

Here's a structured audit tool for colleges and colleges to assess their readiness for Ofsted inspections. Leaders can use this to self-assess their provision quickly and effectively:

Ofsted Readiness Audit Tool

1. Leadership and governance

1.1 Strategic leadership and capacity to improve (track record of improvement or of sustaining high standards)

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas and strong across all the themes in leadership and governance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reports.</p> |
| <input type="checkbox"/> Strong | <p>Leaders' astute understanding of the college's context, strengths and weaknesses informs and underpins their evolving response to priorities. They adjust and adapt actions as part of a responsive and continuous improvement culture.</p> <p>Highly effective leadership leads to consistently high standards, particularly for disadvantaged students and those with special educational needs and/or disabilities (SEND). These standards are sustained over time.</p> |

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| | <p>Improvements in any areas of weakness are rapid and sustained.</p> |
| <p><input type="checkbox"/> Secure</p> | <p>Leaders and those responsible for governance have an accurate understanding of the college's context, strengths and weaknesses. This informs the actions they take.</p> <p>Leaders' actions are well-judged and consistently effective. They improve or sustain standards.</p> <p>Leaders' decisions are always in students' best interests.</p> <p>Leaders make sure that the college's aims, priorities, vision and values are firmly established.</p> <p>The positive impact of leaders' actions has been sustained over time.</p> <p>Leaders create a culture of continuous improvement. They actively pursue their own professional development, acting as role models for staff.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Leaders' analysis of the college's strengths or weaknesses lacks precision and/or does not consistently identify the root causes of weakness. Actions to bring about improvement, while focused on the right areas, are imprecise. This makes it difficult for leaders to know how successful their work has been and what further action is needed.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Leadership and governance are likely to be 'causing concern' if one or more of the following applies:</p> <ul style="list-style-type: none"> • Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them. • Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements. • Governors/trustees do not carry out their statutory core functions. Their contribution to the college's strategic aims is weak. Any breaches of legal |

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| | <p>responsibilities are serious and have a detrimental impact on students.</p> <ul style="list-style-type: none">• The responsible body does not undertake its statutory duties diligently.• Leaders' decisions are not taken in the best interests of students. This might include gaming or off-rolling and/or using ineffective, inappropriate and/or unsafe alternative provision.• The responsible body is unclear about its statutory duties in relation to leaders' well-being and does not support them appropriately.• Staff workload is unsustainable.• Bullying and harassment go unnoticed or unchallenged. |
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Evidence and Reflection:

Comments:

Development Advice:

Comments:

1.2 Responsible bodies, including employers, trustees and governance (strategic oversight)

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas and strong across all the themes in leadership and governance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reports.</p> |
| <input type="checkbox"/> Strong | <p>Governors'/trustees' contribution to the college's work is consistently strong. They are highly effective at holding leaders to account. The responsible body is highly effective at supporting leaders' well-being.</p> |
| <input type="checkbox"/> Secure | <p>The responsible body knows its statutory duties and carries them out effectively.</p> <p>It supports leaders when they face challenges and monitors their well-being.</p> |

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| | <p>Governors/trustees carry out their statutory core functions effectively to support the college to achieve its strategic aims and establish an inclusive culture and practices.</p> <p>Governors/trustees support and challenge leaders appropriately. They hold leaders to account effectively, including for the college's support and provision for disadvantaged students and students with SEND.</p> |
| <input type="checkbox"/> Attention needed | <p>The responsible body is inconsistent in its support for leaders' well-being.</p> <p>Governors/trustees carry out their statutory duties effectively. However, their support for, and challenge to, leaders do not have enough impact.</p> |
| <input type="checkbox"/> Causing concern | <p>Leadership and governance are likely to be 'causing concern' if one or more of the following applies:</p> <ul style="list-style-type: none"> • Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them. • Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements. • Governors/trustees do not carry out their statutory core functions. Their contribution to the college's strategic aims is weak. Any breaches of legal responsibilities are serious and have a detrimental impact on students. • The responsible body does not undertake its statutory duties diligently. • Leaders' decisions are not taken in the best interests of students. This might include gaming or off-rolling and/or using ineffective, inappropriate and/or unsafe alternative provision. • The responsible body is unclear about its statutory duties in relation to leaders' well-being and does not support them appropriately. • Staff workload is unsustainable. • Bullying and harassment go unnoticed or unchallenged. |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

1.3 Parents, carers and the community

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas and strong across all the themes in leadership and governance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reports.</p> |
| <input type="checkbox"/> Strong | <p>Leaders build and sustain strong, long-term partnerships with parents and carers and the local community. This has a strong, positive impact on students' achievement and well-being.</p> |
| <input type="checkbox"/> Secure | <p>Leaders engage with and work effectively with parents and carers and the local community to support students' achievement and well-being.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders' engagement with parents and carers and the local community is ad hoc, limited and/or not targeted appropriately. It makes little difference to students' achievement and well-being.</p> |

Causing concern

Leadership and governance are likely to be 'causing concern' if one or more of the following applies:

- Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them.
- Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements.
- Governors/trustees do not carry out their statutory core functions. Their contribution to the college's strategic aims is weak. Any breaches of legal responsibilities are serious and have a detrimental impact on students.
- The responsible body does not undertake its statutory duties diligently.
- Leaders' decisions are not taken in the best interests of students. This might include gaming or off-rolling and/or using ineffective, inappropriate and/or unsafe alternative provision.
- The responsible body is unclear about its statutory duties in relation to leaders' well-being and does not support them appropriately.
- Staff workload is unsustainable.
- Bullying and harassment go unnoticed or unchallenged.

Evidence and Reflection:

Comments:

Development Advice:

Comments:

1.4 Staff well-being and workload

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas and strong across all the themes in leadership and governance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reports.</p> |
| <input type="checkbox"/> Strong | <p>Leaders make sure that all staff feel highly valued, are supported to do their jobs effectively, and are well protected from bullying and harassment. Consequently, staff morale and retention are high.</p> |
| <input type="checkbox"/> Secure | <p>Leaders prioritise staff well-being. They make sure that staff's work is sustainable and proportionate. Leaders protect staff from bullying and harassment.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders' decisions are sometimes burdensome to staff. Although leaders take action to address any bullying and</p> |

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| | harassment of staff, any learning from such incidents is slow or limited. |
| <input type="checkbox"/> Causing concern | <p>Leadership and governance are likely to be 'causing concern' if one or more of the following applies:</p> <ul style="list-style-type: none"> • Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them. • Leaders do not have a track record of improvement or, since being appointed, have not done everything they could reasonably do to secure improvements. • Governors/trustees do not carry out their statutory core functions. Their contribution to the college's strategic aims is weak. Any breaches of legal responsibilities are serious and have a detrimental impact on students. • The responsible body does not undertake its statutory duties diligently. • Leaders' decisions are not taken in the best interests of students. This might include gaming or off-rolling and/or using ineffective, inappropriate and/or unsafe alternative provision. • The responsible body is unclear about its statutory duties in relation to leaders' well-being and does not support them appropriately. • Staff workload is unsustainable. • Bullying and harassment go unnoticed or unchallenged. |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

2. Curriculum

2.1 Leadership of the Curriculum

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in curriculum, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>The curriculum is expertly designed at each stage to enable students to develop secure, deep and fluent knowledge. This paves the way for future learning.</p> <p>The curriculum, whether designed, adapted or adopted, has been expertly developed over time to ensure its continued quality, effectiveness and, where relevant, subject-specific rigour.</p> |

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| <input type="checkbox"/> Secure | <p>Leaders make sure that the curriculum is at least as ambitious in breadth and depth as the national curriculum, for all students.</p> <p>Subject/area curriculums are well designed to build students' knowledge and skills sequentially and cumulatively.</p> <p>Subject/phase leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims.</p> <p>Leaders make sure that the curriculum allows enough time for teaching, practising and revisiting content, and for addressing any gaps in students' knowledge as quickly as possible.</p> |
| <input type="checkbox"/> Attention needed | <p>The curriculum is limited in breadth, depth or ambition in some subjects and/or for some groups of students.</p> <p>Some subject/phase leaders do not have the expertise, support or time they need to design, adapt or adopt an appropriate curriculum.</p> <p>The curriculum in some subjects/areas is not designed effectively to build students' knowledge and skills sequentially and cumulatively.</p> <p>Teaching, revisiting or practising knowledge and skills are not given enough time.</p> |
| <input type="checkbox"/> Causing concern | <p>The curriculum is likely to be 'causing concern' if one or more of the following applies:</p> <p>The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.</p> <p>The narrow range of subjects does not prepare students for the opportunities, responsibilities and experiences of life in Britain.</p> <p>The curriculum lacks ambition for disadvantaged students and/or students with SEND.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

2.2 Communication and language, reading, writing and mathematics

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in curriculum, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>The college has an expertly designed curriculum, which develops students' reading and writing through high-quality texts and increasingly broad vocabulary across all subjects.</p> |
| <input type="checkbox"/> Secure | <p>The curriculum extends students' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects.</p> <p>For primary-age students and for older students where necessary, the curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics.</p> |

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| <input type="checkbox"/> Attention needed | <p>The curriculum provides limited opportunity for students to develop their reading, language and vocabulary, both in spoken and/or written form, across a range of subjects.</p> <p>For primary-age students and for older students where necessary, the curriculum does not place a strong enough emphasis on accurate and fluent word reading, handwriting, spelling and mathematics.</p> |
| <input type="checkbox"/> Causing concern | <p>The curriculum is likely to be 'causing concern' if one or more of the following applies:</p> <p>The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.</p> <p>The narrow range of subjects does not prepare students for the opportunities, responsibilities and experiences of life in Britain.</p> <p>The curriculum lacks ambition for disadvantaged students and/or students with SEND.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

2.3 Inclusive curriculum culture and practices

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in curriculum, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders make sure that all students gain the knowledge and skills to prepare them well to access the full curriculum and the next stage of learning.</p> |
| <input type="checkbox"/> Secure | <p>The curriculum is an entitlement for every student. Any adaptations are made carefully to avoid limiting expectations for disadvantaged students or students with SEND. Leaders take all reasonable steps to make sure that all students, including those attending alternative provision and those with SEND, can study an equally ambitious curriculum.</p> |
| <input type="checkbox"/> Attention needed | <p>Weaknesses in design and/or poorly considered adaptations limit some students' access to a broad and ambitious curriculum.</p> |

Causing concern

The curriculum is likely to be 'causing concern' if one or more of the following applies:

The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.

The narrow range of subjects does not prepare students for the opportunities, responsibilities and experiences of life in Britain.

The curriculum lacks ambition for disadvantaged students and/or students with SEND.

Evidence and Reflection:

Comments:

Development Advice:

Comments:

3. Developing teaching

3.1 Leadership of teaching

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in developing teaching, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders have a nuanced understanding of the quality of teaching across subjects, phases and year groups. Focused actions, with clear milestones and desired outcomes, drive continuous improvements in the quality of teaching.</p> |
| <input type="checkbox"/> Secure | <p>Leaders have an accurate, informed understanding of the quality of teaching, including for students with SEND. This includes the quality of subject or phase teaching and whole-college strengths and areas for development.</p> |

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| <input type="checkbox"/> Attention needed | <p>Leaders take action to improve the quality of teaching, although this does not always fix the underlying causes of weaknesses. Leaders' actions are overly generic or superficial.</p> |
| <input type="checkbox"/> Causing concern | <p>Developing teaching is likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders have an inaccurate understanding of the quality of teaching.</p> <p>Leaders are not doing enough to tackle weaknesses in the education that students receive.</p> <p>students' experiences in lessons do not help them to learn the planned curriculum effectively. Leaders do not do enough to make sure that teachers develop the expertise to teach the curriculum.</p> <p>Teachers' expectations are too low for all students or for particular groups of students.</p> <p>Adaptations do not meet students' needs, or they reflect low expectations for particular students or groups of students.</p> |

Evidence and Reflection:

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Development Advice:

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3.2 Professional development

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in developing teaching, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders have developed a highly effective professional learning culture, in which staff take responsibility for their professional learning and are keen to continually improve their expertise, drawing on the practice of others and on high-quality research evidence.</p> |
| <input type="checkbox"/> Secure | <p>Leaders have a professional development programme that draws on training, practice and coaching to build and sustain an effective team of teachers and support staff, including early career teachers, where relevant.</p> |

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| | <p>This professional development programme enables all staff to effectively implement, where relevant:</p> <ul style="list-style-type: none"> • the college’s reading (including systematic, synthetic phonics), writing and mathematics curriculums • the demands of each subject curriculum • the necessary adaptations for some students with SEND and for students who speak English as an additional language. <p>Where teachers are expected to teach across the full curriculum or outside of their subject specialism, they are supported to build their confidence, expertise and subject knowledge.</p> <p>Leaders engage with initial teacher training, the early career framework and national professional qualifications to provide a coherent development pathway for all staff.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders take a generic approach to professional development, which undermines the quality of teaching in particular subjects or in a particular phase.</p> <p>There are inconsistencies in the quality of professional development, or it is not targeted well enough to have a sustained positive impact on the quality of teaching.</p> |
| <input type="checkbox"/> Causing concern | <p>Developing teaching is likely to be ‘causing concern’ if one or more of the following applies:</p> <p>Leaders have an inaccurate understanding of the quality of teaching.</p> <p>Leaders are not doing enough to tackle weaknesses in the education that students receive.</p> <p>students’ experiences in lessons do not help them to learn the planned curriculum effectively. Leaders do not do enough to make sure that teachers develop the expertise to teach the curriculum.</p> <p>Teachers’ expectations are too low for all students or for particular groups of students.</p> |

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| | Adaptations do not meet students' needs, or they reflect low expectations for particular students or groups of students. |
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3.3 High-quality teaching

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in developing teaching, inspectors may consider a feature of leaders’ work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students’ learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college’s work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college’s report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Teachers are expert at translating curriculum content into explanations and learning activities. These teaching choices are highly sensitive to, and effective in, the context of the subject or phase.</p> <p>Teachers are expert at checking students’ understanding and adapting their teaching, in the moment, to meet students’ needs.</p> |
| <input type="checkbox"/> Secure | <p>Leaders support teachers to have a secure knowledge and understanding of the curriculum(s) they teach and of how students learn, so that they make effective decisions.</p> |

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| | <p>Teachers explain new content clearly, connecting new information with what students already know and/or introducing new content and concepts in a meaningful context.</p> <p>Teachers revisit important content and concepts regularly so that students learn them securely and remember them.</p> <p>Teachers check students' understanding systematically, identifying and remedying any gaps or misconceptions. They give effective feedback that supports students to improve.</p> <p>Every teacher understands the importance of the language and vocabulary, both spoken and written, specific to the subjects they teach. They explicitly teach these.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Weaknesses in teachers' subject knowledge mean that curriculum content is not taught as effectively as it could be.</p> <p>Teachers' explanations and/or the activities they provide do not build on, consolidate or develop students' knowledge effectively enough.</p> <p>students are not given enough opportunities to revisit important content and concepts.</p> <p>Assessment is not precise, so teachers do not know enough about what students understand and can do. They then cannot adapt their teaching accordingly.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Developing teaching is likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders have an inaccurate understanding of the quality of teaching.</p> <p>Leaders are not doing enough to tackle weaknesses in the education that students receive.</p> <p>students' experiences in lessons do not help them to learn the planned curriculum effectively. Leaders do not do enough to</p> |

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| | <p>make sure that teachers develop the expertise to teach the curriculum.</p> <p>Teachers' expectations are too low for all students or for particular groups of students.</p> <p>Adaptations do not meet students' needs, or they reflect low expectations for particular students or groups of students.</p> |
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Evidence and Reflection:

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Development Advice:

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3.4 Inclusive teaching

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in developing teaching, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Appropriate and well-judged adaptations help students to overcome the most significant barriers to learning, particularly for those who are disadvantaged and/or who have SEND.</p> <p>These adaptations effectively enable students to learn the curriculum, so that they secure the knowledge and skills they need for future learning.</p> |
| <input type="checkbox"/> Secure | <p>Teachers have the expertise and knowledge to make well-judged adaptations to overcome barriers to learning for students, particularly those with SEND. Any adaptations do</p> |

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| | <p>not lower expectations for students or limit their access to the curriculum unnecessarily.</p> <p>Teachers use targeted interventions effectively, in conjunction with high-quality teaching, for students who need additional support.</p> <p>Staff draw on the advice of specialists, including the special educational needs coordinator, to improve their teaching. This includes identifying the right resources or activities to support accessibility.</p> <p>Teachers and support staff are deployed effectively to improve achievement, especially for disadvantaged students and students with SEND.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Adaptations to teaching are not effective enough in tackling the most significant barriers to learning for students. They fail to support students' longer-term achievement and progress.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Developing teaching is likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders have an inaccurate understanding of the quality of teaching.</p> <p>Leaders are not doing enough to tackle weaknesses in the education that students receive.</p> <p>students' experiences in lessons do not help them to learn the planned curriculum effectively. Leaders do not do enough to make sure that teachers develop the expertise to teach the curriculum.</p> <p>Teachers' expectations are too low for all students or for particular groups of students.</p> <p>Adaptations do not meet students' needs, or they reflect low expectations for particular students or groups of students.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

4. Achievement in national tests and examinations, where applicable

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| <input type="checkbox"/> Well above average | <p>students' attainment in national tests and examinations over time is well above national averages.</p> <p>students' progress, as shown in national tests and examinations over time, is well above national averages.</p> <p>Over time, the difference between the attainment rate of the college's disadvantaged students and those of all non-disadvantaged students nationally is far narrower than the difference between the attainment rates of all disadvantaged students and those of nondisadvantaged students nationally.</p> |
| <input type="checkbox"/> Above average | <p>students' attainment in national tests and examinations over time is above national averages.</p> <p>students' progress, as shown in national tests and examinations over time, is above national averages.</p> <p>Over time, the difference between the attainment rate of the college's disadvantaged students and those of all nondisadvantaged students nationally is narrower than the difference between the attainment rates of all disadvantaged students and those of non-disadvantaged students nationally.</p> |
| <input type="checkbox"/> Average | <p>students' attainment in national tests and examinations over time is broadly in line with national averages.</p> <p>students' progress, as shown in national tests and examinations over time, is broadly in line with national averages.</p> <p>Over time, the difference between the attainment rate of the college's disadvantaged students and those of all non-disadvantaged students nationally is broadly in line with the difference between the attainment rates of all disadvantaged students and those of non-disadvantaged students nationally.</p> |
| <input type="checkbox"/> Below average | <p>students' attainment in national tests and examinations over time is below national averages.</p> |

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| | <p>students' progress, as shown in national tests and examinations over time, is below national averages.</p> <p>Over time, the difference between the attainment rate of the college's disadvantaged students and those of all nondisadvantaged students nationally is wider than the difference between the attainment rates of all disadvantaged students and those of non-disadvantaged students nationally.</p> |
| <input type="checkbox"/> Well below average | <p>students' attainment in national tests and examinations over time is well below national averages.</p> <p>students' progress, as shown in national tests and examinations over time, is well below national averages.</p> <p>Over time, the difference between the attainment rate of the college's disadvantaged students and those of all non-disadvantaged students nationally is far wider than the difference between the attainment rates of all disadvantaged students and those of nondisadvantaged students nationally.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

5. Achievement across the curriculum

5.1 Progress through the curriculum

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in achievement, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>students develop rich knowledge and understanding across subjects, preparing them well for more advanced study.</p> <p>Disadvantaged students and those with SEND achieve strongly across the curriculum, and their achievement is sustained over time.</p> |
| <input type="checkbox"/> Secure | <p>Leaders make sure that students are making secure progress across the curriculum. They understand how well students are achieving and why.</p> |

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| | <p>students develop detailed knowledge and skills across the curriculum. This is evident in the quality of work they produce. Any gaps in knowledge or skills are closed quickly.</p> <p>students take pride in the quality of work they produce. It is of a consistently high quality and demonstrates progress against the curriculum.</p> <p>Disadvantaged students achieve at least as well as their peers. Gaps between the achievement of disadvantaged students and that of non-disadvantaged students are narrowing quickly.</p> <p>students with SEND achieve well from their starting points and, where relevant, against their individual targets.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>students' attainment and progress are patchy or not as good as they need to be over time.</p> <p>Leaders are not analysing the underlying causes of underachievement effectively.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Achievement is likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders have a poor understanding of weaknesses in students' achievement and the reasons for these. They have not tackled weaknesses effectively over time or have not acted swiftly to stem a decline in achievement.</p> <p>students lack the foundations of communication, reading, writing or mathematical knowledge. Gaps in knowledge are not tackled quickly or effectively.</p> <p>students have not gained the knowledge and skills they need and/or the necessary qualifications (where applicable) to progress to the next stage of education, training or employment.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

5. Achievement across the curriculum

5.2 students have relevant and appropriate knowledge and fluency in reading, writing mathematics, and language and communication

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in achievement, inspectors may consider a feature of leaders’ work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students’ learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college’s work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college’s report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>students quickly gain the confidence to read across the curriculum to develop their vocabulary and knowledge. This allows them to understand and articulate complex and/or new ideas, both in speech and writing, and to use their knowledge across different areas of the curriculum.</p> |
| <input type="checkbox"/> Secure | <p>students have age- and phase appropriate knowledge and skills to progress to the next stage of learning. These include:</p> <ul style="list-style-type: none"> • language and communication skills that enable them to access the full curriculum |

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| | <ul style="list-style-type: none"> • accurate and fluent reading • compositional skills • accurate and fluent spelling • legible and fluent handwriting • mathematical knowledge <p>students read with appropriate fluency and comprehension across all subjects. This helps them to develop their vocabulary and knowledge and to express their ideas articulately, both orally and in writing.</p> |
| <input type="checkbox"/> Attention needed | <p>students' knowledge and skills in reading, writing, mathematics and language and communication are not as secure as they need to be to support their learning across the curriculum or prepare them for the next steps.</p> |
| <input type="checkbox"/> Causing concern | <p>Achievement is likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders have a poor understanding of weaknesses in students' achievement and the reasons for these. They have not tackled weaknesses effectively over time or have not acted swiftly to stem a decline in achievement.</p> <p>students lack the foundations of communication, reading, writing or mathematical knowledge. Gaps in knowledge are not tackled quickly or effectively.</p> <p>students have not gained the knowledge and skills they need and/or the necessary qualifications (where applicable) to progress to the next stage of education, training or employment.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

6. Behaviour and attitudes

6.1 Leadership of behaviour and attitudes

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in behaviour and attitudes, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Expert leadership creates a strong, shared culture of positive behaviour.</p> <p>The college establishes strong and supportive relationships with students and their parents and carers. These result in positive behaviour and, where it is needed, marked improvements.</p> <p>Leaders' consistently high-quality work to support students who are bullied or who may be responsible for bullying contributes to a cohesive and positive environment.</p> |

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| <input type="checkbox"/> Secure | <p>Leaders establish high expectations for all students' behaviour and attitudes to learning, including through the behaviour policy. Staff and students understand these expectations. Leaders engage with and communicate these expectations clearly to parents and carers. They are enforced consistently and fairly to create a calm and safe environment.</p> <p>Leaders and other staff teach students the importance of treating others with kindness, courtesy, empathy and respect and do so themselves. Leaders work closely with parents and carers to support positive behaviour.</p> <p>Leaders and staff deal effectively and quickly with any incidents of bullying, discrimination, harassment, sexual abuse and derogatory language and accurately record such incidents. They support those affected so that they feel safe and comfortable at college.</p> <p>Leaders identify patterns and trends in behaviour, including bullying. They are active in identifying problems and act swiftly and effectively to solve them. Leaders train staff to challenge poor behaviour confidently, consistently and fairly, including disruptions to learning.</p> <p>Strategies to help students to manage and improve their behaviour are effective. students are taught to recognise unacceptable behaviour and are confident to report concerns to staff.</p> |
| <input type="checkbox"/> Attention needed | <p>Aspects of the college's culture, policy or practice do not consistently reflect high expectations for students' behaviour.</p> <p>Staff are not confident or consistent in challenging poor behaviour or disruptions to learning.</p> <p>students' behaviour and conduct are inconsistent. This limits staff's ability to create a positive learning environment throughout the college.</p> <p>Bullying, discrimination harassment and/or sexual abuse, while reported and logged, are not dealt with quickly or effectively enough.</p> |

Causing concern

Behaviour and attitudes are likely to be 'causing concern' if one or more of the following applies:

Leaders do not take effective action to secure students' good behaviour and a consistent approach to discipline. Leaders' support for staff to manage behaviour is weak.

students' lack of engagement and persistent low- and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.

A significant minority of students show a lack of respect for each other and/or staff and a lack of self-discipline. students frequently ignore or refuse teachers' requests to moderate their conduct. This results in poor behaviour.

Incidents of bullying and/or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

students have little confidence in the college's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully, because leaders do not take their concerns seriously and/or are too slow to act.

Evidence and Reflection:

Comments:

Development Advice:

Comments:

6. Behaviour and attitudes

6.2 Developing positive attitudes to learning

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in behaviour and attitudes, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>students are positive about learning. They show this through their self-motivation, cooperation with staff, and collaborative and supportive work with one another.</p> <p>students consistently try to do their best. They show resilience when they face setbacks.</p> |
| <input type="checkbox"/> Secure | <p>Staff are systematic in teaching students how to approach their learning, and students respond with positive attitudes. Their behaviour does not normally disrupt teaching, learning or college routines.</p> |

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| | Staff take effective but proportionate action to ensure that students' behaviour is acceptable for learning. |
| <input type="checkbox"/> Attention needed | <p>students are generally compliant in lessons, but they are not engaged well in their learning.</p> <p>students lack independence and rely on teachers to direct and motivate them.</p> |
| <input type="checkbox"/> Causing concern | <p>Behaviour and attitudes are likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders do not take effective action to secure students' good behaviour and a consistent approach to discipline. Leaders' support for staff to manage behaviour is weak.</p> <p>students' lack of engagement and persistent low- and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.</p> <p>A significant minority of students show a lack of respect for each other and/or staff and a lack of self-discipline. students frequently ignore or refuse teachers' requests to moderate their conduct. This results in poor behaviour.</p> <p>Incidents of bullying and/or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.</p> <p>students have little confidence in the college's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully, because leaders do not take their concerns seriously and/or are too slow to act.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

6. Behaviour and attitudes

6.3 Inclusive behaviour culture, policy and practice

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in behaviour and attitudes, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>The college's behaviour policy, culture and practice have a strong and sustained impact on improving students' behaviour and attitudes to learning.</p> |
| <input type="checkbox"/> Secure | <p>Leaders and staff understand each student's context, needs and challenges when managing behaviour and make reasonable adjustments in the light of these. Any adaptations made maintain high expectations of behaviour.</p> <p>Sanctions, including suspension and exclusion, are used proportionately, effectively and as a last resort to tackle</p> |

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| | <p>behaviour that does not reflect the college's high expectations.</p> <p>Well-chosen, targeted interventions support students who need additional help with their behaviour. The impact is carefully evaluated to allow further adaptations, as needed.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Staff do not always have the necessary expertise, confidence or support to adapt behaviour policies and practice fairly and consistently.</p> <p>Adjustments are not always appropriate to students' needs. Targeted interventions for those who need them lack the necessary impact.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Behaviour and attitudes are likely to be 'causing concern' if one or more of the following applies:</p> <p>Leaders do not take effective action to secure students' good behaviour and a consistent approach to discipline. Leaders' support for staff to manage behaviour is weak.</p> <p>students' lack of engagement and persistent low- and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.</p> <p>A significant minority of students show a lack of respect for each other and/or staff and a lack of self-discipline. students frequently ignore or refuse teachers' requests to moderate their conduct. This results in poor behaviour.</p> <p>Incidents of bullying and/or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.</p> <p>students have little confidence in the college's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully, because leaders do not take their concerns seriously and/or are too slow to act.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

7. Attendance

7.1 Strategic leadership to secure the best possible attendance

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in attendance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders' steps to identify and tackle barriers result in sustained high attendance or rapid and notable improvement, both overall and for individuals and groups.</p> <p>All staff have a high-profile role in promoting attendance. Training and support underpin their supportive but challenging conversations with students and families where attendance needs to improve.</p> |
| <input type="checkbox"/> Secure | <p>Leaders prioritise improving attendance and punctuality and have an effective strategy in place. Leaders make sure that</p> |

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| | <p>admission and attendance registers are completed accurately. Day-to-day processes to follow-up absences are effective.</p> <p>Leaders analyse attendance information closely, at whole-college level and for different groups, to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, tackle problems and remove barriers.</p> <p>All staff understand the importance of paying close attention to students' attendance, taking opportunities to promote good attendance, and acting on absence promptly.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders do not identify and/or tackle barriers to attendance well enough, particularly for disadvantaged students and those with SEND.</p> <p>Some aspects of leaders' work do not support students to attend well. Leaders have limited insight into why this is the case.</p> |
| <input type="checkbox"/> Causing concern | <p>Attendance is likely to be 'causing concern' if one or more of the following applies:</p> <p>Strategic leadership of attendance is lacking. Barriers to attendance are not identified or tackled.</p> <p>Attendance is consistently low for all students or for groups of students and shows little sign of sustained improvement.</p> <p>The college does not properly monitor students' attendance at alternative provision or act when they are absent.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

7. Attendance

7.2 Working in partnership

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in attendance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders and staff build and sustain strong relationships with families, other local colleges, local authorities and other partners to secure the best possible attendance.</p> <p>Over time, these working partnerships have a strong and positive impact on students' attendance, particularly that of students who do not attend well or have not attended well in the past.</p> |
| <input type="checkbox"/> Secure | <p>Leaders clearly communicate their expectations of the importance of attendance and punctuality to families. Leaders and staff work collaboratively with families, other local</p> |

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| | colleges, local authorities and other partners to improve attendance. |
| <input type="checkbox"/> Attention needed | Leaders' work with families and external partners is limited. Support to improve attendance is inconsistent. |
| <input type="checkbox"/> Causing concern | Attendance is likely to be 'causing concern' if one or more of the following applies: Strategic leadership of attendance is lacking. Barriers to attendance are not identified or tackled. Attendance is consistently low for all students or for groups of students and shows little sign of sustained improvement. The college does not properly monitor students' attendance at alternative provision or act when they are absent. |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

7. Attendance

7.3 Inclusive attendance culture and practices

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in attendance, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders pay close attention to every element of the college's work to make sure that the college is a place that students want to attend. They make careful adjustments to students' provision, when necessary.</p> <p>In the rare instances when part-time timetables are needed, alongside other suitable interventions and support, these have a demonstrable positive impact on improving students' attendance.</p> <p>Alternative provision, where used, has a demonstrable positive impact on students' attendance and engagement.</p> |

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| <input type="checkbox"/> Secure | <p>Leaders build a culture of community and belonging, promoting positive relationships and attitudes between teachers, parents and students so that every student feels valued, safe and understood.</p> <p>Leaders and staff pay close attention to the needs of students who are absent because of mental or physical ill-health and/or SEND. They provide them with suitable support to attend when they can, to keep up and to catch up, working closely with families to do so.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders have not prioritised their actions so that they secure the best possible attendance of students who find it difficult to attend.</p> <p>Part-time timetables are used for longer than necessary or treated as a long-term solution, or plans for returning students to full-time education are unclear.</p> <p>Leaders are inconsistent in making sure that students attend their alternative provision.</p> |
| <input type="checkbox"/> Causing concern | <p>Attendance is likely to be 'causing concern' if one or more of the following applies:</p> <p>Strategic leadership of attendance is lacking. Barriers to attendance are not identified or tackled.</p> <p>Attendance is consistently low for all students or for groups of students and shows little sign of sustained improvement.</p> <p>The college does not properly monitor students' attendance at alternative provision or act when they are absent.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

8. Personal development and well-being

8.1 Leadership of personal development and well-being

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| <p><input type="checkbox"/> Exemplary</p> | <p>Where a college is secure in all evaluation areas, and strong across all the themes in personal development and well-being, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <p><input type="checkbox"/> Strong</p> | <p>The programme of wider opportunities is expertly designed and balanced. It is well suited to the college's context and students' needs, ambitions and aspirations. Leaders carefully track access to make sure that these opportunities are enriching, accessible and targeted.</p> <p>students participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities. They are proud to represent their college and community.</p> <p>Disadvantaged students and those with SEND benefit fully.</p> |

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| | <p>Careers provision is of high quality, structured and sequenced effectively and fully integrated into the curriculum. It is tailored to the needs, ambitions and aspirations of individuals.</p> <p>Leaders work in continuous partnership with parents and carers, local employers and further and higher education institutions to provide a package of guidance, opportunities and experiences that help students decide on their next steps.</p> |
| <p><input type="checkbox"/> Secure</p> | <p>Leaders have ensured a broad, engaging and inclusive programme of personal development that spans the core curriculum and extracurricular activities. The programme covers the content of the statutory relationships and sex education/relationships, sex and health education framework.</p> <p>This programme:</p> <ul style="list-style-type: none"> • develops students’ character, motivation, confidence and resilience • incorporates students’ personal, social and health education, including in relation to their mental and physical health • teaches the importance of equality of opportunity and respect for diversity • prepares students for the opportunities, decisions, responsibilities and experiences of later life • broadens students’ experiences and provides opportunities for them to develop their talents and interests in areas such as the arts, music and sport • allows students to develop spiritually, morally, socially and culturally <p>Where relevant, there is an appropriate careers programme, which meets the Gatsby Benchmarks.</p> <p>The programme includes:</p> <ul style="list-style-type: none"> • impartial advice and guidance, from well-trained staff • opportunities for workplace experiences • engagement with employers, colleges, training providers and universities |

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| | <p>Leaders make sure that staff have the necessary knowledge and skills to teach the personal development programme.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Leaders' provision for students' personal development and well-being lacks coherence and/or focus.</p> <p>While some students experience an effective personal development programme, including a range of wider opportunities beyond the taught curriculum, it is not always well matched to the needs, interests and/or ambitions of particular groups of students, especially disadvantaged students and/or those with SEND.</p> <p>Leaders do not check whether the college's personal development programme has the impact they desire, including whether all students are able to benefit from the wider opportunities available.</p> <p>The careers programme does not provide students with consistent, high-quality guidance and meaningful encounters with the world of work.</p> <p>Some students do not receive impartial advice and guidance about their potential next steps. Staff are not trained well to teach the careers programme.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Personal development and well-being are likely to be 'causing concern' if one or more of the following applies:</p> <p>A significant minority of students do not receive a wide, rich set of experiences.</p> <p>Disadvantaged students or those with SEND miss out on aspects of the college's wider offer.</p> <p>students do not receive the pastoral support they need. Leaders and/or governors/trustees undermine or fail to promote equality of opportunity.</p> <p>Significant weaknesses in the quality of the college's personal development programme are not identified or addressed. Leaders have created a culture and/or</p> |

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| | <p>environment that places undue pressure on students or undermines students' emotional health and/or well-being.</p> <p>Leaders have not made sure that the curriculum teaches students about healthy relationships.</p> <p>Leaders do not have an effective careers programme. They fail to use the Gatsby benchmarks to develop and improve careers provision.</p> |
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Evidence and Reflection:

Comments:

Development Advice:

Comments:

8. Personal development and well-being

8.2 Pastoral support and students' well-being

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in personal development and well-being, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>All staff are active and highly vigilant in supporting and caring for students. Relevant staff have the necessary expertise to provide high-quality support and care.</p> <p>The college draws on strong and sustained relationships with parents and carers, and with external agencies, to provide students with the best possible care, guidance and support, especially disadvantaged students and/or those with SEND.</p> |
| <input type="checkbox"/> Secure | <p>Leaders' pastoral support is:</p> |

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| | <ul style="list-style-type: none"> • informed by evidence provided in partnership with parents and carers • integrated well with external agencies, where appropriate • well matched to students' needs • targeted at students who may need extra support, guidance or care <p>Leaders and staff are vigilant about identifying students, or particular groups of students, who may be vulnerable or need additional support.</p> <p>students understand and are confident in accessing pastoral care when they need it. Leaders listen to, and take account of, students' views.</p> |
| <input type="checkbox"/> Attention needed | <p>Pastoral support has limited impact because it is imprecisely targeted and/or not fully matched to students' needs.</p> <p>Leaders' work with external agencies is inconsistent.</p> <p>Although leaders listen to students' views, they are slow to take account of them. students do not always see staff as trusted adults who they can turn to for support.</p> |
| <input type="checkbox"/> Causing concern | <p>Personal development and well-being are likely to be 'causing concern' if one or more of the following applies:</p> <p>A significant minority of students do not receive a wide, rich set of experiences.</p> <p>Disadvantaged students or those with SEND miss out on aspects of the college's wider offer.</p> <p>students do not receive the pastoral support they need. Leaders and/or governors/trustees undermine or fail to promote equality of opportunity.</p> <p>Significant weaknesses in the quality of the college's personal development programme are not identified or addressed. Leaders have created a culture and/or environment that places undue pressure on students or undermines students' emotional health and/or well-being.</p> |

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| | <p>Leaders have not made sure that the curriculum teaches students about healthy relationships.</p> <p>Leaders do not have an effective careers programme. They fail to use the Gatsby benchmarks to develop and improve careers provision.</p> |
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Evidence and Reflection:

Comments:

Development Advice:

Comments:

8. Personal development and well-being

8.3 Inclusive opportunities and practices

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| <p><input type="checkbox"/> Exemplary</p> | <p>Where a college is secure in all evaluation areas, and strong across all the themes in personal development and well-being, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <p><input type="checkbox"/> Strong</p> | <p>Leaders' personal development and careers programme, including its accessibility and take-up of the wider opportunities afforded to students, is expertly designed to meet the needs, ambitions and aspirations of disadvantaged students and those with SEND.</p> <p>All students feel welcome, valued and respected. They feel that they belong within the college community.</p> <p>Across the college's work, inclusive practices are strong.</p> |

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| <input type="checkbox"/> Secure | <p>The personal development programme is an entitlement for every student. Any adaptations for individual students or groups are made carefully to avoid limiting expectations for disadvantaged students and/or students with SEND.</p> <p>Leaders take all reasonable steps to make sure that all students, including those attending alternative provision, within or external to the college, and/or those with SEND, can access the same personal development and careers programme.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders' personal development and careers programme, including the wider opportunities afforded to students, are not honed to take account of all students' needs, ambitions and aspirations, particularly those of disadvantaged students and those with SEND.</p> <p>Some opportunities and activities may not be fully accessible and/or have limited take-up.</p> |
| <input type="checkbox"/> Causing concern | <p>Personal development and well-being are likely to be 'causing concern' if one or more of the following applies:</p> <p>A significant minority of students do not receive a wide, rich set of experiences.</p> <p>Disadvantaged students or those with SEND miss out on aspects of the college's wider offer.</p> <p>students do not receive the pastoral support they need. Leaders and/or governors/trustees undermine or fail to promote equality of opportunity.</p> <p>Significant weaknesses in the quality of the college's personal development programme are not identified or addressed. Leaders have created a culture and/or environment that places undue pressure on students or undermines students' emotional health and/or well-being.</p> <p>Leaders have not made sure that the curriculum teaches students about healthy relationships.</p> |

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| | Leaders do not have an effective careers programme. They fail to use the Gatsby benchmarks to develop and improve careers provision. |
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Evidence and Reflection:

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Development Advice:

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9. Inclusion

9.1 Inclusive practices (across all other toolkits)

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Across the college's work, inclusive practices are strong.</p> |
| <input type="checkbox"/> Secure | <p>Across the college's work, inclusive practices are secure, so that all students feel welcome, valued and a sense of belonging to their college and community.</p> |
| <input type="checkbox"/> Attention needed | <p>Aspects of the college's inclusive practices need attention.</p> |
| <input type="checkbox"/> Causing concern | <p>Inclusion is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Across the college's work, leaders fail to meet students' needs.</p> |

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| | <p>Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged students and/or those with SEND.</p> <p>Support for disadvantaged students and/or those with SEND is ineffective.</p> <p>Leaders do not identify students who are disadvantaged or have SEND, or students who may face barriers to their learning and/or well-being.</p> <p>Leaders' student premium strategy is ineffective. Disadvantaged children underachieve.</p> <p>Leaders' use of alternative provision is not in the best interests of students, and/or they have not taken all necessary steps to make sure that the provision is safe.</p> <p>Leaders fail to meet the statutory expectations of the SEN code of practice.</p> |
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Evidence and Reflection:

Comments:

Development Advice:

Comments:

9. Inclusion

9.2 Identifying and meeting needs, and removing barriers

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders have established a culture in which all staff are highly vigilant in identifying students who may face barriers to their learning and/or well-being.</p> <p>Leaders have a keen understanding of the barriers that individual students face and tackle these swiftly and expertly. They systematically review adaptations, adjusting them as needed, so that they make a sustained difference to students' learning and/or well-being.</p> |

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| <input type="checkbox"/> Secure | <p>Leaders quickly and accurately identify students who face barriers to their learning or well-being that might make them vulnerable.</p> <p>Leaders make sure that these students receive effective support, drawing on external specialists, as necessary.</p> <p>Leaders make sure that any use of alternative provision is suitable, safe and in the best interests of students.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders' support for students who face barriers to their learning and/or well-being is not sufficiently precise, sustained or effective.</p> |
| <input type="checkbox"/> Causing concern | <p>Inclusion is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Across the college's work, leaders fail to meet students' needs.</p> <p>Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged students and/or those with SEND.</p> <p>Support for disadvantaged students and/or those with SEND is ineffective.</p> <p>Leaders do not identify students who are disadvantaged or have SEND, or students who may face barriers to their learning and/or well-being.</p> <p>Leaders' student premium strategy is ineffective. Disadvantaged children underachieve.</p> <p>Leaders' use of alternative provision is not in the best interests of students, and/or they have not taken all necessary steps to make sure that the provision is safe.</p> <p>Leaders fail to meet the statutory expectations of the SEN code of practice.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

9. Inclusion

9.3 Supporting disadvantaged students

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders use a rich set of well-analysed quantitative and qualitative data to understand the needs of their disadvantaged students.</p> <p>Leaders continually monitor the progress of their student premium strategy and make helpful and proactive adaptations, as appropriate.</p> |
| <input type="checkbox"/> Secure | <p>Leaders have a secure understanding of their disadvantaged students' needs and use appropriate evidence to inform their student premium strategy, including when selecting approaches to take.</p> |

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| | <p>Leaders understand how supporting disadvantaged students is central to, rather than separate from, their overarching strategic priorities.</p> <p>Leaders make sure that the delivery of their student premium strategy is sustained and monitored effectively, including through ongoing training and support for staff.</p> <p>The student premium strategy has a demonstrable positive impact on students' achievement and well-being.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders lack a precise understanding of their disadvantaged students' needs and/or do not use suitable evidence to inform their student premium strategy.</p> <p>Leaders' student premium strategy is not well aligned to wider college development priorities, and staff are not clear about their roles.</p> <p>There are limited systems in place to monitor the progress of the student premium strategy or to make adaptations as appropriate.</p> <p>Support for disadvantaged students is not sufficiently precise, sustained or effective.</p> |
| <input type="checkbox"/> Causing concern | <p>Inclusion is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Across the college's work, leaders fail to meet students' needs.</p> <p>Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged students and/or those with SEND.</p> <p>Support for disadvantaged students and/or those with SEND is ineffective.</p> <p>Leaders do not identify students who are disadvantaged or have SEND, or students who may face barriers to their learning and/or well-being.</p> |

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| | <p>Leaders' student premium strategy is ineffective. Disadvantaged children underachieve.</p> <p>Leaders' use of alternative provision is not in the best interests of students, and/or they have not taken all necessary steps to make sure that the provision is safe.</p> <p>Leaders fail to meet the statutory expectations of the SEN code of practice.</p> |
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Evidence and Reflection:

Comments:

Development Advice:

Comments:

9. Inclusion

9.4 Supporting students with SEND

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders identify and meet the needs of students with SEND extremely well, using adaptations that help to ensure that these students benefit from high expectations.</p> <p>They have a keen understanding of the barriers that individual students face and tackle these expertly.</p> <p>They systematically review adaptations and monitor the progress of students with SEND, adjusting as needed.</p> |

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| <input type="checkbox"/> Secure | <p>There is a qualified special educational needs coordinator with sufficient authority within the leadership structure to make a positive difference for students with SEND.</p> <p>Leaders quickly and accurately identify students' emerging or changing SEND. They make sure that students receive effective support, drawing on specialist guidance where necessary.</p> <p>An appropriate, graduated approach meets students' SEND effectively. Staff receive suitable training and support to implement the graduated approach well.</p> <p>Leaders make sure that their work is effective in improving students' achievement. They do not lower expectations for students with SEND.</p> <p>Leaders are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, students with SEND.</p> |
| <input type="checkbox"/> Attention needed | <p>Leaders do not assess students' needs well enough.</p> <p>Support for students with SEND is not sufficiently precise, sustained or effective.</p> <p>Expectations of students with SEND are too low.</p> |
| <input type="checkbox"/> Causing concern | <p>Inclusion is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Across the college's work, leaders fail to meet students' needs.</p> <p>Inclusive practices do not ensure an acceptable standard of education and/or care for disadvantaged students and/or those with SEND.</p> <p>Support for disadvantaged students and/or those with SEND is ineffective.</p> |

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| | <p>Leaders do not identify students who are disadvantaged or have SEND, or students who may face barriers to their learning and/or well-being.</p> <p>Leaders' student premium strategy is ineffective. Disadvantaged children underachieve.</p> <p>Leaders' use of alternative provision is not in the best interests of students, and/or they have not taken all necessary steps to make sure that the provision is safe.</p> <p>Leaders fail to meet the statutory expectations of the SEN code of practice.</p> |
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Evidence and Reflection:

Comments:

Development Advice:

Comments:

10. Early Years

10.1 Leadership of the early years

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in early years, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders and staff from across the college understand the importance of the early years in laying the foundations for all future learning. This is reflected in whole-college decision-making and approaches to continuous improvement.</p> <p>Leaders and staff have fully integrated the early years into the life of the college so that there is a seamless transition as children progress through their early years and into key stage 1 and beyond.</p> |
| <input type="checkbox"/> Secure | <p>Leaders make sure that the statutory requirements of the EYFS are met in full. They have the same high expectations of</p> |

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| | <p>children in the early years as they do across the rest of the college.</p> <p>Senior leaders make sure that the early years are prioritised, so that all children, especially those who are disadvantaged and/or those with SEND, get the best start in life.</p> <p>Leaders and staff work in close partnership with parents and carers, other settings, childminders and/or out-of-college provision to make sure that there is continuity of education and care for all children.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Leaders have misunderstood or only partially applied the statutory requirements of the EYFS, but this does not have a significant impact on the safety and well-being and/or the learning and development of children.</p> <p>Children’s learning, development and/or welfare and well-being are not identified and addressed consistently.</p> <p>Senior leaders recognise the importance of early years, but this is not reflected consistently in the decisions they make about curriculum design and/or ensuring that there are well-trained leaders and/or staff in early years.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Early years is likely to be ‘causing concern’ if any one or more of the following applies:</p> <p>Leaders have not met the statutory requirements of the early years foundation stage (EYFS) in full. This has a significant impact on the safety and well-being and/or learning and development of children.</p> <p>Leaders have low expectations of what children in the early years can and should achieve.</p> <p>The curriculum is poorly designed. It does not meet children’s needs or provide the necessary foundations for future learning.</p> <p>Leaders or staff have a weak understanding of the areas of learning</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

10. Early Years

10.2 Learning and development requirements

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in early years, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>The curriculum is expertly designed and sets out, for each area of learning, the knowledge and skills that children need to secure in preparation for later learning.</p> <p>Staff have an expert knowledge of all areas of learning and the way in which young children learn. They put this knowledge into practice to enable children to achieve highly across all areas of learning.</p> <p>Staff's interactions with children are highly effective in improving children's communication and language and vocabulary. This is the case within and across all areas of</p> |

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| | <p>learning, especially for disadvantaged children and/or those with SEND.</p> |
| <p><input type="checkbox"/> Secure</p> | <p>The curriculum is planned and sequenced effectively to support all children’s progression through the EYFS, appropriate to their age and stage of development.</p> <p>This includes frequent opportunities for children to practise and consolidate their learning and to develop their attention and sustained focus, so that they are ready for Year 1.</p> <p>The curriculum ensures that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, preparing the foundations for future learning.</p> <p>Staff engage in frequent, high-quality interactions with children to support their development and extend their language and vocabulary across all areas of learning.</p> <p>Staff present information clearly to children, check their understanding, and identify and address misconceptions, to improve children’s learning.</p> <p>The college’s curriculum for teaching systematic, synthetic phonics, early reading and handwriting is systematic and cumulative.</p> <p>The mathematics curriculum is sequenced well. It ensures that children have sufficient practice to be confident in using and understanding numbers, as well as the vocabulary to talk mathematically.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Some aspects of the curriculum are not designed or implemented well enough to meet children’s needs.</p> <p>The frequency and/or quality of interactions between staff and children do not support children’s development well enough or meet their individual needs.</p> <p>Children are not supported to develop their communication and language and vocabulary consistently well.</p> |

Causing concern

Early years is likely to be 'causing concern' if any one or more of the following applies:

Leaders have not met the statutory requirements of the early years foundation stage (EYFS) in full. This has a significant impact on the safety and well-being and/or learning and development of children.

Leaders have low expectations of what children in the early years can and should achieve.

The curriculum is poorly designed. It does not meet children's needs or provide the necessary foundations for future learning.

Leaders or staff have a weak understanding of the areas of learning

Evidence and Reflection:

Comments:

Development Advice:

Comments:

10. Early Years

10.3 Well-being and welfare requirements

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in early years, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Staff develop warm, positive and responsive relationships with children. This enables all children to thrive and develop the confidence and independence they will need for future learning.</p> |
| <input type="checkbox"/> Secure | <p>Care practices meet the needs of the range of children who attend.</p> <p>Staff, including a key person where required, develop positive relationships with children. This helps children to form secure attachments and supports their well-being and independence.</p> |

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| | <p>Staff help children to understand, appropriate to their age and stage, how to make healthy choices to support their emotional and physical development.</p> <p>Staff support children to take well-managed risks to develop their resilience and understanding of personal safety.</p> |
| <input type="checkbox"/> Attention needed | <p>Relationships between staff and children are not consistent in promoting secure attachments, wellbeing and/or children's independence.</p> |
| <input type="checkbox"/> Causing concern | <p>Early years is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Leaders have not met the statutory requirements of the early years foundation stage (EYFS) in full. This has a significant impact on the safety and well-being and/or learning and development of children.</p> <p>Leaders have low expectations of what children in the early years can and should achieve.</p> <p>The curriculum is poorly designed. It does not meet children's needs or provide the necessary foundations for future learning.</p> <p>Leaders or staff have a weak understanding of the areas of learning</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

10. Early Years

10.4 Achievement and preparation for key stage 1

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in early years, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Children develop a broad range of vocabulary and a detailed understanding within and across the seven areas of learning, in line with their age and stage of development.</p> <p>Children use their knowledge and skills confidently and with automaticity. They are exceptionally well prepared for the next stage of learning.</p> |
| <input type="checkbox"/> Secure | <p>Children develop secure knowledge and skills across the seven areas of learning, appropriate to their age and stage of development and in line with the college's curriculum.</p> |

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| | <p>Children with lower starting points, disadvantaged children and/or those with SEND achieve well.</p> <p>By the end of Reception, children are well prepared to reach a good level of development, paving the way for future learning in Year 1 and beyond.</p> |
| <p><input type="checkbox"/> Attention needed</p> | <p>Children are not prepared well enough for the next stage in their learning. They do not develop knowledge and skills effectively across all seven areas of learning.</p> <p>The needs of disadvantaged children and/or those with SEND are not identified precisely and/or addressed with sufficient urgency to enable them to achieve well.</p> |
| <p><input type="checkbox"/> Causing concern</p> | <p>Early years is likely to be 'causing concern' if any one or more of the following applies:</p> <p>Leaders have not met the statutory requirements of the early years foundation stage (EYFS) in full. This has a significant impact on the safety and well-being and/or learning and development of children.</p> <p>Leaders have low expectations of what children in the early years can and should achieve.</p> <p>The curriculum is poorly designed. It does not meet children's needs or provide the necessary foundations for future learning.</p> <p>Leaders or staff have a weak understanding of the areas of learning</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

11. Sixth form

11.1 Strategic leadership of the 16 to 19 study programmes

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in sixth form, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders have an accurate understanding of the cohort of post-16 students and have designed a study programme that is inclusive and enables all students to achieve well.</p> |
| <input type="checkbox"/> Secure | <p>Leaders have made sure that the 16 to 19 study programme is designed to meet the students' academic needs, career aspirations and context.</p> <p>Barriers to learning for students, including those who are disadvantaged or who have SEND, are considered and play an important role in the programme design.</p> |

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| <input type="checkbox"/> Attention needed | Leaders have not made sure that the 16 to 19 study programme sufficiently meets students' academic needs, career aspirations and context. |
| <input type="checkbox"/> Causing concern | <p>Sixth form is likely to be 'causing concern' if any one or more of the following applies:</p> <p>The design, content, sequencing and/or teaching of the curriculum does not provide adequately for all students.</p> <p>Students' achievement is significantly lower than national averages.</p> <p>Disadvantaged students and those with SEND do not make enough progress. Students have not attained the qualifications, skills or behaviours that they will need to progress to their next stage of education, training or employment.</p> <p>The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in Britain.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

11. Sixth form

11.2 Achievement on the 16 to 19 study programmes

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in sixth form, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Students' achievement is significantly higher than national averages, across all qualification types.</p> <p>Retention on courses is significantly above national averages.</p> |
| <input type="checkbox"/> Secure | <p>Leaders made sure that students attain well and make good progress from their starting points.</p> <p>Students without at least a GCSE grade 4 in English and mathematics, gain the relevant qualification in these subjects.</p> |

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| | <p>All students receive high-quality, impartial advice and guidance that ensures that they go on to appropriate education, employment or training.</p> <p>Retention on courses is at least in line with national averages.</p> |
| <input type="checkbox"/> Attention needed | <p>Students do not achieve well when compared with national averages, but there is strong evidence that this is improving.</p> <p>Retention on courses is below national averages, but there is strong evidence of improvement.</p> |
| <input type="checkbox"/> Causing concern | <p>Sixth form is likely to be 'causing concern' if any one or more of the following applies:</p> <p>The design, content, sequencing and/or teaching of the curriculum does not provide adequately for all students.</p> <p>Students' achievement is significantly lower than national averages.</p> <p>Disadvantaged students and those with SEND do not make enough progress. Students have not attained the qualifications, skills or behaviours that they will need to progress to their next stage of education, training or employment.</p> <p>The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in Britain.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

11. Sixth form

11.3 Learners' preparedness for their next steps

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in sixth form, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders have established a comprehensive, purposeful programme of work-related learning. This is closely aligned to each student's individual needs and career aspirations. All students benefit from this.</p> |
| <input type="checkbox"/> Secure | <p>Leaders have planned a relevant programme of work-related learning that meets the requirements of the 16 to 19 study programme. This takes account of students' needs and career aspirations.</p> <p>Leaders have established effective partnerships with local employers and higher education institutions to fulfil this.</p> |

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| <input type="checkbox"/> Attention needed | <p>Leaders have planned opportunities for students to benefit from work-related learning. However, these opportunities are not high quality and/or lack relevance for many students.</p> |
| <input type="checkbox"/> Causing concern | <p>Sixth form is likely to be 'causing concern' if any one or more of the following applies:</p> <p>The design, content, sequencing and/or teaching of the curriculum does not provide adequately for all students.</p> <p>Students' achievement is significantly lower than national averages.</p> <p>Disadvantaged students and those with SEND do not make enough progress. Students have not attained the qualifications, skills or behaviours that they will need to progress to their next stage of education, training or employment.</p> <p>The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in Britain.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

11. Sixth form

11.4 Wider opportunities

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| <input type="checkbox"/> Exemplary | <p>Where a college is secure in all evaluation areas, and strong across all the themes in sixth form, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to students' learning, development and well-being • being used and/or adapted internally to support and improve other areas of the college's work • being (or will be) shared externally to support system improvement. <p>Once the provisional grades are confirmed and the college's report card is published, inspectors will invite leaders to submit a short case study of their work to the Ofsted Academy. We will use a panel of experts to review these case studies nationally.</p> <p>Successful submissions will be published as part of a series of best practice reporting.</p> |
| <input type="checkbox"/> Strong | <p>Leaders have designed a comprehensive, purposeful range of high-quality opportunities that prepare students for adult life. All students benefit from these opportunities.</p> |
| <input type="checkbox"/> Secure | <p>Leaders have an accurate understanding of the students' needs. They have designed a suitable range of wider opportunities that prepare students for adult life, such as citizenship programmes, volunteering and opportunities outside their taught courses, such as those related to developing leadership qualities.</p> |

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| <input type="checkbox"/> Attention needed | <p>Leaders have designed a suitable range of wider opportunities to prepare students for adult life. However, these opportunities are not closely aligned to students' needs and aspirations.</p> |
| <input type="checkbox"/> Causing concern | <p>Sixth form is likely to be 'causing concern' if any one or more of the following applies:</p> <p>The design, content, sequencing and/or teaching of the curriculum does not provide adequately for all students.</p> <p>Students' achievement is significantly lower than national averages.</p> <p>Disadvantaged students and those with SEND do not make enough progress. Students have not attained the qualifications, skills or behaviours that they will need to progress to their next stage of education, training or employment.</p> <p>The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in Britain.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments:

12. Safeguarding

All colleges should have an open and positive safeguarding culture that promotes the welfare of and puts students' interests first. Leaders must ensure they follow the Department for Education's latest statutory guidance in 'Working together to safeguard children' and 'Keeping children safe in education'.

This means colleges:

- protect students from maltreatment and harm, whether it is within or outside the home, including online. They are vigilant, maintaining an attitude of 'it could happen here'
- act as a safeguarding partner in line with 'Working together to safeguard children'
- are open and transparent, sharing appropriate information with others and actively seeking expert advice when required, making sure all safeguarding decisions are accessible for appropriate scrutiny, accepting of challenge to ensure the right decisions are made, and recognising that safeguarding issues might occur in any provision at any time to ensure that all those who work with students are trained well in their responsibility to students to support them to be safer and are empowered to speak out and act upon where there may be concerns
- recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation
- actively seek and listen to the views and experiences of students, staff and parents, taking prompt action to deal with any concerns
- have appropriate safeguarding and child protection arrangements, which:
 - identify students who may need early help and be a partner in multi-agency working
 - identify students and who are at risk of harm or who have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm
 - secure the help that students need and, if required, refer in a timely way to those who have the expertise to help
 - manage safe recruitment and allegations about adults who may pose a risk to students
 - take into account the additional safeguarding challenges that students, including disabled students, those with SEND and those who are nonverbal, may face.
- are receptive to challenge, and reflect on their own practice, to ensure that the impact of safeguarding policies, systems and processes are kept under continual review
- must maintain, if they are maintained colleges, a single central record of pre-appointment checks, in paper or electronic form

- must maintain, if they are academies, a single central record, in paper or electronic form, that details the checks carried out in each academy within the trust. There is no requirement to maintain an individual record for each academy, but the information should be recorded in such a way that the details about individual academies can be provided separately.

| Culture | |
|--|--|
| <input type="checkbox"/> Not met | <input type="checkbox"/> Met |
| <p>Leaders and/or those responsible for governance have not ensured a culture in which safeguarding is everyone's responsibility and students are kept safe and feel safe.</p> <p>There is a closed culture. Leaders are not open to challenge and/or do not learn from issues or incidents.</p> <p>students have little confidence that the college will tackle concerns about safety, including risk of abuse, because leaders have not taken their views seriously and/or dealt with relevant concerns.</p> | <p>Leaders and/or those responsible for governance have established a culture in which safeguarding is everyone's responsibility and students are kept safe and feel safe.</p> <p>All staff are vigilant and carry out their responsibilities effectively in keeping students safe.</p> <p>Leaders, staff and those responsible for governance are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.</p> |
| Safeguarding information for all staff to know and act on | |
| <input type="checkbox"/> Not met | <input type="checkbox"/> Met |
| <p>Leaders and/or those responsible for safeguarding do not fulfil their responsibilities in relation to safeguarding information for staff, as set out in 'Working together to safeguard children' and part one of 'Keeping children safe in education'.</p> <p>Leaders, staff and/or those responsible for governance do not know and/or fulfil their roles in safeguarding students.</p> | <p>Leaders, staff and those responsible for governance know and fulfil the statutory requirements for safeguarding.</p> <p>Staff understand the indicators of possible safeguarding concerns and follow the college's systems confidently and consistently.</p> |

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| <p>Serious failings in safeguarding practice leads students, or particular groups of students, to be unsafe.</p> | |
| <p>Management of safeguarding</p> | |
| <p><input type="checkbox"/> Not met</p> | <p><input type="checkbox"/> Met</p> |
| <p>Leaders and those responsible for governance do not fulfil their responsibilities in relation to management of safeguarding, as set out in 'Working together to safeguard children' and part two of 'Keeping children safe in education'.</p> <p>Leaders and those responsible for governance do not fulfil their responsibilities under the 'Prevent' duty.</p> <p>Those responsible for governance do not exercise strategic oversight of all aspects of safeguarding and promoting the welfare of students.</p> | <p>Leaders and those responsible for governance fulfil their responsibilities in relation to management of safeguarding, as set out in 'Working together to safeguard children' and part two of 'Keeping children safe in education'.</p> <p>Leaders fulfil their responsibilities under the 'Prevent' duty.</p> |
| <p>Safer recruitment</p> | |
| <p><input type="checkbox"/> Not met</p> | <p><input type="checkbox"/> Met</p> |
| <p>Leaders and those responsible for governance do not fulfil their responsibilities in relation to safer recruitment, as set out in 'Working together to safeguard children' and part three of 'Keeping children safe in education'.</p> <p>Statutory requirements are not met. For example, there are breaches of the requirements of the Disclosure and Barring Service (DBS).</p> | <p>Leaders and those responsible for governance fulfil their responsibilities in relation to safer recruitment, as set out in 'Working together to safeguard children' and part three of 'Keeping children safe in education', including alternative provision, host family arrangements and private fostering.</p> <p>Leaders and those responsible for governance have rectified minor safeguarding issues identified during the inspection and/or are taking steps to resolve them. students are kept safe and feel safe.</p> |

| Safeguarding concerns or allegations | |
|---|--|
| <input type="checkbox"/> Not met | <input type="checkbox"/> Met |
| <p>Leaders and those responsible for governance are not fulfilling their responsibilities in relation to reporting, referrals and record-keeping, as set out in 'Working together to safeguard children' and part four of 'Keeping children safe in education'.</p> <p>Leaders and those responsible for governance do not handle safeguarding allegations against adults appropriately.</p> <p>The college is not aware of its duty in relation to referrals to the DBS.</p> | <p>Leaders and those responsible for governance are fulfilling their responsibilities in relation to reporting, referrals and record-keeping, as set out in 'Working together to safeguard children' and part four of 'Keeping children safe in education'.</p> |
| Child-on-child sexual violence and sexual harassment | |
| <input type="checkbox"/> Not met | <input type="checkbox"/> Met |
| <p>Leaders and those responsible for governance do not fulfil their responsibilities in relation to child-on-child sexual violence and sexual harassment, as set out in 'Working together to safeguard children' and part five of 'Keeping children safe in education'.</p> <p>Leaders do not handle allegations of sexual abuse swiftly and appropriately. This is likely to lead to students being put at risk of significant harm.</p> | <p>Leaders and those responsible for safeguarding fulfil their responsibilities in relation to child-on-child sexual violence and sexual harassment, as set out in 'Working together to safeguard children' and part five of 'Keeping children safe in education'.</p> |

Evidence and Reflection:

Comments:

Development Advice:

Comments: