

**This information is taken from the OFSTED School inspection handbook:**  
Handbook for inspecting schools in England under section 5 of the Education Act 2005  
**Published:** August 2015 **Reference no:** 150066

## **CURIOSITY CLUB IS RELEVANT TO ALL OF THE FOLLOWING**

### **“Before the inspection”**

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Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment.

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#### **Observing teaching, learning and assessment**

64. Inspectors will visit lessons to gather evidence about teaching, learning and assessment and will consider this first-hand evidence alongside documentary evidence about the quality of teaching and views from leaders, governors, staff, pupils and parents. Inspectors will also include evidence from observing pupils learning in, for example, extra-curricular activities.

### **“During the inspection”**

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75. Inspectors must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and welfare, for example:

- at the start and finish of the school day
- during lunchtime, including in the dining hall, and break or play times
- during assemblies and tutor periods
- when moving between lessons
- during enrichment activities (including clubs and activities outside of the normal timetabled curriculum).

### **“Pt 2. The evaluation schedule – how schools will be judged”**

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#### **Defining spiritual, moral, social and cultural development**

133. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

## Effectiveness of leadership and management

137. The CIF sets out the overarching criteria for judging the effectiveness of leadership and management.

138. In making this judgement in schools, inspectors will consider:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- how effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

### Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils

## “Grade descriptors for the effectiveness of leadership & management”

### Outstanding

- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

### Good

- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

## **“Quality of teaching, learning and assessment”**

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- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well

## **“Inspectors will consider”**

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Scrutiny of pupils’ work, with particular attention to:

- the level of challenge and whether pupils have to grapple appropriately with content, not necessarily ‘getting it right’ first time, which could be evidence that the work is too easy
- how well teachers’ feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills.

## **“In judging achievement, inspectors will give most weight to pupils’ progress”**

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- As part of pupils’ progress, inspectors will consider the growth in pupils’ security, breadth and depth of knowledge, understanding and skills.

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### **Grade descriptors for outcomes for pupils**

#### **Outstanding (1)**

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.