

Information and communication technology (ICT) survey visits

Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of, the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2013 *School inspection handbook* as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on section 5 whole-school inspections.

Grade descriptors – the overall effectiveness of ICT education provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Outstanding (1)

- ICT teaching is outstanding and, together with a rich, interesting and relevant ICT curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in ICT may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in ICT and these ensure that they are very well equipped for the next stage of their education, training or employment.
- Pupils' high levels of literacy, appropriate to their age, contribute to their outstanding learning and achievement.
- Practice in ICT consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Good practice is spread effectively in a drive for continuous improvement.
- E-safety is a priority across all areas of the school.
- The subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Good (2)

- Pupils benefit from ICT teaching that is at least good and some that is outstanding. This promotes positive attitudes to learning and ensures that pupils' achievement in ICT is at least good.
- Pupils and particular groups of pupils have effective educational experiences in ICT that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action as a result of accurate monitoring and evaluation that enables most pupils, including disabled pupils and those with special educational needs, to reach their potential in ICT.
- E-safety is a priority across the school.
- ICT makes a good contribution to pupils' spiritual, moral, social and cultural development.

Requires improvement (3)

- ICT in the school requires improvement because one or more of the key judgements for achievement; the quality of teaching; the curriculum; and the quality of leadership and management of ICT requires improvement (grade 3).

Inadequate (4)

ICT in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- the achievement of pupils in ICT
- the quality of teaching in ICT
- the quality of the curriculum in ICT
- the quality of the leadership in, and management of, ICT
- the e-safety of pupils.

Grade descriptors – achievement of pupils in ICT

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

| Generic ¹ | Supplementary subject-specific guidance |
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| <p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ From each different starting point², the proportions of pupils making expected progress³ and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them. ■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. ■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics. ■ Pupils read widely, and often across all subjects to a high standard. ■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment. ■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better. ■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where | <p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Pupils demonstrate excellent understanding of important concepts in ICT and are able to make connections within the subject because they have highly developed transferable knowledge, skills and understanding. ■ Pupils consistently use their subject knowledge and understanding very effectively in written and verbal explanations and can solve challenging problems. ■ Pupils make highly effective use of a wide range of hardware and software appropriate to their age and ability. ■ Pupils show exceptional independence in their use of ICT across all areas of the curriculum and exhibit very positive attitudes towards ICT. They take the initiative, for example, by asking questions, carrying out their own investigations, and working constructively with others. ■ Pupils show high levels of originality, imagination, creativity and innovation in their understanding and application of skills in ICT. |

¹ The descriptors are set out in full in the *School inspection handbook*.

² Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

³ Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

| Generic¹ | Supplementary subject-specific guidance |
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| <p>standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</p> | |
| <p>Good (2)</p> <ul style="list-style-type: none"> ■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving. ■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well. ■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics. ■ Pupils read widely and often. ■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium, provides support and the most able, is generally good. ■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period. | <p>Good (2)</p> <ul style="list-style-type: none"> ■ Pupils make good progress across all areas of the subject and show originality, imagination and creativity in their work. They understand important concepts in ICT and make connections within the subject. ■ Pupils use their subject knowledge and understanding effectively in written and verbal explanations and can solve challenging problems. ■ Pupils make good use of a wide range of hardware and software appropriate to their age and ability. ■ Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others. Pupils take the initiative in, for example, asking questions, carrying out their own investigations, and working constructively with others. ■ Pupils enjoy using ICT and can explain its value. |
| <p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Pupils' achievement requires improvement as it is not good. | <p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Pupils make progress across most areas of the subject and show some originality, imagination and creativity in their work. ■ Pupils are generally dependent on their teachers, particularly when the teaching methods do not encourage independent thought. ■ Pupils at times show creative or original responses in their subject work. They may make good use of some aspects of ICT, for example to communicate and present ideas, but their capability in other areas such as programming and control is less secure. ■ Pupils take the initiative in developing their work |

| Generic¹ | Supplementary subject-specific guidance |
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| | <p>when allowed. They are generally interested in the subject but show limited enthusiasm for acquiring greater knowledge and understanding of ICT.</p> <ul style="list-style-type: none"> ■ Pupils use techniques correctly, often through emulating the teacher’s methods, but their understanding of the underpinning concepts is insecure. |
| <p>Inadequate (4)</p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement. ■ For pupils for whom the pupil premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement. ■ Pupils’ learning and progress in any key subject⁴ or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving. ■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, and/or the most able, are underachieving. ■ Pupils’ communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment. ■ Attainment is consistently below floor standards⁵ or is in decline and shows little, fragile or inconsistent improvement. ■ There are wide gaps in the attainment and/or the learning and progress of different groups. | <p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Pupils’ lack of understanding impedes their progress in many aspects of the subject. They develop insufficient skills in using and applying ICT. ■ Pupils rarely demonstrate creativity or originality in their use of ICT but seem confined to following instructions. ■ Pupils do not work well with others, and do not know how different roles can contribute to successful outcomes when using ICT. ■ In secondary schools, significant proportions of students in KS4 neither study ICT nor develop their skills systematically through other subjects. ■ Pupils lack interest and enthusiasm for the subject and cannot describe the relevance of ICT in a technological age. |

⁴ ‘Key’ subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

⁵ Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4. Current figures are given in *Subsidiary guidance*.

Grade descriptors⁶ – quality of teaching in ICT

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

| Generic | Supplementary subject-specific guidance |
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| <p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress. ■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. ■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. ■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. ■ Teachers and other adults authoritatively impart knowledge to ensure that students are engaged in learning, and generate high levels of commitment to learning across the school. ■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains. ■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. | <p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Teaching is informed by excellent subject knowledge and understanding of continuing developments in teaching and learning in ICT. ■ Learning is effectively secured through a high level of teacher competence and expertise, both in terms of their specialist knowledge and technical skills, and in their understanding of active learning in ICT. ■ Pupils are able to make connections between individual topics and in seeing the 'big picture'. Pupils' understanding of important concepts and progression within the lesson and over time is central to teaching. ■ Lessons address pupils' misconceptions very effectively. Teachers' responses to pupils' questions are accurate and highly effective in stimulating further thought. ■ Pupils secure outstanding progress due to carefully planned, imaginative lessons. ■ Teachers communicate high expectations, enthusiasm and passion about ICT to pupils. They challenge and inspire pupils to produce the best work they can. ■ Pupils' active participation in learning and their outstanding progress across all aspects of the subject are stimulated through the use of a very wide range of innovative and imaginative resources and teaching. |
| <p>Good (2)</p> <ul style="list-style-type: none"> ■ Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time. ■ Teachers have high expectations. They plan and | <p>Good (2)</p> <ul style="list-style-type: none"> ■ Pupils have a clear understanding of the value of ICT. Pupils' understanding of important concepts as well as their proficiency in techniques and recall of knowledge is developed, equipping pupils to work independently. ■ Teachers have a good level of specialist expertise, including good technical skills, which along with accurate assessment of individual pupils' prior knowledge and understanding, is |

⁶ These grade descriptors describe the quality of teaching in the subject as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

| Generic | Supplementary subject-specific guidance |
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| <p>teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</p> <ul style="list-style-type: none"> ■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. ■ Reading, writing, communication and mathematics are taught effectively. ■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. ■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve. ■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons. | <p>used well in planning and teaching their subject.</p> <ul style="list-style-type: none"> ■ Pupils understand the value of ICT, its impact on society and how it relates to their lives, due to teachers using a range of appropriate contexts in lessons. ■ Teachers respond well to pupils' questions through effective dialogue and feedback, and correct errors and misconceptions accurately and effectively. ■ Teachers of ICT communicate high expectations, about their subject to pupils, encouraging them to produce the best work they can. ■ Good learning across all aspects of the subject is promoted through the use of an appropriate range of resources and teaching strategies. |
| <p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teaching requires improvement as it is not good. | <p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teachers of ICT understand how to maintain pupils' interest in the subject. ■ Pupils' primarily learn skills in mastering techniques and answering routine questions, rather than understanding the underlying concepts of the subject. ■ Teachers have sufficient subject expertise and use this to inform planning and teaching and to correct common errors and misconceptions. As a result, they use a range of resources and teaching strategies to promote reasonable learning across most aspects of the subject. ■ Marking usually provides guidance for pupils on how to improve their work, but this is not regularly followed up. ■ While teaching generally meets the needs of most pupils, strategies are not sufficiently tailored to pupils' individual needs and prior attainment to secure good progress for all groups of pupils. ICT is related to pupils' lives and teachers ensure that pupils understand the subjects' relevance. |
| <p>Inadequate (4)</p> <p>Teaching is likely to be inadequate where any of the following apply:</p> <ul style="list-style-type: none"> ■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, | <p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Pupils are not engaged in ICT. Lessons are not sufficiently related to pupils' lives and experiences with the result that pupils do not value the subject. ■ Weaknesses and gaps in the teacher's knowledge of ICT or how pupils learn the subject hamper lesson planning, the choice of resources, or the quality of the teacher's explanations with the |

| Generic | Supplementary subject-specific guidance |
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| <p>are making inadequate progress.</p> <ul style="list-style-type: none"> ■ Pupils cannot communicate, read, write, or apply mathematics as well as they should. ■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs. ■ Learning activities are not sufficiently well matched to the needs of pupils. | <p>result that pupils make too little progress.</p> <ul style="list-style-type: none"> ■ Assessment information does not inform lesson planning. Schemes of work are not differentiated to meet the needs of different groups of pupils. ■ Teachers' low expectations contribute to the pupils' inadequate progress in ICT. ■ Pupils become too passive with little opportunity for them to contribute their own understanding and ideas in lessons as a consequence of the teaching strategies used. The quality of feedback is poor and teachers do not correct common errors or misconceptions. ■ Teachers' subject expertise is limited and does not cover the required breadth of the ICT curriculum. As a result, teaching strategies fail to promote effective subject learning. |

Grade descriptors – quality of the curriculum in ICT

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Outstanding (1)

- The imaginative and stimulating ICT curriculum is very skilfully designed to match to the full range of pupils' needs and to ensure highly effective continuity and progression in their learning. The curriculum is broad and balanced with all areas covered extremely well for all pupils, in ICT lessons and/or across the school curriculum.
- The contexts in which ICT is taught are relevant to pupils' lives and reflect the increasing use of ICT in the world of industry. Excellent links are forged with other agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with the subject. These may include ICT-based clubs, visits to sites where ICT is at the heart of activities, and presentations from visiting ICT professionals.
- Pupils are expected to use their ICT knowledge, skills and understanding in realistic and challenging situations.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in ICT.
- Students in key stages 4 and 5 have access to a wide range of appropriate ICT qualifications, including academic and vocational options.
- Pupils have comprehensive knowledge and understanding of how to stay safe when using new technologies.
- Rigorous curriculum planning ensures the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Good (2)

- The ICT curriculum is broad, balanced and well informed by current initiatives in the subject. It matches well the needs of the large majority of pupils and ensures effective continuity and progression in their learning in the subject. All areas of the curriculum receive good coverage for all pupils, in ICT lessons or across the school curriculum.
- Pupils are able to use most of their ICT skills in realistic situations. The contexts in which ICT is taught are relevant to pupils' lives and reflect current practice in ICT from the world of industry. Good links are forged with other agencies and the wider community to provide a range of enrichment activities to promote pupils' learning and their engagement with the subject. These may include ICT-based clubs, visits to sites where ICT is at the heart of activities, and presentations from visiting ICT professionals.
- Pupils benefit from opportunities to use their ICT knowledge, skills and understanding in realistic and challenging situations.
- Links with other subjects in the school are productive in strengthening pupils' learning in ICT.
- Students in key stages 4 and 5 have access to appropriate ICT qualifications.
- Pupils demonstrate good knowledge and understanding of how to stay safe when using new technologies.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are planned and delivered systematically.

Requires improvement (3)

- The ICT curriculum secures pupils' broad and balanced entitlement in the subject. It provides for a range of pupils' needs and ensures that they make satisfactory progress in their learning although some areas of the curriculum, such as programming and control, may receive limited attention.
- Pupils are able to use some of their ICT skills in realistic situations. Some links are forged with other agencies and the wider community, although the activities provided to enrich pupils' interest and learning are limited in range.
- Students in key stages 4 and 5 have access to an appropriate but limited range of ICT qualifications.
- Pupils demonstrate satisfactory knowledge and understanding of how to stay safe when using new technologies.

- The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.

Inadequate (4)

- The ICT curriculum does not meet the needs of significant numbers of pupils in the school and, as a result, too many make poor progress.
- The curriculum is not broad and balanced, or significant proportions of pupils do not receive any ICT provision, either discretely or through appropriate cross-curricular provision.
- There is little enrichment activity in the subject. Connections between the ICT experiences planned and the lives of pupils are weak and result in low levels of engagement and enjoyment.
- There are few links between ICT and other subjects.
- There are no suitable progression routes into ICT for students at Key Stage 5.
- Pupils have poor knowledge and understanding of how to stay safe when using new technologies.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are missed.

Grade descriptors – quality of leadership in, and management of, ICT

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

| Generic | Supplementary subject-specific guidance |
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| <p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. ■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. ■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance. ■ There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy. ■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving. ■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development. ■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics. ■ The school has highly successful strategies for | <p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Leadership is informed by a high level of subject expertise and vision which has a clear impact on the performance and practice of members of the department and on outcomes for pupils. ■ There is a strong track record of innovation in ICT. Subject reviews, self-evaluation and improvement planning are well-informed by current good practice in ICT education. This may involve participation in partnerships with other ICT providers in a wider area. ■ Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues. There are effective strategies to delegate subject responsibilities where appropriate and to share good practice and secure high-quality professional development in the subject. ■ Continuing professional development is well-targeted and thoroughly evaluated for its impact. It includes up-to-date training for teaching assistants and technical support staff. ■ ICT has a very high profile in the life of the school and is at the cutting edge of initiatives to raise pupil progress. Access to ICT equipment is outstanding, and the school is likely to have promoted the use of mobile technologies. The ICT infrastructure enables pupils and staff to have very good access to their work and to the school's learning resources at all times, and contributes to pupils' achievement. ■ ICT makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies. ■ E-safety is a priority across all areas of the school, with all teaching and non-teaching staff receiving regular and up-to-date training. At least one staff member will have received accredited training in e-safety. Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors. |

| Generic | Supplementary subject-specific guidance |
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| <p>engaging with parents to the benefit of pupils, including those who find working with the school difficult.</p> <ul style="list-style-type: none"> ■ The school's arrangements for safeguarding pupils meet statutory requirements. ■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. ■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. | |
| <p>Good (2)</p> <ul style="list-style-type: none"> ■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition. ■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff. ■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective. ■ The well-thought-out policies ensure that pupils make at least good progress in literacy. ■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated. ■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters. ■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics. ■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. ■ The school's arrangements for safeguarding | <p>Good (2)</p> <ul style="list-style-type: none"> ■ Leaders are well informed by current developments in the subject. ■ Subject reviews, self-evaluation and improvement planning are clearly focused on improving provision and raising attainment in ICT. ■ There is a shared common purpose amongst those involved in teaching the subject, with good opportunities to share practice and access subject training. ■ Continuing professional development is targeted, includes training for teaching assistants and technical support staff, and is evaluated for its impact. ■ ICT has a prominent profile in the school. Access to ICT equipment is good for all pupils and teachers. The ICT infrastructure enables pupils and staff to have good access to their work and to the school's learning resources, and contributes to pupils' achievement. ■ ICT makes a good contribution to whole-school priorities, including literacy and numeracy policies. ■ E-safety is a priority in the school, with teaching and non-teaching staff receiving regular and up-to-date training. At least one staff member is likely to have received accredited training in e-safety. E-safety policies and procedures are in place, contributed to by the whole school, updated regularly and ratified by governors. |

| Generic | Supplementary subject-specific guidance |
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| <p>pupils meet statutory requirements.</p> <ul style="list-style-type: none"> ■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources. | |
| <p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school. | <p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Leaders are aware of current developments in the subject and incorporate these within practice with some success. ■ There is some sharing of good practice, but access to subject-specific professional development and opportunities to share good practice across all teaching are limited. ■ Provision for the subject is monitored and reviewed regularly and there is some understanding of the strengths and priorities for improvement. ■ Strategies for improvement are not sufficiently focused on securing measurable outcomes and, where necessary, improvements in pupils' achievement. ■ Access to ICT equipment is reasonable, with pupils able to use it for the majority of the time they need it. Teachers of other subjects have access to ICT suites but equipment does not lend itself to more flexible use. ■ ICT contributes to whole-school priorities, including literacy and numeracy policies. ■ E-safety is a priority in the school, with the majority of teaching and non-teaching staff receiving some training. E-safety policies and procedures are in place. |
| <p>Inadequate (4)</p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements. ■ Improvements which have been made are unlikely to be sustainable, too slow or are dependent on external support. ■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leaders and managers do not have a realistic view of outcomes or provision. ■ Leaders and managers are not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. ■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a | <p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Leaders are not well informed about current initiatives in the subject. There is little evidence of a broader vision of ICT education that draws on the work of other professionals beyond the school. ■ Key statutory requirements for ICT are not met. ■ Self-evaluation is weak and not informed by good practice in the subject, or by outcomes for pupils. Insufficient effort is made to coordinate the work of ICT staff and to improve the quality of the weakest teachers. ■ Opportunities for professional development in the subject are limited, and, as a result, some staff lack the confidence and expertise to deliver ICT effectively. ■ The subject has a low profile in the life of the school, is poorly resourced and does not contribute significantly to whole-school improvements. Pupils and staff have only limited access to ICT equipment when they need it. |

| Generic | Supplementary subject-specific guidance |
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| <p>consistent approach to the management of challenging behaviour.</p> <ul style="list-style-type: none"> ■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement, physical wellbeing and enjoyment of learning are significantly impaired. ■ The progress in English or in mathematics of pupils for whom the pupil premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school. ■ Poor literacy is not being tackled urgently and this is impeding pupils' progress. ■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources. ■ The school's strategies for engaging with parents are weak and parents express little confidence in the school. ■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. | <ul style="list-style-type: none"> ■ There is no progressive, planned e-safety education across the curriculum. There is little evidence of e-safety training for staff. E-safety policies are generic and not regularly updated. |