**Risk of Stuck School Self-Evaluation Against Schools that Improve Criteria:**

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| **Area** | **Schools that improve** | **Schools that do not improve** | **XXXXXXX School’s Evidence** |
| **Curriculum planning** | The curriculum is ambitious, well sequenced, broad and balanced. Any variation between subjects is outweighed by leaders’ work to secure high-quality learning in most curriculum areas. | Curriculum planning is recent or incomplete. Some subjects are not taught in sufficient depth. Some staff lack the expertise to deliver the curriculum well |  |
| **Early reading** | There is strong provision for phonics and reading. In all school types, this includes effective support for pupils who have fallen behind. | There are issues with reading and phonics, particularly for the weakest readers. Staff expertise is a barrier in some schools |  |
| **SEND** | There is high-quality, ambitious provision that takes account of, and ensures good outcomes for, pupils with SEND. | There are weaknesses in the provision for pupils with SEND. There is too little focus on supporting these pupils to achieve academically. |  |
| **Behaviour and attitudes** | There are high expectations for behaviour and attendance. There is effective extra help for pupils who need it. | Disruptions to learning and poor attendance remain barriers to improvement. |  |
| **Personal development** | Leaders place importance on developing personal, social and spiritual well-being. There is a broadening of pupils’ skills and perspectives. The opportunities provided benefit all pupils | Many pupils do not take up extra-curricular activities. Aspects of the personal, social and health education and/or spiritual, moral, social and cultural curriculum are new or are not implemented effectively. |  |
| **Governance** | There is effective challenge and support from governors/trustees. There is a shared and ambitious vision. | Governor/trustee training is needed so that they can better hold executive leaders to account. At times, a more effective interface is needed between governors/trustees. |  |
| **Vision** | There is a clarity of direction. Leaders have an accurate understanding of the school’s strengths and areas where there is still more to do. | There is an absence of accurate self-evaluation. There is not a compelling picture that plans are implemented as intended. |  |
| **Staffing** | Staff feel supported to develop their subject knowledge through high-quality and motivational professional development. | There is often instability in staffing and higher-than-average staff absence. There are inconsistencies in the quality of support and training that staff receive. |  |

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| **Capacity to improve**  195. In deciding whether schools have the capacity to improve, inspectors should not simply consider a school’s potential but the extent to which leaders: | |
| Leaders: | Evidence |
| **Identify and Prioritize Issues:**   * Evidence: Accurate identification of issues and effective evaluation processes to identify future issues. |  |
| **Take Appropriate and Timely Action:**   * Evidence: Effective use of internal and external support where necessary |  |
| **Track Record of Improvement:**   * Evidence: Demonstrated improvement, even if the desired outcome has not yet been achieved, indicating confidence that improvements will be swift and sustainable. |  |
| **Reasonable Efforts:**   * Evidence: Leaders have done all that can be reasonably expected in the time available and under the circumstances. |  |

**Progress against previous inspection action points.**

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| Action point | Steps taken | Progress so far | Next steps |
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1. **Ofsted.** (n.d.). *How "stuck" schools are overcoming isolation: Evaluation report*. Retrieved from Ofsted website.
2. **Department for Education.** (2022, July 11). *School monitoring handbook*. Retrieved from Department for Education website.