



Self-Evaluation Package

Marell
Consulting Limited

1. Self-Evaluation Guidance

This document is part of a package which contains 4 sections:

- Self-evaluation Guidance
- Self-evaluation Template
- Ofsted Grading Criteria
- Self-evaluation Grading Sheet

Please read this guidance first to get the best out of this self-evaluation package.

The Self-evaluation Process

- First, complete the self-evaluation template
- The self-evaluation template should be completed once a year using evidence gathered throughout the year, by following the school's monitoring schedule
- It should be completed by a senior member of staff or a team of senior members of staff whose various roles are suited to specific sections on the self-evaluation template
- All evaluations on the self-evaluation template should be based on evidence. If your school does not yet have formal procedures for monitoring every aspect of the provision conduct a thorough audit of the provision, then use the outcome to complete the self-evaluation template.
- Follow the instructions on the self-evaluation template including directions about identifying strengths and areas for improvement
- Distribute the completed self-evaluation template; the Ofsted Grading Criteria and the Self-evaluation Grading Sheet across the organisation giving all staff and management a chance to evaluate the school's overall effectiveness.

- Set a realistic deadline for completion and stress the importance of reading the documents before choosing grades. This process can also be done during an INSET day to ensure that staff read the evaluations on the self-evaluation template and Ofsted’s grading criteria before choosing grades.
- Encourage staff to add their evaluation of any aspect of the provision that is not already listed on the self-evaluation template in the relevant section
- Collate grades from all the Self-evaluation Grading Sheets then as a Senior Leadership Team, agree the final grades
- Assign the task of writing the self-evaluation report to 1 senior leader

Writing the Self-Evaluation Report

Below is a suggested structure and contents for your self-evaluation report:

Introduction

- Our school - school mission, aims, ethos,
- Our community - characteristics of your local area: employment rates; deprivation data; labour market; ethnicity details
- Our pupils - characteristics and starting points
- Our curriculum – curriculum offer, typical timetable
- Summary of the impact of COVID 19 on the school community and how the school’s leaders responded to the situation

Evaluation of the school

- A table with the most recent outcome from a standard Ofsted inspection
- A table summarising the grades you have awarded yourselves through self-evaluation

Overall Effectiveness

- The self-evaluation grade for overall effectiveness
- A paragraph or 2 explaining why you have awarded yourselves this grade – refer to the table at the end of the “Ofsted Grading Criteria” document to check the accuracy of your evaluation

Quality of Education

- The self-evaluation grade for quality of education
- A paragraph or two explaining why you have awarded yourselves this grade – refer to the relevant section of the “Ofsted Grading Criteria” to ensure the accuracy of your evaluation
- Paragraphs with detailed evaluations of curriculum intent, implementation, and impact. These paragraphs can be extracted directly from the “evaluation” column of your completed “self-evaluation template” – the work has already been done
- The curriculum during the COVID-19 pandemic
- List of strengths (if any) – these are the statements highlighted green on your completed “self-evaluation template”
- List of areas for improvement (if any) these are statements highlighted yellow on your completed “self-evaluation template”

Behaviour & Attitudes

- The self-evaluation grade for behaviour & attitudes
- A paragraph or two explaining why you have awarded yourselves this grade – refer to the relevant section of the “Ofsted Grading Criteria” to ensure the accuracy of your evaluation
- Paragraphs with detailed evaluations of behaviour & attitudes. These paragraphs can be extracted directly from the “evaluation” column of your completed “self-evaluation template” – the work has already been done
- Behaviour & Attitudes during the COVID-19 pandemic
- List of strengths (if any) – these are the statements highlighted green on your completed “self-evaluation template”
- List of areas for improvement (if any) these are statements highlighted yellow on your completed “self-evaluation template”

Personal Development

- The self-evaluation grade for personal development
- A paragraph or two explaining why you have awarded yourselves this grade – refer to the relevant section of the “Ofsted Grading Criteria” to ensure the accuracy of your evaluation
- Paragraphs with detailed evaluations of personal development. These paragraphs can be extracted directly from the “evaluation” column of your completed “self-evaluation template” – the work has already been done
- Personal Development during the COVID-19 pandemic
- List of strengths (if any) – these are the statements highlighted green on your completed “self-evaluation template”
- List of areas for improvement (if any) these are statements highlighted yellow on your completed “self-evaluation template”

Leadership & Management

- The self-evaluation grade for leadership & management
- A paragraph or two explaining why you have awarded yourselves this grade – refer to the relevant section of the “Ofsted Grading Criteria” to ensure the accuracy of your evaluation
- Paragraphs with detailed evaluations of leadership & management. These paragraphs can be extracted directly from the “evaluation” column of your completed “self-evaluation template” – the work has already been done
- Leadership during the COVID-19 pandemic
- List of strengths (if any) – these are the statements highlighted green on your completed “self-evaluation template”
- List of areas for improvement (if any) these are statements highlighted yellow on your completed “self-evaluation template”

Please repeat the structure above for the following if you have these provisions in your school:

- Early Years Education
- Sixth-Form Provision

Your Schools Unique Educational Vision

- A paragraph or two detailing your evaluation of how well you have met your school aims

Additional Matters Raised by Staff

- A paragraph or two detailing your evaluation of how well you have met your school aims

2. Self-Evaluation Template

Please read the self-evaluation guidance first to get the best out of this self-evaluation package.

1. To complete this self-evaluation template, you will need to refer to evidence of your school's performance in the various areas outlined on this template. This evidence should ideally have been gathered through a monitoring schedule over the academic year. If this evidence is not available, you will need to conduct a thorough audit of your school's provision to be able to complete this template.
2. For each of the criteria on the template, write notes evaluating your school's performance. Your evaluation notes should be based on evidence.
3. If any of your evaluation notes suggest that your school's performance is weak, highlight the relevant statements yellow to indicate an area for improvement.
4. If any of your evaluation notes suggest that your school's performance is exceptional, highlight the relevant statements green to indicate a strength.
5. Fill the RAG column with red, amber, or green as follows:
 - Red – for sections that have many statements highlighted yellow
 - Amber – for sections that have only 1 or 2 statements highlighted yellow
 - Green – for sections that have no statements highlighted yellow

Quality of Education

Curriculum Intent

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
To what extent have leaders ensured that the curriculum reflects the knowledge and skills that pupils need to take advantage of the opportunities, experiences, and responsibilities of later life?		
To what extent have leaders considered the school's local context and ensured that the curriculum addresses typical gaps in pupils' knowledge and skills and the social disadvantage they face?		
<p>Is the curriculum offered at the school broad, rich, and ambitious?</p> <p>Does it stay as broad as possible for as long as possible?</p> <p>Are pupils able to study a strong academic core of subjects?</p> <p>Does the curriculum meet the requirements of paragraphs 2 (2) (a) of the Independent School Standards as a minimum?</p>		
Is it clear what end points the curriculum is building towards and what knowledge and skill pupils should have at those points?		
How effectively is the curriculum planned and sequenced?		

Is there a high academic/vocational/technical ambition for all pupils including disadvantaged pupils and those with SEND?		
To what extent does the curriculum equip pupils with cultural capital - essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement?		
To what extent have leaders ensured that subject curriculum areas have the most useful content and that it is taught in a logical progression?		
What measures have been taken to ensure that pupils read at an appropriate level?		

Curriculum Implementation

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
To what extent do teachers have expert knowledge of the subjects they teach? If they don't, how effectively are they supported to address the gaps in their knowledge?		
To what extent do teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion?		

How effectively do teachers check pupils' understanding and identify and correct misunderstandings?		
How effectively is assessment used to check pupils' understanding? To what extent are the results of assessment used to inform teaching, and to help pupils embed and use knowledge fluently, and develop their understanding?		
How effectively do teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently?		
Is subject content delivery sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points?		
How do staff feel about their workload? What impact do interventions and the recording and uploading of data about pupil progress and attainment have on staff workload?		

Curriculum Impact

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
To what extent are pupils able to read to an age - appropriate level and fluency or the extent to which they improve their reading age and fluency compared to their starting points		
How well do pupils make progress in terms of knowing more, remembering more and being able to do more?		
To what extent do pupils with SEND and EHC plans meet their outcomes including: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • physical health and development • social, emotional, and mental health 		
To what extent do pupils acquire cultural capital?		
How well do pupils perform in national assessments and examinations?		
How well are pupils prepared for their next stage of education/training/employment at each stage of learning?		
How well are pupils with SEND and EHC plans prepared for their next steps in education, employment and training, and their adult lives, including further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life?		

The Curriculum during the COVID-19 Pandemic

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
<p>Between March 2020 and July 2020 when the DfE did not require schools to provide education for all pupils:</p> <p>Was the curriculum delivered to any of your pupils at the school? What portion of your curriculum was delivered and why? How was this curriculum delivered? How well did pupils engage with learning? To what extent did they make progress?</p>		
<p>From September onwards when schools were required to deliver the full curriculum to all pupils:</p> <p>How well did teachers identify pupils' learning gaps and new starting points? What portion of your curriculum was delivered and why? How was this curriculum delivered? Any remote education? How well did pupils engage with learning? To what extent did they make progress?</p>		
<p>If remote education was used:</p> <p>To what extent did school leaders have a clear vision and approach for remote education. How well did they maintain awareness of any issues or barriers related to effective delivery?</p>		

<p>How well did the school understand the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education?</p> <p>How well did the school deliver ‘hybrid’ teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home? Did the school have the relevant resources in place to deliver the curriculum remotely?</p> <p>How effectively did the school support staff to deliver high-quality remote education?</p> <p>To what extent did the school maintain strong communication with pupils, parents, and carers, and continue to work effectively with other third parties?</p> <p>How effectively do teachers and leaders maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing?</p>		
<p>If your school deployed tutors to support education recovery from the pandemic:</p> <p>How did their deployment support the aims of the school curriculum?</p>		

Behaviour & Attitudes

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
<p>What procedures have been put in place to create a calm and orderly environment in the classroom and in the school?</p> <p>How effective are these procedures?</p>		
<p>How effective is the school at setting clear routines and expectations for the behaviour of pupils in classrooms and in all aspects of school life?</p>		
<p>To what extent do leaders focus on attendance and punctuality?</p> <p>How effectively is the outcome of this focus used to minimise disruption?</p>		
<p>How well do pupils improve their attendance and punctuality?</p>		
<p>How effectively does the school evaluate, analyse, and respond to pupils' behaviour over time?</p>		
<p>To what extent does pupils' behaviour improve in the school?</p>		
<p>How clear are behaviour and attendance policies?</p> <p>Do they state clearly rewards and consequences?</p> <p>Are staff, managers, and pupils aware of these policies?</p>		

<p>How consistently are behaviour policies implemented, particularly consequences?</p> <p>Do pupils feel that behaviour policies are implemented fairly? How do you know?</p>		
<p>To what extent are pupils motivated and have positive attitudes to learning?</p>		
<p>How effectively does the school develop a positive and respectful culture in the school?</p> <p>To what extent do pupils show respect for, courtesy and good manners towards each other and adults?</p> <p>To what extent do pupils take pride in themselves and their school?</p>		
<p>Do pupils feel that staff know and care for them?</p> <p>How do you know?</p>		
<p>What does the school do to create an environment in which pupils feel safe?</p>		
<p>How effectively does the school deal with matters of bullying, discrimination, peer on peer abuse – online or offline- particularly in terms of:</p> <ul style="list-style-type: none"> • Speed • Consistency 		

<p>Do pupils feel safe in the school?</p> <p>How do you know?</p>		
<p>If the school uses exclusions:</p> <ul style="list-style-type: none"> • How effective are fixed term and internal exclusions? • To what extent does the school consider safeguarding risks for pupils who are excluded? • Is there a strategy in place to re-integrate pupils? • To what extent do leaders monitor patterns and trends to identify and address any underlying issues? • If pupils are excluded permanently are exclusions legal and justified? • To what extent is the school using alternative strategies to support pupils who are at risk of exclusion? 		

Behaviour & Attitudes during the COVID-19 Pandemic

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
How did the COVID-pandemic affect pupils' behaviour at your school?		
<p>How well did the school support pupils whose behaviour was affected by factors such as:</p> <p>A lack of routine Limited or no access to additional support services Being away from friends In some cases – additional safeguarding and welfare harms Bereavement</p>		
Evaluate how the COVID-19 pandemic affected the attendance of pupils.		
How effectively did leaders and staff ensure the best possible attendance for those pupils eligible to attend in person between March 2020 and March 2021 (even though attendance during this period will not have an impact on Ofsted inspectors' judgments of the school)		
How effectively have leaders and staff ensured the best possible rates of attendance since the school opened to all pupils in March 2021?		

Personal Development

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
To what extent is the curriculum enriched and extended through extra-curricular activities? What is the range, quality, and take-up of extra-curricular activities?		
Where appropriate, what is the quality of pupils' debate and discussions?		
To what extent does the school develop pupils' understanding of how to: <ul style="list-style-type: none"> • Keep physically healthy • Eat healthily • Maintain an active lifestyle To what extent are pupils given opportunities to be active during the school day and through extra-curricular activities?		
How well does the school develop pupils' confidence, resilience, and knowledge so that they can keep themselves mentally healthy?		
How well does the school develop pupils understanding of healthy relationships through age-appropriate relationship and sex education?		
To what extent does the school develop pupils' character – positive personal traits, dispositions, and virtues?		

How well does the school develop responsibility, respect, and citizenship amongst pupils?		
How effectively does the school enable pupils to recognise online and offline risks to their well-being? To what extent are pupils made aware of the support available to them to manage these risks?		
How effectively does the school develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance?		
How effectively does the school promote pupils' spiritual, moral, social, and cultural development?		
How effectively does the school promote equality of opportunity and celebrate difference?		
To what extent does the school promote an inclusive environment that meets the needs of all pupils irrespective of the 9 protected characteristics in the Equality Act 2010?		
To what extent does the school provide an effective careers programme in line with the government's statutory guidance ?		
To what extent does the school's career guidance programme offer pupils: <ul style="list-style-type: none"> • Unbiased careers advice? 		

<ul style="list-style-type: none"> • Experience of work? • Contact with employers? • Encouragement to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire? 		
<p>How effectively does the school support readiness for the next phase of education, training, or employment?</p>		

Personal Development during the COVID-19 Pandemic

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
<p>Between March 2020 and March 2021:</p> <p>To what extent did the personal development offer change? To what extent did the personal development provision on offer suit pupils needs?</p>		
<p>To what extent did the personal development provision on offer since March 2021 suit pupils needs?</p>		
<p>Has the school consulted parents about their Relationship and Sex Education provision and published their policy during the academic year 2020 to 2021?</p>		
<p>Has the school, as a minimum, taught some of the new RSE curriculum during the academic year 2020 to 2021?</p>		
<p>Where it has not been possible to fully implement the new RSE curriculum, to what extent has the school:</p> <p>had regard to the statutory guidance</p> <p>had a good rationale for prioritising what they have implemented</p> <p>had clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year?</p>		

Leadership & Management

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
To what extent do leaders ensure that the school meets the requirements of the Independent School standards?		
How clearly are leaders' expectations for all pupils communicated in leaders' and staff's day to day interactions with pupils?		
To what extent are leaders ambitious for all pupils including those who are harder to reach?		
To what extent do leaders focus their attention on the education provided by the school?		
To what extent do leaders take action to develop and strengthen the quality of their workforce?		
To what extent is the continuing professional development of teachers and staff aligned with the curriculum?		
To what extent does CPD develop teachers' subject knowledge and their knowledge of teaching strategies?		
To what extent do leaders consider the workload and well-being of their staff?		
To what extent do leaders create coherence and consistency across the school?		

<p>To what extent do leaders seek to engage parents and their community to support pupils' education?</p> <p>If applicable, how effectively do leaders address inappropriate attempts to influence what is taught and the day-to-day life of the school?</p>		
<p>To what extent do leaders seek to engage pupils, staff, commissioners, employers, and other stakeholders to improve pupils' education?</p>		
<p>To what extent do leaders and those responsible for governance understand their roles and perform these in a way that improves the school's effectiveness?</p>		
<p>To what extent do those responsible for governance:</p> <ul style="list-style-type: none"> • Ensure clarity of vision • Hold senior leaders to account for the educational performance of the organisation and its pupils • Hold senior leaders to account for the performance management of staff • Oversee the financial performance of the organisation and make sure money is well spent • Ensure that the school fulfils its statutory duties e.g., the Equality Act? 		

<p>If the school uses alternative provision do leaders:</p> <ul style="list-style-type: none"> • Check that it is registered as an Independent School (if it caters for 5 or more pupils of compulsory school age or 1 pupil who is looked after or has an EHC plan) • Ensure pupils' safety by carrying out the appropriate safeguarding checks • Ensure that pupils benefit from a well-planned and sequenced, well-taught, broad curriculum (if pupils are receiving all their learning from the alternative provider) • Have systems to monitor attendance and behaviour of pupils at the provision? 		
<p>How effective are leaders' arrangements to:</p> <ul style="list-style-type: none"> • Protect children, pupils, and students online and offline • Identify children, pupils and students who may need help and are at risk of harm or have been harmed • Secure the help that children, pupils, and students need and if required referring in a timely way to those who have the expertise to help • Manage safe recruitment and allegations about adults who may be a risk to children, pupils, students, and vulnerable adults? 		

To what extent do school policies that make it clear that Sexual harassment, online sexual abuse, and sexual violence is unacceptable?

How well are these policies implemented and reflected in the curriculum?

Does the school have appropriate sanctions in place?

Do staff have appropriate knowledge of part 5 of KCSIE September 2021?

To what extent are pupils supported to report concerns about harmful sexual behaviour freely?

Are pupils' concerns taken seriously, dealt with swiftly and appropriately, and are pupils confident that this is the case?

Are comprehensive records of all allegations are kept?

To what extent does the school prevent sexual harassment, online sexual abuse and sexual violence through effective behaviour policy, pastoral support, carefully planned RSE and Health curriculum which teaches pupils about safeguarding risks including online risks and what constitutes a healthy relationship?

Leadership during the COVID-19 Pandemic

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
How effectively was remote education put in place and monitored?		
How well were teachers and support staff prepared for remote education?		
To what extent were vulnerable pupils kept safe and prioritised for face-to-face education?		
How well were parents and carers kept up to date with developments and changes?		
To what extent did COVID-19-related staff absence have an impact on the running of the school?		
How effectively were staff and pupils' well-being promoted?		
How have you adapted your school development plans because of the COVID-19 pandemic?		
What is the rationale for any new or modified school improvement priorities?		
How did school leaders adapt approaches to safeguarding during the pandemic to make sure that: <ul style="list-style-type: none"> vulnerable pupils were prioritised for face-to-face education in school safeguarding procedures remained effective for those receiving remote education, as well as those attending school 		

How have safeguarding arrangements changed over time due to the pandemic, and how school leaders have made sure they remain effective?		
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Early Years Education (Complete this section only if you have more than 5 pupils in this stage and if you are not exempt from the learning and development requirements of the EYFS)

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
How well do leaders assure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves?		
To what extent do staff ensure that the content, sequencing, and progression in the seven areas of learning are secured as appropriate?		
Is the content of the EYFS curriculum taught in a logical progression, systematically and in a way that is explained effectively?		
To what extent do children develop, consolidate, and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS.		
In Reception, are children taught to read systematically by using synthetic phonics and books that match the children’s phonic knowledge?		
How well do staff develop children’s communication and language through singing songs, nursery rhymes and playing games?		

How well do staff develop children’s love of reading, through reading aloud and telling stories and rhymes?		
How well do children demonstrate their attitudes and behaviours through the key characteristics of effective learning: <ul style="list-style-type: none"> • playing and exploring • active learning • creative thinking and thinking critically? 		
To what extent are leaders and staff knowledgeable about the typical development and characteristics of learning for two- and three-year-olds, including their emotional and physical dependence on adults?		
To what extent are leaders and staff aware of the large difference in development between children who are just two and those approaching their fourth birthday?		
To what extent are leaders and staff responsive when children need comforting, and provide support appropriate to the individual needs of the child?		
To what extent are leaders and staff attentive to children’s care needs and use times caring for them as an opportunity to help children’s learning?		
To what extent are leaders and staff giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play?		

To what extent are leaders and staff patient and attentive when allowing two- and three-year-olds to express their ideas?		
To what extent are leaders and staff listening to children and responding to their verbal and non-verbal communication rather than interrupting them?		

Disapplication and Modifications of the EYFS requirements during the COVID-19 Pandemic

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
If the school has disapplied the learning and development, to what extent have reasonable endeavours have been used to meet the requirements? Was the Stage 2 test met?		
Where the school applied modifications to some of the assessment requirements of the EYFS to what extent are relevant assessment requirements still being met? If not, how soon will assessment take place?		

Sixth Form Provision (Complete this section only if you have more than 5 pupils in this stage)

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>
To what extent do leaders and teachers develop a curriculum that provides progression, stretch and challenge for those pupils who do not have GCSE mathematics and English at grades 9 to 4 (or legacy grades A* to C)?		
To what extent does the curriculum for pupils in the sixth-form provision include opportunities for work experience or industry placements or other non- qualification activities?		
How effective is the careers guidance provided for pupils in the sixth form?		
To what extent does it meet the quality and impartiality requirements of the government's statutory guidance?		
To what extent does the career guidance provided at the school enable students to make progress and move on to a higher level of qualification, employment, or further training?		
How well do students develop personal, social, and independent learning skills?		
To what extent do students achieve high levels of punctuality and attendance?		

To what extent do students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study?		
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Your School's Unique Educational Vision

Below, add criteria to evaluate what matters to your school and is not covered by the Ofsted framework. This can be based on your Mission Statement, Ethos or Specialist Aims.

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>

Additional Matters Raised by Staff

This section can be completed by any staff member who wished to evaluate an area which affects their practice. This must be an area which has not already been covered by the set criteria on this template.

<i>Criteria</i>	<i>Evaluation</i>	<i>RAG?</i>

3.Ofsted Grading Criteria

Please read the self-evaluation guidance first to get the best out of this self-evaluation package.

1. This section should be used in conjunction with 2 other sections in this self-evaluation package:
 - Self-evaluation template
 - Self-evaluation grading sheet

2. Before using this grading criteria, please read your completed self-evaluation template which evaluates your school's effectiveness in 8 areas. Only the 6 areas listed below will be evaluated using the criteria on this document:
 - Quality of Education
 - Behaviour & Attitudes
 - Personal Development
 - Leadership & Management
 - Early Years Education
 - Sixth Form Provision.

3. After reading each of these 6 areas on the self-evaluation template **read the relevant Ofsted grade descriptor for "Good" first** and check if you meet **all** the criteria.
 - If you meet **all** the criteria for "Good" and there is no additional evidence to suggest that you might be better than "Good", then record – Grade 2 for that area on the grading sheet.

 - If you meet **all** the criteria for "Good" and there is additional evidence which suggests that you might be better than "Good" read the grade descriptor for "Outstanding". Do you also meet all the criteria under "Outstanding"? If yes, then record – Grade 1 for that area on the grading sheet.

 - If you do not meet **all** the criteria for "Good", read the criteria for "Requires Improvement." Is it the best fit? If yes, then record – Grade 3 for that area on the grading sheet.

- If you do not meet the criteria for “Good” and the criteria for “Requires Improvement” is not the best fit, record – Grade 4 for that area on the grading sheet.

- 4. Finally, go to the Overall Effectiveness table at the end of this document and choose the appropriate grade. Record it in the relevant area on the Grading Sheet. Please note that even though the following items are not graded, they have a significant influence on the overall effectiveness:
 - Compliance with the Independent School Standards
 - Safeguarding

Please note that information about how well the school meets the standards and how effective safeguarding can be found in the “Leadership and Management” section of the self-evaluation template.

Below is Ofsted’s grading criteria from the [Non-association independent school inspection Handbook](#)

Grade descriptors for the quality of education

Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.
- In addition, the following apply.
- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- Leaders adopt or construct a broad, rich curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life in British society. Ofsted's definition of this is a curriculum that is of comparable breadth and ambition to the national curriculum. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment across a broad range of career options. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]
- The curriculum is successfully adapted, designed, or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]

- Pupils study the full curriculum (as it is described in paragraph 2(2)(a) of the independent school standards); it is not narrowed. Where the school teaches a specialist curriculum, it also teaches the full range of subjects for as long as possible.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence, and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.
- Where available, impact is reflected in results from examinations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment, or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts, and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The school's curriculum has little, or no structure or coherence and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities, and experiences of life in modern Britain.
- Pupils cannot communicate, read, write, or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)
- The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.
- Expectations of pupils with SEND are low and their needs are not accurately identified, assessed, or met.
- Pupils have not attained, where relevant, the qualifications appropriate for them to progress to their next stages of education, training, or employment.

Grade descriptors for behaviour and attitudes

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued, and nurtured, and bullying harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair, and highly effective action to support them to succeed in their education.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff, and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance within the context of the pandemic, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift, and effective action.
- Fixed term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent [exclusions](#) are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.

Requires improvement (3)

- Behaviour and attitudes in the school are not good.
- Pupils are safe and they feel safe.

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies.

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.
- Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life, and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.
- Poor behaviour means that pupils, or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Grade descriptors for personal development

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good (2)

- The curriculum extends beyond the academic, vocational, or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social, and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient, and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop, and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic, and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law, and no forms of discrimination are tolerated.

- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment, or training by providing unbiased information to all about potential next steps and high-quality careers advice and guidance.

Requires improvement (3)

- Personal development in the school is not good.

Inadequate (4)

Personal development is likely to be inadequate if any one of the following applies.

- A significant minority of pupils do not receive a wide, rich set of experiences.
- Leaders and those responsible for governance, through their words, actions, or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
- Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.
- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.
- Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.
- Pupils are unprepared for life in modern Britain.

Grade descriptors for Leadership and Management

Outstanding (1)

- All of the independent school standards (and, where relevant, statutory requirements of the early years foundation stage) are met.
- The school meets all the criteria for good in leadership and management securely and consistently.

Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Good (2)

- All of the independent school standards (and, where relevant statutory requirements of the early years foundation stage) are met.
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies, and practice. This vision has been maintained through the pandemic and beyond/during the transitional period.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture, and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.
- Leaders protect staff from bullying and harassment.

- Those responsible for governance understand their role and carry this out effectively. The proprietor/those responsible for governance ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its other statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- All of the independent school standards may be met, but the school is not yet demonstrating the characteristics of a good judgement.
- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

- There are one or more un-met independent school standards (or, where relevant, statutory requirements of the early years foundation stage) that may have a serious impact on pupils' welfare, health, and safety, academic or personal development.
- The school's capacity to improve the quality of education, pupils' personal development or pupils' behaviour and attitudes is poor, or leaders are overly dependent on external support.
- Leaders are not doing enough to tackle weaknesses in the school.
- The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.
- The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest.
- There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.

- There is a clear breach of one or more of the other legal responsibilities of the proprietor/those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.

Grade descriptors for Early Years Education

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief, and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions, and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts, and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned, and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children 'the language of feelings, helping them to appropriately develop their emotional literacy' (see pages 8 to 9 of the ['Statutory framework for the early years foundation stage \(applies from 1 September 2021\)'](#), which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical, and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively, and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration, and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Requires improvement (3)

- The effectiveness of the early years is not yet good.

Inadequate (4)

The effectiveness of the early years is likely to be inadequate if one or more of the following applies.

- A poorly designed and implemented curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.
- Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.
- Assessment is overly burdensome. It is unhelpful in determining what children know, understand, and can do.
- By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do not have basic fluency in number and shape, space, and measure.

- Children are not well prepared for the next stage of their learning, particularly those who receive additional funding or have SEND. Strategies for engaging parents are weak and parents do not know what their child is learning or how to help them improve.
- The attainment and progress of children, particularly those who are disadvantaged, are consistently low and show little or no improvement, indicating that children are underachieving considerably.

Grade descriptors for the Sixth Form Provision

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of sixth-form provision securely and consistently.
- The quality of sixth-form provision provided is exceptional.

In addition, the following apply:

- The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.
- The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.
- Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.
- The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.

Good (2)

- Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]
- The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study and is well designed to support the wider implementation of the school's curriculum.
- Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.
- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.
- The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.
- Teachers encourage students to use subject-specific, professional, and technical vocabulary well.
- Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
- Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living, and employment.
- Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.
- Students are ready for the next stage of education, employment, or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.
- Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.

- The sixth form prepares its students for future success in education, employment, or training. It does this through providing unbiased information to all about potential next steps; high-quality, up-to-date, and locally relevant careers guidance, and opportunities for good-quality, meaningful encounters with the world of work.

Requires improvement (3)

- The quality of education in the sixth form is not yet good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The design, coverage or teaching of the curriculum does not provide adequately for all students.
- The curriculum does not prepare students for the opportunities, responsibilities, and experiences of life in modern Britain.
- Weak assessment practice means that teaching fails to meet students' needs.
- The attainment and progress of students are consistently low and show little or no improvement over time, indicating that students are underachieving considerably.
- Students do not develop or improve the English and mathematical skills they need to succeed in the next year or stage of education, training, or employment.
- Students have not attained the qualifications, skills, or behaviours appropriate for them to progress to their next stage of education, training, or employment.
- Students' attendance is consistently low and shows little sign of sustained improvement. Their lack of engagement, motivation or enthusiasm inhibits their progress and development.

Grade descriptors for Overall Effectiveness

<i>Outstanding - 1</i>	<i>Good - 2</i>	<i>Requires Improvement - 3</i>	<i>Inadequate - 4</i>
The quality of education is outstanding.	The quality of education is at least good.	See below:	See below:
All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.	All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.	Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.	The judgement on overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or.....
Safeguarding is effective.	Safeguarding is effective.	Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.	Safeguarding is ineffective

4. Self- Evaluation Grading Sheet

Please read the self-evaluation guidance first in order to get the best out of this self-evaluation package.

1. This section should be completed in with reference to 2 other sections in this self-evaluation package:
 - Self-evaluation template
 - Ofsted Grading Criteria

2. Before completing this self-evaluation grading sheet, please read your completed self-evaluation template which evaluates your school's effectiveness in 8 areas. Only the 6 areas listed below will be graded with reference to the Ofsted Grading Criteria document:
 - Quality of Education.
 - Behaviour & Attitudes.
 - Personal Development.
 - Leadership & Management.
 - Early Years Education.
 - Sixth Form Provision.

3. After reading each of the 6 areas on the self-evaluation template, go to the Ofsted Grading Criteria document, **read the relevant Ofsted grade descriptor for "Good" first** and check if you meet **all** the criteria.
 - If you meet **all** the criteria for "Good" and there is no additional evidence to suggest that you might be better than "Good", then record – Grade 2 for that area on the table below.

 - If you meet **all** the criteria for "Good" and there is additional evidence which suggests that you might be better than "Good" read the grade descriptor for "Outstanding". Do you also meet that **all** the criteria for "Outstanding"? If yes, then record – Grade 1 for that area on the table below.

 - If you do not meet **all** the criteria for "Good", read the criteria for "Requires Improvement." Is it the best fit? If yes, then record – Grade 3 for that area on the table below.

- If you do not **all** meet the criteria for “Good” and the criteria for “Requires Improvement” is not the best fit, record – Grade 4 for that area on the table below.

- 4. Finally, go to the Overall Effectiveness table at the end of the “Ofsted Grading Criteria” document and choose the appropriate grade. Record it in on the table below. Please note that even though the following items are not graded, they have a significant influence on the overall effectiveness:
 - Compliance with the Independent School Standards
 - Safeguarding

Information about how well the school meets the standards and how effective safeguarding can be found in the “Leadership and Management” section of the self-evaluation template.

Area	Grade
Quality of Education	
Behaviour & Attitudes	
Personal Development	
Leadership & Management	
Early Years Education	
Sixth – Form Provision	
Overall Effectiveness	
Name	
Role	

