with their peers and with adults
- learners’ understanding of Britain as a diverse society and their readiness to engage with others from a different cultural background

When evaluating behaviour, inspectors should consider:

- the extent to which learners behave in ways that allow others to be safe and free from harassment, and effective learning to take place
- the extent to which learners respond to the school’s expectations

When evaluating attendance, inspectors should consider:

- the full range of attendance data including the latest figures held by the school
- the attendance of different groups of learners, including those with LDD and from minority ethnic groups
- trends in attendance and whether it has improved as a result of actions taken by the school.

When evaluating how well learners enjoy their education, inspectors should consider:

- their attitudes and behaviour in lessons including their attendance, punctuality and enjoyment of learning, completion of tasks and engagement in independent work

When evaluating how well learners adopt safe practices, inspectors should consider:

- learners’ sense of their own and others’ safety at school and in its immediate surroundings, including their freedom from physical or verbal abuse
- the extent to which they adopt safe practices in lessons, such as science and technology
- the extent to which learners understand how to manage risk in their own lives
When evaluating how well learners adopt healthy lifestyles, inspectors should consider:

- learners’ commitment to eating and drinking healthily and their support for schools’ anti-smoking policies
- where appropriate, learners’ response to teaching about drugs, sexual health and physical health, including their participation rates in PE

When evaluating how well learners contribute to the community, inspectors should consider:

- how far learners are developing appropriate ways of relating to each other and to adults
- how far learners participate in decision-making or consultation within the school community and with the outside community
- the development of learners’ understanding of citizenship
- how far learners share a sense of belonging to one community and build positive relationships with people from different backgrounds

When evaluating how well learners develop workplace and other skills that will contribute to their future economic well-being, inspectors should consider:

- learners’ progress in literacy, numeracy and the use of ICT, and their financial literacy. In secondary schools, their commitment to continuing education and training after age 16.
- learners’ habits as active and independent learners, displaying consistently good attitudes.
- learners’ development of skills in leadership, group work, problem solving, speaking and listening
- where appropriate, the acquisition of workplace skills.

### Evaluating personal development and well-being

<table>
<thead>
<tr>
<th>Outstanding (1)</th>
<th>Learners’ personal development and well-being are at least good in all major respects and are exemplary in significant elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (2)</td>
<td>Learners’ overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. Young children are learning to understand their feelings. All learners enjoy school a good deal, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. They feel safe, are safety conscious without being fearful, and they adopt healthy lifestyles. They develop a commitment to racial equality. They make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles.</td>
</tr>
</tbody>
</table>
Satisfactory
(3)

Learners’ personal development and their well-being are inadequate in no major respect, and may be good in some respects.

Inadequate
(4)

Learners’ overall spiritual, moral, social and cultural development is unsatisfactory. Learners generally, or significant groups of them, are disaffected and do not enjoy their education, as shown by their unsatisfactory attitudes, behaviour and attendance. Too many require internal and external exclusion. Some groups of learners are isolated or integrate poorly with other learners. Exposure to bullying, racial discrimination or other factors mean that learners feel unsafe. When threatened, they do not have confidence that they can get sufficient support. Healthy lifestyles are not adequately appreciated or pursued. Learners do not engage readily with the community. Learners are not developing the social and learning skills that will equip them for work.

Where behaviour is sufficiently weak to be graded 4, this is likely to lead to the overall grade for personal development being graded 4.

The quality of provision

How effective are teaching and learning in meeting the needs of the full range of learners?

Inspectors should evaluate:

- how well teaching and resources promote learning, enjoyment and achievement, address the needs of the full range of learners, including those of pupils from black and minority ethnic groups or with LDD, and meet course requirements
- the suitability and rigour of assessment in planning and monitoring learners’ progress
- the diagnosis of, and provision for, additional learning needs

and, where appropriate:
- the involvement of parents and carers in their children’s learning and development.

Evaluating the quality of teaching

<table>
<thead>
<tr>
<th>Outstanding  (1)</th>
<th>Teaching is at least good in all major respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good  (2)</td>
<td>Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers’ good subject knowledge lends confidence to their teaching styles, which engage all groups of learners and encourage them to</td>
</tr>
</tbody>
</table>
work well independently. Classes are managed effectively. Learners respond to appropriate challenges. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners’ needs, so that all can succeed including those with learning difficulties and/or disabilities. Learners are guided to assess their work themselves. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Good relationships support parents/carers in helping learners to succeed.

<table>
<thead>
<tr>
<th>Satisfactory (3)</th>
<th>Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate (4)</td>
<td>Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Learners do not enjoy their work. Behaviour is often poor and is managed inadequately. Teachers’ knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The methods used do not sufficiently engage and encourage the different groups of learners. Not enough independent learning takes place or learners are excessively passive. Assessment is not frequent or accurate enough to monitor learners’ progress, so teachers do not have a clear enough understanding of learners’ needs. Learners do not know how to improve. Teaching assistants, resources, and parents/carers are inadequately utilised to support learners.</td>
</tr>
</tbody>
</table>

How well do the curriculum and other activities meet the range of needs and interests of learners?

Inspectors should evaluate:

- the extent to which the curriculum or activities match the full range of learners’ aspirations and capabilities, building on prior attainment and experience, promoting enjoyment and achievement for all learners
- how the curriculum meets external requirements and is responsive to local circumstances
- the extent to which enrichment activities and/or extended services contribute to learners’ enjoyment and achievement, and their contribution to the community
- the extent to which the provision contributes to improvements in learners’ personal development, including their spiritual, moral, social and cultural development, and their capacity to stay healthy and safe
- the extent to which learners have opportunities to develop the self-confidence and skills to achieve their future economic well-being.

Evaluating the quality of the curriculum and other activities
| **Outstanding**  
| (1) | The curriculum and other activities are at least good in all major respects and are exemplary in significant elements. |
| **Good**  
| (2) | The great majority of learners enjoy their education and achieve because they are well-served by the curriculum, which encourages their personal development. The response of different groups of learners to the curriculum is carefully monitored. Statutory requirements are met and the curriculum is responsive to local needs. There is good provision for literacy, numeracy and ICT. Learners have many opportunities to contribute to and take on responsibilities in the community. The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well. Progression routes are clear and well established. Learners are well prepared for their future economic well-being, 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. |
| **Satisfactory**  
| (3) | The curriculum is inadequate in no major respect, and may be good in some respects. |
| **Inadequate**  
| (4) | The curriculum is *inadequately matched to learners’ needs, interests and aspirations*. There is considerable discontinuity from year to year. The curriculum excludes significant groups of learners, such as ethnic minorities or learners with particular gifts or talents, because it does not meet their needs, interests or aspirations adequately. This shows itself in the disaffection displayed by learners. There are significant gaps in response to external requirements and local needs. There is weak provision for literacy, numeracy or ICT. There is *inadequate provision for education in safety and health* and work-related learning. The school has a limited range of enrichment activities and opportunities for learners to take responsibility in the community, or they do not participate adequately in those that are available. Learners’ capacity for their future well-being is not adequately developed. |

**How well are learners cared for, guided and supported?**

This section judges the school’s contribution to the outcomes considered in the Personal Development & Well-Being section. Inspectors should evaluate:

- the care, advice, guidance and other support provided to safeguard welfare, promote personal development and well-being, and achieve high standards including compliance with all legal requirements for safeguarding
- the extent to which the needs of all groups of learners are provided for, including those from black and minority ethnic groups and other groups such as young carers and looked-after children. Factors to take into account might include a disproportionate rate of exclusion of some
minority ethnic groups or a lack of appropriate curriculum provision for some groups of learners

- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression
- the extent to which the provision promotes learners’ health and ensures their safety.

Evaluating the care, guidance and support for learners

<table>
<thead>
<tr>
<th>Outstanding (1)</th>
<th>The care, guidance and support for learners are at least good in all major respects and are exemplary in significant elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (2)</td>
<td>Good quality care for learners is seen in the high level of commitment of staff to encouraging enjoyment and achievement, and in promoting learners’ health and safety. There are effective strategies for promoting learners’ social and economic well-being, including the inclusion of pupils from black and minority ethnic groups or with LDD. Arrangements for the safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. In this safe and supportive environment, learners reach challenging targets. They are well informed about their future options. Any learners at risk are identified early and effective arrangements put in place to keep them engaged. The school works well with parents and other agencies to ensure that learners make good progress. In schools with boarding provision there are effective links between care staff and teaching staff. All learners, including those most at risk, are well supported.</td>
</tr>
<tr>
<td>Satisfactory (3)</td>
<td>The care, guidance and support for learners are inadequate in no major respect, and may be good in some respects.</td>
</tr>
<tr>
<td>Inadequate (4)</td>
<td>The school does not provide adequate care for all of groups of learners. Some groups of learners, such as looked-after children, those from black and minority ethnic groups or with LDD, are not fully supported and integrated. Its systems are too weak, or staff are inadequately trained or vigilant, to safeguard or promote learners’ safety and health. Arrangements for the safeguarding of pupils are inadequate. Many learners do not have a clear understanding of their targets, or the targets are not challenging enough. Learners’ progress is inadequately monitored, and many do not make good enough progress. The quality of advice and guidance does not support many learners adequately when they come to make choices. Too many learners have poor attendance, are excluded or drop out, and the school makes inadequate attempts to re-engage them. The school does not effectively promote learners’ enjoyment of their education, their social and economic development, or their ability to make safe and healthy lifestyle choices.</td>
</tr>
</tbody>
</table>
Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?

Inspectors should evaluate:

- how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care and education
- how effectively performance is monitored and improved through quality assurance and self-assessment, leading to clear identification of challenging targets
- management at all levels provide the school with the capacity to make the necessary improvements, as shown in its track record and performance since the last inspection
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can and so that the school complies with statutory requirements in recording and dealing with any racist incidents
- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected
- the adequacy and suitability of specialist equipment, such as ICT, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- the extent to which governors and other supervisory boards discharge their responsibilities.

and, where appropriate:

- how effective are the links made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and to promote well-being and community cohesion.

Inspectors may encounter schools that are not satisfactory in one or two minor ways, but may still judge leadership and management to be satisfactory. For example, new leadership may be effective but the legacy of previous weaknesses may remain apparent. In such cases, the shortfalls will not have a significant adverse effect upon the education and well-being of learners, and will be outweighed by stronger features elsewhere. Where the judgements for Capacity to Improve and Leadership and Management are different, it should be clear from the report why this is so.

**Evaluating leadership and management**

| Outstanding (1) | Leadership and management (including governance) are at least good in all major respects and are exemplary in significant elements, as shown by their impact on the performance of the school. |
| **Good** (2) | The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. It has created a common sense of purpose among staff. Managers have a good understanding of the school’s strengths and weaknesses through effective self-evaluation, which takes into account the views of all major stakeholders. Managers have a good track record in raising achievement and making improvements. The inclusion of all learners is central to its vision and it is effective in pursuing this and dismantling barriers to engagement. The school runs smoothly on a day-to-day basis. Resources are well used, including any extended services, to improve outcomes and to secure good value for money. Vetting procedures for all adults who work with learners are robust. Good links exist with parents and outside agencies to support its work and to promote community cohesion. Parents are strongly supportive of the school. The impact is seen in the good or rapidly improving progress made by most learners on most fronts, in their sense of security and well-being, and in its deservedly good reputation locally. The leadership and management provide the school with a good capacity to improve. |
| **Satisfactory** (3) | Leadership and management are inadequate in no major respect, and may be good in some respects, as shown by their impact on the school. |
| **Inadequate** (4) | Overall, leadership and management have too little effect so that standards are too low and learners make slow progress in their work and personal development. At its worst, the school is disorderly and unsafe, and arrangements to ensure the safety of learners are not adequately in place. Leaders and managers are insufficiently focused on raising standards and promoting the personal development of all groups of learners, and lack the authority and drive to make a difference. Many staff are disenchanted and lack confidence in their leaders. Even though the school may run smoothly on a day-to-day basis, the quality of its self-evaluation is inadequate and managers do not have a realistic view of its weaknesses. The views of major stakeholders are rarely sought and, if they are, little is done to address the issues or concerns raised. Resources are not well deployed, because the school does not have a well-ordered sense of its priorities, and this means that value for money is not satisfactory. Inadequate use is made of any extended services to promote outcomes for learners. Links with parents and other agencies are not strong enough to engender confidence in the school or to have a positive impact on community cohesion. Overall, the leadership and management do not provide the school with the capacity to improve. |

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Note: in evaluating the **value for money** provided, inspectors should weigh the income per learner against the outcomes achieved and the quality of the provision. Where inspectors have come to the conclusion that a school’s overall effectiveness is inadequate, they should take account of this judgement when forming a view of the ‘value for money’ provided by the school. It is very likely that a school graded 4 for overall effectiveness will be providing unsatisfactory value for money.