

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

Date: January 2026

School Name: Framfield CE Primary School

Self-Evaluation Highlighting Key:

Green - achieved, **Yellow** - partially achieved, **Red** - not achieved

Grading Safeguarding- MET

Not met	Met
<p>The safeguarding standards have been developed from the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding is likely to be 'not met' when any of the following apply:</p> <p>Serious and/or widespread failures in safeguarding lead to pupils, or particular groups of pupils, being unsafe.</p> <p>Leaders and those responsible for governance (we will refer to this group as 'leaders' throughout this section for ease of reading) have not taken sufficient action to resolve weaknesses following a failure of safeguarding that meant pupils may not have been kept safe.</p> <p>Leaders are not open to challenge and/or do not learn from issues or incidents.</p> <p>If pupils are not on the school site (whether long term, temporarily or for part of the school day), leaders are either not clear where the pupils are or are not able to demonstrate that they have taken steps to safeguard them. This includes pupils absent from education and those attending inappropriate, unregistered or unmonitored alternative provision.</p> <p>Pupils have little confidence that the school will tackle concerns about safety, including the risk of abuse. This is because leaders have not taken their views seriously and/or have not dealt with relevant concerns, so they feel unsafe.</p> <p>Leaders do not fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). Leaders do not handle allegations of abuse swiftly and appropriately. This is likely to lead to pupils being put at risk of significant harm.</p> <p>Leaders do not fulfil their responsibilities in relation to safer recruitment, reporting, referrals, record-keeping and the 'Prevent' duty.</p> <p>Leaders do not handle safeguarding allegations against adults in line with requirements. They do not fulfil their duty to refer allegations or concerns to the appropriate authority.</p>	<p>The safeguarding standards have been developed from the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding is 'met' when all the following apply:</p> <p>Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.</p> <p>Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.</p> <p>All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.</p> <p>Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).</p> <p>Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty.</p> <p>The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.</p> <p>Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.</p> <p>Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.</p> <p>Evidence: Dec LA Safeguarding monitoring report, Zones or Regs for pupil voice, LA CPD & Prevent, DSL CPD, SCR CPD, LADO refs when required</p>

Grading Inclusion- 'Needs Attention'

Needs attention – 'Sept 25'	Expected standard – 'Dec 25'	Strong standard
<p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being. Sept – Dec 25 ■ Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils. ■ Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being. 	<p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</p> <p>Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.</p> <p>The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.</p> <p>Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.</p> <p>Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.</p> <p>Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.</p> <p>Evidence: APDOR Reviews/ SEND Targets/ Adaptive Curriculum evidence- obs and books</p>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions.</p> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p>

Urgent improvement

Inclusion is likely to be graded 'urgent improvement' when any of the following apply:

- Leaders do not identify and assess pupils' needs effectively. This has a significant negative impact on how well the school supports pupils' learning and/or well-being.
- Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being is ineffective.
- Leaders do not meet statutory requirements for pupils who are disadvantaged and/or those with SEND and/or those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being. This has a significant negative impact on pupils' learning and/or well-being.

Exceptional

Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils.
- Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading Curriculum and Teaching- 'Needs Attention'

Needs attention

Expected standard

Strong standard

<p>Curriculum and teaching are likely to be graded ‘needs attention’ when the expected standard has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders’ ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. ■ Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils’ needs. 	<p>Curriculum and teaching meet the ‘expected standard’ when all the following apply:</p> <p>Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.</p> <p>Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.</p> <p>Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils’ needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.</p> <p>Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.</p> <p>Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</p> <p>Leaders and staff are particularly aware of pupils who have not yet secured the necessary</p>	<p>Curriculum and teaching meet the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply:</p> <p>Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.</p> <p>Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils’ learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</p> <p>Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</p> <p>Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils’ needs.</p>
	<p>foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.</p> <p>Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.</p> <p>Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.</p> <p>Evidence: streamlined curriculum still in the development stage. See curriculum overview docs developed so far and FN report.</p>	<p>The school’s approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils.</p>

Urgent improvement

Curriculum and teaching are likely to be graded 'urgent improvement' when any of the following apply: ■ Leaders' understanding of the quality of the curriculum and/or teaching is inaccurate.

- Leaders are not doing enough to tackle weaknesses in pupils' education.
- The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.
- The range of subjects is limited and narrow. It does not prepare pupils for adulthood or provide them with the knowledge they need to achieve and thrive in later life.
- The curriculum lacks ambition for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- Pupils with SEND do not receive a high-quality education and/or reasonable adjustments are not being made. ■ Pupils' experiences in lessons do not help them to learn effectively what has been planned in the curriculum.
- Leaders do not do enough to make sure that teachers develop sufficient expertise to teach the curriculum.
- Teachers' expectations are too low, either for all pupils or for particular groups.
- Adaptations or reasonable adjustments do not meet pupils' needs or they reflect low expectations for particular pupils or groups.

Exceptional

Inspectors may consider leaders' work in curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful.
- Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading Achievement- 'Needs Attention'

Needs attention	Expected standard	Strong standard
<p>Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement. ■ Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Pupils' attainment and progress are inconsistent or not as good as they need to be over time. ■ Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant minority of these pupils do not achieve well from their starting points. <p>Evidence: IDSR. GPS KS2 below NA. Yr6 GDS below NA.</p>	<p>Achievement meets the 'expected standard' when all the following apply:</p> <p>On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.</p> <p>Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.</p> <p>On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.</p> <p>Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.</p>	<p>Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.</p> <p>Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.</p> <p>All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.</p>
Urgent improvement		
<p>Achievement is likely to be graded 'urgent improvement' when any of the following apply:</p> <ul style="list-style-type: none"> ■ Pupils lack the foundations of communication, reading, writing or mathematical knowledge (taking into account that some pupils with SEND may not establish these foundations). Gaps in foundational knowledge are not tackled quickly or effectively. ■ Pupils have not gained the knowledge and skills and/or any qualifications they need to progress to the next stage of education, training or employment. ■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. 		
Exceptional		

Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available).
- Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading Attendance and Behaviour- *'Needs Attention/Expected Standard'*

Needs attention	Expected standard	Strong standard
<p>Attendance and behaviour are likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders have appropriate ambitions and/or expectations for pupils' attendance, behaviour and attitudes, but weaknesses or inconsistencies in practice mean that these have a limited impact on pupils or a particular group of pupils. ■ Leaders have only recently started to take action to improve pupils' attendance, behaviour and/or attitudes. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is not improving their attendance, behaviour and/or attitudes to learning. Support is not adapted to keep up with pupils' changing circumstances. 	<p>Attendance and behaviour meet the 'expected standard' when all the following apply:</p> <p>Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.</p> <p>Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.</p> <p>Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.</p> <p>Leaders and staff generally apply agreed rules, and sanctions effectively. Suspension and permanent exclusion are used appropriately.</p> <p>Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.</p> <p>Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.</p> <p>Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.</p> <p>Overall attendance is broadly in line with national averages or shows an improving trend over time.</p> <p>Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.</p> <p>Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted.</p> <p>Evidence: Behaviour Policy implementation and Attendance records.</p>	<p>Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.</p> <p>Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.</p> <p>Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.</p> <p>The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.</p> <p>Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.</p>

Urgent improvement

Attendance and behaviour are likely to be graded 'urgent improvement' when any of the following apply:

- Leaders' expectations of pupils' attendance, behaviour and attitudes are not high enough. This negatively affects pupils' achievement, their enjoyment and their sense of belonging at school.
- Leaders do not take effective action to secure pupils' positive attendance and/or behaviour. They do not have a consistent, whole-school approach to maintaining discipline. Support for staff to manage behaviour is weak.
- Leaders do not have a strategic approach to tackling poor attendance. They do not monitor or evaluate pupils' attendance properly, including at alternative provision, to identify accurately the barriers to improving attendance and to establish and implement a clear action plan.
- Attendance is consistently low. It shows little or no sign of sustained improvement over time, overall or for significant groups.
- 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 refuse staff's requests to moderate their conduct.
- Incidents of bullying and/or prejudiced and discriminatory behaviour, both direct and indirect, are frequent and/or tolerated.
- Pupils' lack of engagement and persistent, low-level and/or high-level disruption contribute to reduced learning and/or disorderly conduct, within classrooms and/or around the school.
- Leaders do not take pupils' concerns seriously. Problems escalate because leaders act too slowly. Pupils have little confidence in the school's ability to tackle bullying, unlawful discrimination, harassment, victimisation, violence and/or discriminatory behaviour.
- Use of force or restrictive intervention is excessive and/or unsafe.
- Sanctions, suspensions and/or permanent exclusions are used inappropriately.

Exceptional

Inspectors may consider leaders' work in attendance and behaviour to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results.
- Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading Personal Development and Well-being- 'Expected Standard'

Needs attention	Expected standard	Strong standard
<p>Personal development and well-being are likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders have appropriate ambitions for pupils' personal development and well being but weaknesses or inconsistencies in practice have a negative impact on pupils in general or on a particular group. ■ Leaders have only recently started to take action to improve pupils' personal development and well-being. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Leaders have considered pupils' needs when developing the personal development programme, but it is not well matched to, or does not keep up with, their evolving circumstances. 	<p>Personal development and well-being meet the 'expected standard' when all the following apply:</p> <p>A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.</p> <p>The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.</p> <p>Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.</p> <p>Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.</p> <p>The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.</p> <p>Evidence: SIAMS 25 Report. PSHE Curriculum. Wellbeing Curriculum/ Thrive. Skills Builder developments.</p>	<p>Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.</p> <p>Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.</p> <p>Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.</p> <p>Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions.</p> <p>The programme of personal development is extensive and carefully tailored to the school's</p>
	<p>Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.</p> <p>The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.</p> <p>Evidence:</p>	<p>context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.</p> <p>Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.</p>

Urgent improvement

Personal development and well-being are likely to be graded 'urgent improvement' when any of the following apply:

- A significant minority of pupils do not receive a wide, rich range of experiences.
- Pupils do not receive the pastoral support they need.
- Leaders and/or governors/trustees undermine or fail to promote equality and diversity.
- Significant weaknesses in the quality of the school's personal development programme are not identified or tackled. ■ Leaders have established a culture and/or environment that places pupils under undue pressure or undermines their emotional health and/or well-being.
- The curriculum fails to teach pupils about healthy relationships in line with the statutory relationships and sex education guidance.

Exceptional

Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school.
- Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well being. These pupils are now able to thrive in school and beyond the school.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading Early Years in Schools- **'Expected Standard'**

Needs attention

Expected standard

Strong standard

Early years in schools is likely to be graded 'needs attention' when the 'expected standard' has not been met.

This may include when one or more of the following applies:

- Leaders have appropriate ambitions for and/or expectations of children in the early years, but weaknesses or inconsistencies in practice have a negative impact on children in general or on a particular group.
- Leaders have only recently started to take action to improve early years provision. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.
- Support for disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and/or those who may face other barriers to their learning and/or well-being is not well matched to their needs or does not keep up with their evolving circumstances.

Early years in schools meets the 'expected standard' when all the following apply:

Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.

Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.

Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.

Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.

Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children. Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled.

Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.

There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.

Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy.

Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.

By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.

Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously

Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply:

Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.

Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.

Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.

Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.

Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and

those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.

	known) to children's social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning. Evidence: NA GLD 2025. Strong EYFS Curriculum. July 26 GLD target 70%. (with 25% VA)	
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Urgent improvement

Early years in schools is likely to be graded 'urgent improvement' when any of the following apply:

- Leaders have not met the statutory requirements of the EYFS in full. This has a significant negative impact on children's safety and well being and/or learning and development.
- Leaders have low expectations of what children in the early years can and should achieve.
- The curriculum is poorly designed. It does not meet children's needs or provide the necessary foundations for future learning. ■ Leaders or staff have a weak understanding of the areas of learning they teach and the ways in which children learn. ■ Relationships between staff and children do not support children's emotional well-being effectively.
- By the end of Reception, children are unprepared for Year 1. They cannot communicate, read and/or spell enough phonically regular words to a level that is appropriate for their age. They do not have basic fluency in number, or knowledge of shape, space and measures.

Exceptional

Inspectors may consider leaders' work in early years to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps.
- Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading Leadership and Governance- 'Expected Standard'

Needs attention	Expected standard	Strong standard
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Leadership and governance are likely to be graded 'needs attention' when the 'expected' standard has not been met.

This may include when one or more of the following applies:

- Leaders have a broad awareness of the school's strengths and areas for development, but their actions lack precision and/or do not identify the underlying causes of any weakness and/or have unintended consequences for pupils or particular groups of pupils.
- Leaders' actions to bring about improvement are largely focused on the right areas, but do not lead to improvement quickly enough.
- Governors/trustees understand their broad roles and responsibilities but do not typically support and/or challenge leaders well. Their approaches to assuring themselves of the impact of leaders' work do not give them a precise picture of it.
- Leaders are conscious of the implications any changes to practice may have on staff's workload, but they do not do enough to manage that workload or to avoid unnecessary burdens.
- Leaders have a broad programme of professional learning and expertise, but it is overly generic or insufficiently targeted to build expertise (in terms of knowledge, skill and judgement). This limits its impact on the quality of the provision pupils receive. It provides few opportunities for purposeful collaboration or for staff to receive effective feedback on their practice.
- Leaders have engaged with parents and the local community but this has been limited and/or not targeted appropriately.

Leadership and governance meet the 'expected standard' when all the following apply:

Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.

Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.

Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve. Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.

The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.

Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.

Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.

Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

Evidence: Alliance Partner Reports. School T&L Monitoring. FGB mins.

Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply:

Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.

Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.

Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.

Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.

Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.

Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

Urgent improvement

Leadership and governance are likely to be graded 'urgent improvement' if one or more of the following applies: ■ Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them.

- Leaders do not have a track record of improvement or, since being appointed, have not taken action that they could reasonably be expected to take to secure improvements.
- The school's capacity to improve is poor, or leaders depend too much on external support to bring about and/or maintain improvement (support from within the school's trust is not considered external support).
- Governors/trustees do not carry out their statutory core functions. Breaches of legal responsibilities are serious because of the extent of their actual or potential negative impact on pupils.
- The responsible body is unclear about its statutory duties in relation to leaders' well-being and/or does not support leaders appropriately. ■ Staff workload is unsustainable.
- Leaders' decisions are not taken in the best interests of pupils.
- Bullying, unlawful discrimination, harassment and victimisation of staff go unnoticed or unchallenged.

Exceptional

Inspectors may consider leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work.
- Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks