

Challenge Partners QA Review

Peer Evaluation Estimate Descriptors for 2022–23

Peer Evaluation Estimates Descriptors for Leadership at all Levels

All elements of Effective must be met before the criteria for Leading is considered.

Leading

- The school meets **all** the criteria for effective in leadership at all levels **securely** and **consistently**.
- Leadership at all levels is **exemplary**, this results in leading practice **with evidence of significant impact over time** on raising the quality of education within and beyond their school.

In addition, ALL of the following apply:

- Leaders ensure that all staff benefit from focused, timely and highly effective professional development **and can demonstrate examples of the systemic and sustained impact of this**. Teachers' subject and pedagogical content knowledge consistently builds and develops over time. This consistently translates into improvements in the teaching of the curriculum due to the sequencing and **the quality of teaching and learning. This is evident in a range of core and wider subjects seen across the curriculum.**
- Middle leaders make a proven, discernible contribution to implementing, monitoring, evaluating and reviewing the curriculum and the quality of learning over time **and are able to provide several substantial pieces of evidence on showing the impact of their work.**
- Leaders **have high expectations and** go beyond the expected, so that all pupils have access to a wide, rich set of relevant learning experiences, **which contribute effectively to their wider spiritual, moral, social and cultural development. Leaders are able to demonstrate the impact of these experiences.** Opportunities for all pupils to develop their talents and interests are of **exemplary** quality, including for the most disadvantaged pupils **and have a demonstrable impact on their personal development.**
- Leaders can demonstrate that there is strong take-up by all pupils of the opportunities provided by the school **and the funding for the most vulnerable is having a real impact on improving their wider spiritual, moral, social and cultural development.** The most disadvantaged pupils consistently benefit from this excellent work, as demonstrated in their academic progress, character development and attitudes to learning due to leaders' proactive approach. **There are examples of positive engagement with the wider community, with demonstrable impact.**
- Leaders provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. These experiences considerably enhance the development of all pupils' cultural capital, as well as their core learning

and impact is evident. The most vulnerable demonstrate the same levels of engagement within the same opportunities on offer as their peers.

- Leaders' development of pupils' character is exemplary and is benefitting pupils across the school and in other settings by being shared beyond the school. There is evidence that these opportunities help young people, including the most vulnerable, to explore and express their character and build the skills they need for resilience, empathy and employability.
- Carefully considered evidence-based research underpin leaders' strategic planning and its implementation and results in strong practice. Leaders can demonstrate that they share their best practice beyond their school and/ or within the Challenge Partners' hub.

In order to decide whether a school is effective or working towards effective, a 'best fit' approach will be adopted.

Effective

- Leaders, and those responsible for governance, have developed and established a clear and ambitious vision for providing high quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The subject knowledge and practice of staff, including newly qualified teachers and support staff, builds and improves over time in every subject.
- Leaders are committed to ensuring that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and enter pupils for courses that meet their needs and aspirations.
- Leaders engage effectively with pupils and others in their community including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposeful.
- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality and is evident in their academic progress, behaviours for learning and character development.
- The curriculum and the school's effective wider work support pupils to show confidence, resilience and independence, both within and out of lessons, and to develop strength of character.
- Leaders provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests, including for disadvantaged pupils and those with additional needs. Pupils appreciate these and make effective use of them.
- Leaders prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across diverse communities.

- Leaders provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
- If they are able to, pupils know how to discuss and debate issues and ideas in a considered way and this is evident across the curriculum.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of disadvantaged pupils and those pupils with additional needs. The curriculum, including the wider curriculum, develops their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Leaders in secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high quality careers guidance. The school provides effective quality, meaningful opportunities for pupils to encounter the world of work.

In order to decide whether a school is effective or working towards effective, a best fit approach will be adopted.

Working towards effective

Leadership at all levels is likely to be working towards effective if:

- Leaders, and those responsible for governance, are working towards or have not yet set out a clear and ambitious vision for providing high quality education for all pupils. The vision for improvement is not yet being realised - as values, policies and/ or practices are not being carried out consistently.
- Leaders are not aware of, or are not taking effective action, to stem the decline in the attainment and/or progress of disadvantaged pupils and those pupils with additional needs.
- Leaders have given insufficient focus and there has been a lack of urgency to improving teachers' subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. Consequently, the subject knowledge and practice of staff, including early career teachers and support staff, is not improving over time.
- Leaders have not demonstrated and/or are unable to demonstrate a strong commitment to ensuring that all pupils successfully complete their programmes of study. Support for staff has not yet made this possible. As a result, provision does not yet reflect an inclusive culture in which pupils are entered for courses that meet their needs and aspirations
- Leaders' engagement with pupils and others in their community are not yet effective. Engagement opportunities - including, when relevant, with parents, employers and local services – are insufficiently focused and purposeful.
- The quality of the school's work to enhance pupils' spiritual, moral, social and cultural development has limited impact on their academic progress, behaviours for learning and character development.

- As a result of the quality of the curriculum and the school's wider work, pupils show limited confidence, resilience and independence (both within and out of lessons) to develop strength of character.
- Pupils have limited understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect as these aspects are not included effectively within the planned curriculum.
- Pupils do not yet understand, appreciate or respect the differences in the world and its people to be able to celebrate the things we share in common across diverse communities.
- Pupils lack the confidence or skills to discuss and debate issues and ideas in a considered way and opportunities to develop these are limited across the curriculum.
- The curriculum has yet to be adapted, designed or developed successfully enough to encourage ambition and meet the needs of disadvantaged pupils and those pupils with additional needs. Provision, including the wider curriculum, creates too few opportunities to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Pupils, particularly in secondary schools, are not prepared well for future success in education, employment or training. Leaders are not yet using the Gatsby Benchmarks to develop and improve their careers provision or enable a range of education and training providers to speak to pupils in Years 8 to 13.
- The school does not provide pupils with unbiased information about potential next steps, high quality careers guidance and opportunities for encounters with the world of work.
- The capacity for improving the quality of provision and outcomes, including for disadvantaged pupils and those with additional needs, is poor.
- The curriculum is narrowed for a significant minority of pupils who do not receive a wide, rich set of experiences.

Peer Evaluation Estimate Descriptors for the Quality of Provision and Outcomes

*Where appropriate include other adults as well as teachers

All elements of Effective must be met before the criteria for Leading is considered.

Leading

- The school meets **all** the criteria for effective in the quality of provision and outcomes **securely** and **consistently**.
- The quality of provision and outcomes is **exemplary** for all groups of pupils, including consistently strong performance in a range of core and wider subjects seen across the curriculum, resulting in leading practice that is having a significant impact on raising the quality of education for all pupils within and beyond the school. Leaders are able to provide evidence of the impact of their work on other settings, including, when applicable, external examinations.

- Disadvantaged pupils and those with additional needs achieve exceptionally well in a range of core and wider subjects seen across the curriculum. Pupils are able to demonstrate the impact of the well planned and sequenced curriculum through their strong knowledge and understanding in their work in books and through discussions. The progress that disadvantaged pupils make is consistently well above that of other pupils nationally and/ or has shown significant improvements. This is apparent in external examinations/ assessments.
- The school's impact on raising the quality of education beyond the school is strongly evidenced. Schools can provide examples of their impact on a number of other schools.

In addition, ALL of the following apply:

- The school's curriculum in a range of core and wider subjects across the curriculum is embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and shared understanding of the curriculum rationale and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum rationale leading to all pupils making significant progress within lessons and over time.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards building sufficient knowledge and skills for future learning, employment and life. It provides opportunities for pupils to retain and apply both knowledge and skills in order to know more, remember more and do more.
- At KS3 and KS4, there is timely assessment, and the impact of programmes is reviewed to address weak readers: there is evidence that weak readers are rapidly catching up and able to access complex texts. At KS1 and KS2, pupils build on basic decoding to develop higher order reading skills, becoming fluent and discerning readers within a culture where reading has a high profile. Rapid gains are seen in language acquisition for all pupils.
- The school's approach to reading is well embedded across all curriculum areas. It provides children with the skills, knowledge and confidence to access their wider learning and to achieve success in all areas.
- (For Primary settings) A rigorous and consistent approach to the teaching of phonics allows all pupils to develop their reading fluency and their acquisition of language rapidly. Robust programmes are in place to ensure that those who require support are able to develop reading fluency by the end of KS2.
- Pupils' work across the curriculum is consistently of a high quality and shows the consistent and successful application of reading and writing skills across a range of core and wider subjects. Pupils' oracy is well developed enabling confident and highly articulate debate and discussion to be a key part of their successful learning.
- Pupils consistently achieve highly, particularly the most disadvantaged. The achievement of pupils with additional needs from their starting points is exemplary. The achievement of disadvantaged pupils and those with additional needs is exemplary. The progress that disadvantaged pupils make is consistently well above that of other pupils nationally and/or has shown significant improvements.
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified

and celebrated and where difference and cultural diversity are valued and nurtured.

- Evidence from several sources shows that pupils have consistently positive attitudes and show high levels of commitment to their education. They are self motivated, resilient and persistent in the face of difficulties. Pupils are proactive in making a highly positive, tangible contribution to the life of the school and the wider community, showing initiative and independent leadership skills. Pupils actively support the wellbeing of other pupils. Pupils can articulate and demonstrate the skills, character and personal qualities needed to develop as leaders, and understand how these can support their future careers.
- Pupils behave consistently well, even when adults are not supervising them, demonstrating high levels of independence and resilience.

In order to decide whether a school is effective or working towards effective, a 'best fit' approach will be adopted.

Effective

Curriculum

- Leaders provide an ambitious curriculum that is designed to give all pupils, particularly disadvantaged pupils and pupils with additional needs, the knowledge and experiences they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards building sufficient knowledge and skills for future learning, employment and life.
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in Key Stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. In special schools the curriculum is carefully planned to ensure all pupils benefit well.
- Reading is prioritised to allow pupils, including disadvantaged pupils and those with additional needs, to access the full curriculum offer.
- Teachers have a secure knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers promote appropriate discussion about their subject. They check pupils' understanding systematically, identify misconceptions promptly and engage in clear dialogue. They respond and adapt their teaching at the point of learning.
- Pupils remember the content they have been taught and they are able to use and apply this new knowledge to deepen their understanding.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- Teaching materials selected and used by teachers support staff reinforce the intent of a coherently planned curriculum, sequenced towards building sufficient knowledge and skills for future learning and employment.
- The work given to all pupils is demanding and matches the aims of the curriculum.

- A rigorous and sequential approach to the teaching of reading develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The high priority on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read and communicate gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well.

Outcomes

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. **This is reflected in, where possible, results from national tests and examinations that meet government expectations, or in the qualifications obtained.**
- Pupils, including disadvantaged pupils, are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations. Pupils with **additional needs** achieve the best possible outcomes from their starting points.
- Pupils' work seen in **a range of core and wider subjects across the curriculum** is of high quality.
- Pupils read / communicate widely and often, with fluency and comprehension appropriate to their age / need. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age / need.

Pupils' attitudes to learning

- Leaders' high expectations are reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so. They are resilient to setbacks and take pride in their achievements.
- Relationships among pupils and staff reflect a positive and respectful culture.
- There is demonstrable improvement in the attitudes, behaviour and attendance of pupils who have particular needs or any groups particular to a school.

In order to decide whether a school is effective or working towards effective, a 'best fit' approach will be adopted.

Working towards effective

Curriculum

- Leaders have yet to implement an ambitious curriculum designed to give all pupils, particularly disadvantaged pupils and pupils with additional needs, the knowledge and experiences they need to succeed in life
- The school's curriculum does not consistently and coherently build sufficient knowledge and skills for future learning, employment and life.
- Pupils are not able to study the full curriculum; it is too narrowed. In primary schools, the range of subjects provided is not sufficiently broad (exemplified by the national curriculum) in Key Stage 1 throughout each year group and in all of Years 3 to 6. In secondary schools, provision does not include a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. In special schools the curriculum is not currently planned to ensure that all pupils benefit.
- Reading is not prioritised to allow pupils, including disadvantaged pupils and those with additional needs, to access the full curriculum offer.
- Too high a proportion of teachers are insecure in their knowledge of the subject(s) and courses they teach. Leaders need to provide more effective support for those teaching outside their main areas of expertise.
- Teachers do not promote appropriate discussion about their subject. Pupils' levels of understanding need to be checked more systematically in order to identify misconceptions and enable pupils to engage in clear dialogue more quickly. Too many teachers do not adapt their teaching at the point of learning.
- Pupils find difficulties in remembering the content they have been taught and lack confidence in using and applying this new knowledge to deepen their understanding.
- A high proportion of teachers and leaders use assessment inconsistently, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- Teaching materials selected and used by teachers and support staff do not sufficiently reinforce the intent of a coherently planned curriculum, sequenced towards building sufficient knowledge and skills for future learning and employment.
- The work given to all pupils is too often undemanding and curricular goals are not sufficiently ambitious.
- The teaching of reading is insufficiently well sequenced to develop pupils' fluency, confidence and enjoyment in reading. Reading attainment is not assessed and gaps are not addressed quickly enough for all pupils. Reading books are not connected closely enough to the phonics knowledge pupils are taught when they are learning to read.
- A limited priority is given to ensure that younger children gain the phonics knowledge and language comprehension necessary to read and communicate. This inhibits them from gaining the foundations for future learning.
- Some teachers do not ensure that their own speaking, listening, writing and reading of English is sufficiently accurate and precise to support pupils in developing their language and vocabulary well.

Outcomes

- Pupils do not yet develop the detailed knowledge and skills across the curriculum needed to achieve well. This is reflected in, where possible, results from national tests and examinations and/or in the range and level of qualifications obtained.

- The majority of pupils, including disadvantaged pupils, are not ready for the next stage of education, employment or training. As a result, they lack the knowledge and skills they need and, where relevant, the qualifications possible that might allow them to go on to destinations that meet their interests and aspirations. Pupils with additional needs fail to achieve the best possible outcomes from their starting points.
- The quality of pupils' work **across** the curriculum is not of high quality.
- The majority of pupils are not yet able to read / communicate widely and with fluency and comprehension appropriate to their age / need. Most are unable to apply mathematical knowledge, concepts and procedures appropriately for their age / need.

Pupils' attitudes to learning

- Leaders' have limited expectations which are reflected in pupils' behaviour and conduct. Low-level disruption is tolerated and pupils' behaviour disrupts lessons or the day-to-day life of the school.
- Pupils do not demonstrate positive attitudes to their education. Consequently, too few are committed to their learning or know and demonstrate how to study effectively. They lack resilience to setbacks and do not readily take pride in their achievements or present their work neatly.
- Relationships among pupils and staff do not support a positive and respectful culture.

Peer Evaluation Estimate Descriptors for Overall Effectiveness

Leading

- The quality of provision and outcomes is leading.
- The quality of leadership at all levels is leading.

In order to decide whether a school is effective or **working towards** effective, a 'best fit' approach will be adopted.

Effective

- The quality of provision and outcomes is at least effective.
- The quality of leadership at all levels is at least effective.

Working towards effective

- When the school is estimated to be **working towards** effective in either of the key estimates, the school's overall effectiveness will also be estimated as **working towards** effective.