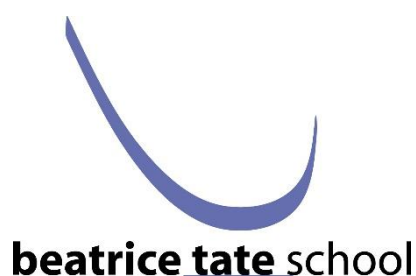


beatrice tate school

Self-Evaluation (SEF)

Summer 2022





	Self-evaluation key judgements	
Section	Ofsted key judgement areas	Self-evaluation grade
1.	Overall effectiveness	Outstanding (1)
2.	Quality of Education	Outstanding (1)
3.	Behaviour and attitudes	Outstanding (1)
4.	Personal development	Outstanding (1)
5.	Leadership and management	Outstanding (1)
6.	The effectiveness of sixth form provision	Outstanding (1)
7.	Appendix - Ofsted 'Outstanding' grade descriptors 2019	

School context

Ofsted Inspection Report May 2021

Beatrice Tate School's last Ofsted inspection took place on 24th and 25th May 2021. This was a Section 8 two-day inspection. The report was published on 16th July 2021.

The inspection found that '**Beatrice Tate School continues to be an outstanding school.**'

This was the fourth consecutive outstanding judgement. See <https://files.ofsted.gov.uk/v1/file/50166454>

Ofsted Inspection May 2021: What is it like to attend this school?

Students enjoy coming to Beatrice Tate School. They are greeted by staff, as they enter the school, with wide smiles and joyous music.

Students enjoy their learning and are proud of their achievements. Parents and carers appreciate the regular communication that they have with the staff. Parents know how the staff are supporting and caring for their children while they are at school.

Students who attend the school have a wide range of severe or profound and multiple learning difficulties. Leaders and staff have very high expectations of all students. Staff are well trained to support learners as they develop their communication skills. They help learners to gain the knowledge and skills that they will need for their lives ahead.

Students' behaviour is excellent. Staff skilfully support students, recognising that their behaviour is a form of communication.

Staff have high expectations of students' behaviour. If a learner's behaviour slips, staff use personalised strategies to remind them of what is expected and quickly bring them back on track.

Staff care greatly for the learners they work with. Bullying is very rare, but staff recognise that it can happen. Staff receive appropriate training to support pupils who are more at risk of being bullied.

Ofsted Inspection May 2021: What does the school do well and what does it need to do better?

Leaders have designed a highly ambitious curriculum which also closely matches the needs of each individual learner. Learners are taught a broad range of subjects to increase their knowledge. **Teachers provide a wealth of expertly planned opportunities for learners to develop their communication skills and independence.**

Students and parents are prepared for the transition to new settings as soon as students begin in the sixth form. Day-care providers and colleges are invited into school to meet prospective students **and ensure a smooth transition to the next stage in education.**

The curriculum has a strong focus on communication. This provides learners with the building blocks they need for adult life, such as being able to express their wishes and regulate their behaviour. Learners are supported step by step to communicate using a range of means, including picture cards and electronic devices. Learners develop their communication skills exceptionally well. **This also helps learners to manage their behaviour. Learning is not disrupted due to poor behaviour or bullying.**

Staff use well-chosen books and stories to support learners' communication skills and to develop a sense of enjoyment around language. Learners join in with aspects of call and response to develop their understanding of the texts. Other learners experience story through a range of sensory stimulation, including taste, touch and smell. Learners gain an enjoyment of reading.

Through the curriculum, staff use music skilfully to further develop concepts around communication and emotion. For example, the school has participated in the London Symphony Orchestra outreach programme, where learners are taught about musical concepts such as pitch and tempo. Learners use this knowledge when they perform in group compositions on things they enjoy, such as their favourite foods.

Learners also learn how to understand and express emotions through the carefully planned curriculum for drama and personal, social, health and economic (PSHE) education. Teachers skilfully use plays, such as Shakespeare's *The*

*Tempest, to help learners understand emotions such as happiness, sadness, anger and confusion. **Learners have plentiful opportunities to celebrate the differences within their community.** For example, during Eid celebrations, learners prepared food and decorations.*

***Learners move around the school calmly.** During lunchtimes and playtimes, **staff support learners' play very well.** They join in with them, involving learners in dance and games. **The physical, sensory, and motor development curriculums help learners to better understand how they control their bodies.** Yoga and dance support learners to develop their physical flexibility. Sports such as hockey and boccia help learners to learn how to play games and use equipment safely.*

***Staff prepare sixth-form students very well for the next phase of their education or life out of school.** Students are supported to learn life skills that will enable them to have a higher degree of independence. Students spoke about activities such as 'Hotel in the Park', where they learn about cooking, making beds, using public transport and other transferable skills. Students also learn about their changing bodies and how to keep themselves safe.*

Leaders have developed systems that closely check how well learners are learning the curriculum.** Teachers have a detailed understanding of how each learner is developing. Staff share the information they gather in school so that parents can also see what their children are learning. **Learners achieve very well.

Characteristics of the school

- The number of students on roll as at the commencement of Summer Term 2022 was 114.
- The school was funded for 109 students in FY 2021-22; and will be funded for 115 students in FY 2022-23.
- The current Southern Grove site was designed and built for a capacity of 75 students.
- Student intake for 2022-23: predicted 116 students
- Predicted roll 2024-25 = 130 students (11-19). See **Place Projections 2022-27**
- There have been no exclusions in the past 5 years.

Key challenge for strategic planning: Expansion of provision

The LBTH SEN review 2016 stated: *'The need for an expansion of special school places for the demonstrably dependent learner group at the school has been well articulated. The logical extension of this will be that the Secondary School provision for this student group, **Beatrice Tate School, will need to be expanded**, unless students will be required to go to (more expensive) Out-Borough schools. This would be an uneconomic solution and the medium-term impacts of expanding school numbers at Stephen Hawking School need to be assessed and financial provision put in place'. See:*

- **LBTH SEN review 2016;**
- **Strategic vision for Beatrice Tate School: Where do we need to be in 5 years' time?** and
- **Phased expansion documentation**

To address the key challenge:

To work with the Local Authority and other appropriate agencies to develop and expand Beatrice Tate School:

- Phase 0: Works undertaken to increase general teaching/tutor group capacity by re-designation of four specialist rooms (ICT suite, Art/Science, Food Technology and Music rooms). Completed September 2018.
- Phase 1: 4 temporary classrooms (32 learners) sited on adjoining site completed in May 2021. Three specialist classrooms re-instated; ICT suite not reinstated. Built capacity 107.
- Phase 2: 6 classrooms (48 learners) on-site extension to be built on southern end of the current building and over the service and delivery areas (estimated completion date Summer Term 2023). Temporary classrooms to be removed. Built capacity estimated at 122.
- Phase 3: 2000m² new build annex over four floors on the Veolia site at 60 Southern Grove E3 4SU, providing 13 classrooms and associated spaces. The ground floor will double as drop off area and playground. Estimated project delivery to be confirmed.

- The school will continue to pursue a vision to **assist the local authority in planning the delivery of education for young adults with severe to profound learning difficulties up to the age of 25**. The school currently provides education for learners with education, health and care plans up to the age of 19. The SEND code of practice requires local authorities to provide education up to the age of 25.
See: **Special educational needs and disability code of practice: 0 to 25 years**
- Evidence of success will be demonstrated in increased capacity and provision for SEND learners aged 11 to 25 with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) on the Southern Grove site from September 2018 to 2025.

Beatrice Tate School: Significant Features

- The school has a clear focus on the continuous improvement of the quality of teaching, learning and assessment.
- The positive ethos and supportive learning community enables learners with even the most challenging learning difficulties and disabilities to thrive.
- Excellent achievement at school enables learners to be as independent as possible so that they make the most of opportunities when they leave school.
- The school prioritises the maintenance of staffing ratios to ensure that any disruptions to planned teaching and learning are minimised
- The curriculum is subject to on-going review so that learners continue to achieve as much as they can in a curriculum that is relevant and appropriate to the wide range of special educational needs.
- Our curriculum currently provides 3 separate pathways with curriculum maps and associated schemes of work. This curriculum is taught at ability banded pathways: Pre-Formal, Semi-Formal and Formal. All aspects of the curriculum are based on nationally accepted SLD /PMLD models of good practice plus significant enhancements developed and delivered by curriculum leaders, teachers and teaching assistants.
- This curriculum offer has also been improved through Beatrice Tate School teachers' participation in the Equals SLD schemes of work project.
- All curriculum documentation including Curriculum overviews by Phase; Curriculum Leadership structure; Curriculum Maps, including a focus on curriculum intent, implementation and impact have been reviewed and updated in 2021-22. See www.beatricetate.towerhamlets.sch.uk/curriculum/
- Assessment, recording and reporting of progress is excellent and has had a significant impact on learner achievement. The school developed a bespoke software to assess, record and report (ARR) on learner progress across the curriculum. Teachers work collaboratively to set and review individual learning objectives; and assess, record and report on progress using photographic, video and written observations. These assessments for learning are available in real-time for all teachers to access.
- Student outcomes continue to be outstanding. From each different starting point, the proportion of learners making and exceeding expected progress in English and mathematics is high compared with national figures. There are no statistical differences for any group of learners.
- Achievement is celebrated in a student-centred teaching and learning environment, with **Good Work Assemblies and Jack Petchey Achievement Award Assemblies** recognising significant achievement throughout the school year.
- Staff collaborate effectively in Phase teams and Curriculum teams to ensure that individual learning needs and whole school improvement priorities are met.
- Multidisciplinary teamwork is effective because professionals from education, health and social care work collaboratively to ensure: student safeguarding is prioritised; regular attendance of complex medical and physical needs students is maintained; and expectations of what students can learn and achieve is maximised.
See **'Special Schools, Health, Education and Social MDM (SSHES) Meeting minutes'**
- The performance development of staff is a key factor in school improvement and the school ensures the development of knowledge, skills and experience of all staff has a positive impact on learner outcomes.
- Effective **remote and home learning** opportunities were implemented in a timely manner during the COVID-19 pandemic. See www.beatricetate.towerhamlets.sch.uk/blended-learning/

- An ongoing commitment to engagement in initial teacher training through partnership with the Ofsted 'outstanding' provider London East Teacher Training Alliance (LETTA).
- **Collaborative learning partnerships** established both within Tower Hamlets i.e. LBTH Special Schools Learning Partnership (SSLP), London wide i.e. Pan-London PMLD Collaborative, as well as internationally e.g. partnership visit from Skolen ved Nordens Plads, Frederiksberg, Copenhagen organized by UCL Copenhagen.
- Outreach provision effectively engages with SENCOs and teachers from other LBTH schools requiring advice and support with appropriate planning and provision, as well as providing advice and support regarding placement consultations for Beatrice Tate School.
- Transition for students to post-school learning and care provision is exceptional, ensuring transition arrangements are appropriate, timely and effective in preparing our learners for the next stage of their lives.

Section 1: Overall effectiveness

The overall effectiveness of Beatrice Tate School continues to be outstanding because:

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are outstanding.
- The school's promotion of learners' spiritual, moral, social and cultural (SMSC) development and their physical well-being enables learners to thrive.
- Safeguarding is highly effective.

Overall effectiveness – improvement priority for 2022-25

SIP 1 In line with the school's long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.

Section 2: Quality of Education

The quality of education at Beatrice Tate School is outstanding (Ofsted Inspection May 2021):

- **Leaders have designed a highly ambitious curriculum** which also closely matches the needs of each individual learner. Learners are taught a broad range of subjects to increase their knowledge. **Teachers provide a wealth of expertly planned opportunities for learners to develop their communication skills and independence.**
- **Staff use well-chosen books and stories to support learners' communication skills and to develop a sense of enjoyment around language.** Learners join in with aspects of call and response to develop their understanding of the texts. Other learners experience story through a range of sensory stimulation, including taste, touch and smell. Learners gain an enjoyment of reading.
- **The curriculum has a strong focus on communication.** This provides learners with the building blocks they need for adult life, such as being able to express their wishes and regulate their behaviour. Learners are supported step by step to communicate using a range of means, including picture cards and electronic devices. Learners develop their communication skills exceptionally well.
- **Leaders have developed systems that closely check how well learners are learning the curriculum.** Teachers have a detailed understanding of how each learner is developing. Staff share the information they gather in school so that parents can also see what their children are learning. **Learners achieve very well.**
- **Staff prepare sixth-form students very well for the next phase of their education or life out of school.** Students are supported to learn life skills that will enable them to have a higher degree of independence.

The quality of education at Beatrice Tate School continues to be outstanding because:

- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the understanding, skills, values and attitudes they gain to succeed in the next stage of their lives.
- Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain skills that allow them to go on to destinations that meet their interests and aspirations. Our learners achieve the best possible outcomes.
- There are no statistical differences in attainment for any group of learners.

Curriculum - Intent

- The curriculum is rooted in a solid consensus among curriculum leaders about the knowledge and skills that learners need in order to take advantage of opportunities, responsibilities and experiences of later life. It embodies high expectations and ambition for all learners according to their level of attainment. See [Curriculum Audits](#)
- It is based upon National Curriculum requirements using Equals 'Access' and 'Moving On' schemes of work to develop curriculum maps and subject specific learning outcomes. Materials based on the 'Welsh Routes for Learning' framework are used to support learning for students with attainment below P-Level 4. See www.beatricetate.towerhamlets.sch.uk/curriculum/
- Learning outcomes are broken-down into 'small steps' of progress within students' learning objectives. See [Progress Descriptors](#)
- It is clear what end points the curriculum is building towards and what learners need to know and be able to do to reach those end points. Learners (and staff supporting our learners) know what is required to succeed at tasks because teachers, by their effective use of Assessment for Learning, captured by the ARR system, are clear about the steps required to achieve students' learning objectives.
- The curriculum remains as broad as possible for as long as possible, including when delivered remotely. As learners progress through the Phases of the school, more emphasis is placed on the development of social, community and life skills within the local community. This is facilitated by a wide range of off-site learning opportunities especially in Middle and Upper Phases, supported by links with local businesses, community organisations, local colleges and social care providers. See www.beatricetate.towerhamlets.sch.uk/blended-learning/ and www.beatricetate.towerhamlets.sch.uk/curriculum/
- Consequently, learners have the opportunity to be enthusiastic and highly motivated learners and benefit from excellent opportunities to improve their knowledge, skills, well-being and development, and equips students with the cultural capital they need to succeed in life. See [SMSC Development](#).

Curriculum – Implementation

- Teachers have expert knowledge of the subjects that they teach. They plan and sequence the curriculum so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- Curriculum and subject leaders meet with other teachers regularly to ensure they are supported to meet any gaps in their knowledge or understanding. They continually [review the effectiveness of the curriculum](#) to ensure it meets the needs of all learners. See [Subject Audits and Subject Action Plans](#)
- There is both consistency and cohesion in teaching and learning across the key stages. The subject curriculum is sequenced so that new knowledge and skills build on what has been taught before. Students are able to transfer key knowledge to long-term memory whilst working towards clearly defined learning objectives.
- Learners are taught in ability groups for core subjects and in integrated inclusive groups for tutorials, humanities and creative arts across the school. See www.beatricetate.towerhamlets.sch.uk/wp-content/uploads/Curriculum-Statement
- Highly-targeted support by teachers, teaching assistants and other support staff enables learners to make the best of the opportunities provided by the school. [Parental engagement, Home Learning and Outreach support](#) are effective but require further development to minimise gaps in progress brought about by barriers to attendance. See [Attendance Data](#)
- Teachers use assessment for learning as part of the ARR system to assess, record and share learners' understanding in order to inform teaching, and to help students embed and use knowledge and skills with fluency and develop their understanding while identifying and correcting any misunderstandings. It promotes

achievement by setting challenging yet realistic targets for individual learners. See

<http://arrsystem.beatricetate.towerhamlets.sch.uk/home>

- Learning objectives are regularly reviewed by teachers and leaders to ensure that they are ambitious. Learning objectives are moderated by leaders to ensure consistency in relation to challenge. Achieved objectives are immediately identified and new learning objectives set.
- **Remote education (Home Learning)** is in place but requires further development to support the wider implementation of the school's curriculum. See www.beatricetate.towerhamlets.sch.uk/blended-learning/
- Multidisciplinary teamwork is effective in raising expectations of what learners can achieve. All professionals working at the school have a clear focus on individual learner progress and evidence indicates that they are working collaboratively using the assessment system as a shared resource. See <http://arrsystem.beatricetate.towerhamlets.sch.uk/home>
- The positive ethos and supportive learning community enables learners with even the most serious learning difficulties and complex needs to thrive.
- Learners' excellent achievement at school enables them to be as independent as possible thus enabling them to make the most of their life after school.

Curriculum - Impact

- The assessment, recording and reporting (ARR) software enables teachers to track individual learner progress across all subjects and year groups so that all learners achieve as much as they can. See: <http://arrsystem.beatricetate.towerhamlets.sch.uk/home>
- Individual learning objectives are consistently monitored by Curriculum and Phase Leaders to ensure learners are challenged and achievement is outstanding. Prompt intervention is activated to prevent underachievement of individuals or groups of learners.
- Lesson content and structure is sufficiently learner focused to ensure that students with learning difficulties are engaged and motivated to learn for as long as possible. As a result, lessons are well matched to the special educational needs of learners. See **Lesson Observation/Learning Walk notes**
- Learners are engaged and motivated to actively improve their communication skills using speech, ACC technology (e.g. Proloquo2go), picture exchange (e.g. PECS) and key-word signing (e.g. Signalong) through highly structured lessons and activities which demonstrate progression. **Communication Curriculum documentation under review and development**
- Learner progress data indicates there is an effective balance between ability and non-ability teaching and learning. A more robust analysis of individual progress via the development of a **Learning Chronology as part of the ARR system software** is required to ensure learners make as much progress as possible.
- Learners' achievement is recognised and celebrated regularly through Good Work and Jack Petchey Achievement Assemblies on a school-wide basis. Consequently, learners are highly motivated to make good progress in all aspects of their learning. See **Jack Petchey nominations**
- Learners succeed in a range of subjects and learning activities which promote their spiritual, moral, social and cultural (SMSC) development. See **SMSC Curriculum Development**

Quality of Education - improvement priorities for 2022-25

- | | |
|---------|---|
| SIP 2.0 | We will further develop an ambitious, dynamic, and learner-focussed curriculum delivered along multiple pathways to enable all students to achieve their personalised learning objectives in relation to education, social, emotional and physical health, school/community engagement and independence, so they make the most of their opportunities when they leave school. |
| SIP 2.1 | We will develop an outward-looking ethos and engaged school community, and in so doing, deliver outstanding teaching and learning supported by the continuous professional development of teachers, teaching assistants, leaders and governors, administration, premises and other support and professional staff. |

SIP 2.2 We will ensure learners are challenged and continue to make as much progress as possible by the ongoing development of world-class facilities supported by effective technology, including ARR software development.

Section 3: Behaviour and attitudes

Behaviour and attitudes at Beatrice Tate School are outstanding (*Ofsted Inspection May 2021*):

- **Pupils' behaviour is excellent.** Staff skilfully support pupils, recognising that pupils' behaviour is a form of communication.
- **Staff have high expectations of pupils' behaviour.** If a pupil's behaviour slips, staff use personalised strategies to remind them of what is expected and quickly bring them back on track.
- **Staff care greatly for the pupils they work with. Bullying is very rare,** but staff recognise that it can happen. Staff receive appropriate training to support pupils who are more at risk of being bullied.
- **The curriculum has a strong focus on communication. This provides learners with the building blocks they need for adult life, such as being able to express their wishes and regulate their behaviour.**
- **Learners are supported step by step to communicate using a range of means, including picture cards and electronic devices. Learners develop their communication skills exceptionally well. This also helps learners to manage their behaviour.**
- **Learning is not disrupted due to poor behaviour or bullying.**

Behaviour and attitudes at Beatrice Tate School continue to be outstanding because:

- There is a calm and orderly environment in the school and classrooms, as well as the establishment of clear routines and expectations for the behaviour of students across all aspects of school life, not just in the classroom.
- Behaviour around the school is excellent due to a comprehensive, clearly understood and well implemented Behaviour Support Policy. See [Behaviour Support Policy](#)
- Each Phase provides clear structure, consistent routines and boundaries of acceptable behaviour based on high expectations of learner and staff conduct.
- Individual behaviour support plans employ a range of strategies to limit disruption to lessons and others' learning.
- A number of learners, some of whom do not require behaviour plans, are supported by individualised reward systems such as good work reports and visual reward charts; with some being particularly motivated by the Jack Petchey Achievement Award scheme.
- Lessons are rarely disrupted by poor behavior. Lesson observations and learning walks indicate that the vast majority of learners are happy, safe and are motivated to learn within well-planned, highly-engaging and structured learning activities. See [Lesson Observations/Learning Walks](#)
- Whilst, teaching and learning is rarely disrupted, the school is determined to focus on the development of positive behaviour strategies to motivate and engage all learners.
- The positive management and supportive ethos of Team-Teach practices are adopted by all staff and regular training is provided by in-house trainers to ensure consistency. See [Team-Teach resources and registers](#)
- The Behaviour Support Policy and procedures are continually reviewed in line with current outstanding practice to reflect the school's philosophy of Positive Behaviour Support including Team-Teach positive handling strategies. See [Behaviour Support Policy](#)
- Behaviour support procedures and practices are understood and followed by staff so that behaviour continues to be consistently well managed across the school. As a result, students' behaviour is excellent and rarely disrupts lessons.
- Autumn Term Parent-Teacher evenings have enabled parents to contribute to the development and implementation of Behaviour Support Plans, including the sharing of appropriate strategies between home and school. See [Behaviour Support Plans](#)

- Moderation and quality assurance behaviour support plans ensures a consistent approach so that learners make good progress towards their behaviour objectives.
- **Parental engagement and Outreach Support** enables parents to understand their role in behaviour support and adopt an active role in supporting behaviours both within school, the home and in the community.
- Behaviour Support objectives are included as part of individual student's individual Learning Objectives, and as such are monitored, assessed and reported upon termly.
- Behaviour Support systems, including incident reporting procedures, and online recording and analysis software (Iris Adapt) ensure staff confidently and accurately record and analyse behavioural events in line with policy guidelines so that behaviour continues to be effectively managed. See **Behaviour Incident Analysis**
- There is a positive and respectful school culture in which staff know and care about students. This culture encourages learners to be mindful of each other in lessons and show consideration of others throughout the school.
- Lesson observations, learning walks and assessment, recording and reporting of personal and social development learning objectives, indicate that learners overwhelmingly display a mutual respect for each other. For some learners, this is an important learning objective promoting communication and social interaction. See **Lesson Observations/Learning Walks**
- Learners respect towards others and their willingness to help others is recognised and celebrated in Good Work and Jack Petchey Achievement assemblies.
- Students and staff alike feel safe, in an environment in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- There is a strong focus on attendance and punctuality so that disruption to learning is minimised. Effective procedures are in place to record details of absences, as well as monitor and analyse attendance. Contact with parents is maintained at the beginning and during a period of absence to ensure attendance is maximised. See **Attendance Policy**
- However, student attendance rates continue to be adversely affected by the prolonged absence of a small group of learners with complex medical needs. See **Attendance Data**
- **Parental engagement, Home Learning and Outreach** support are effective but require further development to minimise gaps in progress brought about by barriers to attendance.

Behaviour and attitudes - improvement priority for 2022-25

- SIP 3** We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.

Section 4: Personal Development

Personal development at Beatrice Tate School is outstanding (Ofsted Inspection May 2021):

- **Through the curriculum, staff develop concepts around communication and emotion.** For example, the school has participated in the London Symphony Orchestra outreach programme, where learners are taught about musical concepts such as pitch and tempo. Learners use this knowledge when they perform in group compositions on things they enjoy, such as their favourite foods.
- **Pupils also learn how to understand and express emotions through the carefully planned curriculum for drama and personal, social, health and economic (PSHE) education.** Teachers skilfully use plays, such as Shakespeare's *The Tempest*, to help learners understand emotions such as happiness, sadness, anger and confusion.
- **Learners have plentiful opportunities to celebrate the differences within their community.** For example, during Eid celebrations, learners prepared food and decorations.

- **Learners move around the school calmly.** During lunchtimes and playtimes, **staff support learners' play very well.** They join in with them, involving learners in dance and games.
- **The physical, sensory, and motor development curriculums help learners to better understand how they control their bodies.** Yoga and dance support learners to develop their physical flexibility. Sports such as hockey and boccia help learners to learn how to play games and use equipment safely.
- Students also learn about **their changing bodies** and **how to keep themselves safe**

Personal development at Beatrice Tate School continues to be outstanding because:

- The curriculum extends beyond the academic, vocational or technical and provides for students' broader development, including learners' spiritual, moral, social and cultural development. See **SMSC Curriculum Development**
- Students are provided with high-quality support to ensure make positive choices with regards to eating healthily, maintaining an active lifestyles and keeping physically and mentally healthy. See **London Healthy Schools www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/get-award/schools-taking-part/beatrice-tate-school** and **Mental Health and Well-being Policy**
- There is a designated Mental Health and Well-being Lead and a **Mental Health and Well-being Strategy** under development. See **Mental health and emotional well-being Policy**
- A school-based system is in development to ensure safe and effective student-centred **Moving and Handling practices** including moving and handling training, assessment, monitoring and supervision. See **Health and Safety Policy – Arrangement 12: Manual Handling**
- Students are taught and have an age-appropriate and/or ability-related understanding of healthy relationships. See **RSE Policy** and **So-Safe Programme**
- There is access to a wide, rich set of experiences, providing exceptional opportunities for students to develop their talents and interests. See **Curriculum Maps**
- Students are prepared for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. See **Religious Education and Humanities Curriculum Maps** and **SMSC Concept Map**.
- Equality of opportunity and diversity is promoted effectively. Students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. See **Curriculum Maps**
- Students engage with views, beliefs and opinions that are different from their own. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. See **RSE Policy** and **PSHE Curriculum Map**
- Students are provided with meaningful opportunities, including having a student-voice in school-wide decisions through the Student Council. See **School Council www.beatricetate.towerhamlets.sch.uk/our-school-council**
- The broad and balanced curriculum including its spiritual, moral, social and cultural (SMSC) opportunities enable students to understand how to be responsible, respectful, active citizens who contribute positively to society. See **SMSC Concept Map** and **Tutorial Time Curriculum Map**
- Students are prepared for future success in further education, employment or training. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. See **Work Related Learning Curriculum Map**. **Careers Policy under review and development.**

Personal Development - improvement priorities for 2022-25

SIP 2.0 We will further develop an ambitious, dynamic, and learner-focussed curriculum delivered along multiple pathways to enable all students to achieve their personalised learning objectives in relation to education, social, emotional and physical health, school/community engagement and independence, so they make the most of their opportunities when they leave school.

SIP 3 We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental

engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.

Section 5: Leadership and management

Leadership and management of Beatrice Tate School continues to be outstanding because:

- Leaders' have high expectations of all students in the school; this is embodied in their day-to-day interactions with learners and their focus on the education provided by the school. See [Learning Walks](#)
- Continuing professional development for teachers and staff is strongly aligned to developing the curriculum, so they are able to deliver better teaching for learners. See [CPD and INSET](#)
- There is coherence and consistency across the school so that students benefit from effective teaching and consistent expectations, wherever they are in the school. See [Learning Objectives](#) on ARR, [Behaviour Policy](#) and examples of [Behaviour Support Plans](#)
- Leaders engage parents and the community thoughtfully and positively in a way that supports students' education. [Parental engagement, Home Learning and Outreach support are effective but require further development.](#)
- [Workload and well-being of all staff is taken into account](#), whilst also developing the capacity and strengthening the quality and resilience of the workforce. See [Line Management Restructure Proposals](#), [CPD and INSET](#)
- There are high ambitions are for all learners, including those who are harder to reach. The way the school uses the pupil premium is founded on good evidence. See [Pupil Premium](#)
<http://www.beatricetate.towerhamlets.sch.uk/school-information/pupil-premium/>

Governance

- Governors ensure clarity of vision, ethos and strategic direction by their understanding in all aspects of the school, including the impact of the DfE White Paper and SEND Green Paper from shadowing lesson observations to participating in interview selection panels, and conducting finance, premises, health and safety and safeguarding audits. See [GB Minutes](#)
- Governors understand their responsibilities with regards to the requirements outlined in the DfE White Paper (2022) and the proposals of the SEND Green Paper (2022). See [GB Minutes](#)
- Governors monitor the school improvement priorities in the school improvement plan and hold executive leaders to account for the educational performance of the school and its learners, and the performance management of staff. See [HT Reports to GB](#)
- Governors effectively oversee the financial performance of the school and make sure that its money is well spent, including the pupil premium. See [GB Meeting Minutes](#)
- The governing body continues to develop its strategic role by auditing their skills and competency against the Competency Framework for Governance and agree priority areas of training and development to ensure statutory requirements are met. See [GB Minutes 28.03.22](#)
- An updated [Governor Development Plan](#) and annual [Governor Visit Programme](#) that meets strategic needs but also includes interaction with parents, staff and students are in development

Safeguarding (Ofsted Inspection May 2021):

- *The arrangements for safeguarding are effective.*
- *Staff make sure that pupils' well-being and safety are of great importance.*
- *All staff and governors have regular training, which helps to ensure a consistent approach to safeguarding. As a result, staff know how to identify risks and what to do if they have concerns about pupils' welfare.*
- *Pupils are treated with dignity and gentleness.*
- *Leaders work effectively with other agencies and are not afraid to challenge other professionals if necessary.*

- **Leaders ensure that detailed records are kept.** Records are **monitored regularly** to ensure that when changes or patterns appear in pupils' behaviour, leaders are **able to act** on them.
- Safe recruitment practices are embedded during candidate vetting and selection, whilst procedures for reporting allegations regarding adults who may be a risk to children, students, and vulnerable adults are in place. **See Safeguarding Policies and Procedures** and **Termly Safeguarding Reports**

Effectiveness of leadership and management - improvement priorities 2022-25

- SIP 1** In line with the school's long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.
- SIP 4** School leaders and governors will continue to develop their strategic roles to ensure the school and the governing body fulfils its statutory duties, including the requirements of the DfE White Paper (2022) and proposals outlined in the SEND Green Paper (2022), so that the education that the school provides has a positive impact on all of its students.

Section 6: The effectiveness of sixth form provision

The sixth form provision at Beatrice Tate School is outstanding (*Ofsted Inspection May 2021*):

- *Staff prepare sixth-form students very well for the next phase of their education or life out of school.*
- *Students are supported to learn life skills that will enable them to have a higher degree of independence.*
- *Students engage in activities such as 'Hotel in the Park', where they learn about cooking, making beds, using public transport and other transferable skills.*
- *Students also learn about their changing bodies and how to keep themselves safe.*

The sixth form provision at Beatrice Tate School continues to be outstanding because:

Leaders and teachers develop a curriculum that provides progression and stretch:

- The curriculum remains ambitious and is tailored to meet individual needs. It embodies high expectations and ambition and ensures that students build knowledge and acquire skills, improving and extending what they already know and can do. See **Curriculum Audits** and www.beatricetate.towerhamlets.sch.uk/curriculum/
- The sixth-form curriculum is based on EQUALS "Moving On" scheme of work designed specifically for learners with special educational needs in the Upper Phase of the school.
- Schemes of work build on each learner's prior attainment and enable them to make excellent progress towards their individualised learning objectives, including English and mathematical skills. See **Schemes of Work**

Leaders and teachers have high expectations for attainment and progress:

- The assessment, recording and reporting (ARR) system software ensures progress for learners in the sixth-form is consistent and progression is built on previous attainment. See <http://arrsystem.beatricetate.towerhamlets.sch.uk/home>
- A broad range of coherently planned and sequenced teaching activities focus on developing an understanding of physical and emotional well-being, including personal, social, health and economic education; community physical education; social-safety; yoga and mindfulness and off-site daily living skills.

Learners receive high-quality careers guidance:

- Learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to contribute towards well-informed decisions about their future.

- Tower Hamlets Careers service assesses learners and provides advice and support to students and parents as part of the transition planning process.
- Students are ready for the next stage of education, employment, training or post-school provision. The sixth-form curriculum prepares them for leaving school by developing a wide range of independent living skills, essential to transition into adult life.
- Each student has a programme of study designed to meet their individual needs. In their final year at school, as part of the preparation for leaving school, learners attend link courses or transition visits with potential post-school destinations.
- Transition arrangements for students to post-school learning and care provision is exceptional, ensuring transition is appropriate, timely and effective in preparing our learners for the next stage of their lives.
- Transition to post-school provision continues to be challenging despite SEND legislation and the SEND Code of Practice including the expectation that education for learners should be extended beyond Year 14 up to the age 25. See: **Special educational needs and disability code of practice: 0 to 25 years**
- **Beatrice Tate School will continue to pursue a vision to assist the local authority in planning the delivery of education for young adults with severe to profound learning difficulties up to the age of 25.**

The effectiveness of sixth-form provision - improvement priorities 2022-25

SIP 1	In line with the school's long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.
SIP 2.0	We will further develop an ambitious, dynamic, and learner-focussed curriculum delivered along multiple pathways to enable all learners to achieve their personalised learning objectives in relation to education, social, emotional and physical health, community engagement and independence, so they make the most of their opportunities when they leave school.
SIP 3	We will ensure effective collaboration between families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.

Section 7: Appendix - Ofsted grade descriptors Section 5 Inspection (2019)

Grade descriptors for overall effectiveness

Outstanding (1)

- ✓ The quality of education is outstanding.
- ✓ All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- ✓ Safeguarding is effective.

Good (2)

- ✓ The quality of education is at least good.
- ✓ All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- ✓ Safeguarding is effective.

Grade descriptors for the quality of education

Note: Some sections of the criteria appear in [square brackets] below. This is to mark that they are transitional only, because we recognise that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully. We intend to review whether these transitional arrangements are still needed in time for September 2022.

Outstanding (1)

- ✓ The school meets all the criteria for a good quality of education securely and consistently.
- ✓ The quality of education provided is exceptional.

In addition, the following apply.

- ✓ The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- ✓ 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 cumulatively sufficient knowledge and skills for future learning and employment.
- ✓ Pupils' work across the curriculum is consistently of a high quality.
- ✓ Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- ✓ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- ✓ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- ✓ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- ✓ Pupils study the full curriculum; it is not narrowed. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.

Implementation

- ✓ Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- ✓ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- ✓ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- ✓ Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- ✓ Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- ✓ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- ✓ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- ✓ Reading is prioritised to allow pupils to access the full curriculum offer.
- ✓ A rigorous and sequential approach to the reading curriculum 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 sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- ✓ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- ✓ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.
- ✓ Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- ✓ 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 and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- ✓ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Grade descriptors for behaviour and attitudes

Outstanding (1)

- ✓ The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- ✓ Behaviour and attitudes are exceptional.

In addition, the following apply:

- ✓ 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, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- ✓ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible

contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

- ✓ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good (2)

- ✓ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is 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. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- ✓ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- ✓ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- ✓ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- ✓ Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- ✓ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).
- ✓ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Grade descriptors for personal development

Outstanding (1)

- ✓ The school meets all the criteria for good in personal development securely and consistently.
- ✓ Personal development is exceptional.

In addition, the following apply:

- ✓ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- ✓ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

- ✓ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- ✓ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good (2)

- ✓ 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.
- ✓ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- ✓ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- ✓ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- ✓ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- ✓ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- ✓ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- ✓ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- ✓ Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, 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 meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Grade descriptors for leadership and management

Outstanding (1)

- ✓ The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- ✓ Leadership and management are **exceptional**.

In addition, the following apply:

- ✓ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- ✓ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- ✓ Staff consistently report high levels of support for well-being issues.

Good (2)

- ✓ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.
- ✓ 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 practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- ✓ Leaders aim to ensure 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 do not allow gaming or off-rolling.
- ✓ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- ✓ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.
- ✓ Leaders protect staff from bullying and harassment.
- ✓ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- ✓ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

- ✓ The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Grade descriptors for sixth-form provision

Outstanding (1)

- ✓ The school meets all the criteria for good in the effectiveness of sixth-form provision securely and consistently.
- ✓ The quality of sixth-form provision provided is exceptional.

In addition, the following apply:

- ✓ The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.
- ✓ The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.
- ✓ Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.
- ✓ The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.

Good (2)

- ✓ Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- ✓ The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- ✓ The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- ✓ Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- ✓ Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.
- ✓ Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.
- ✓ The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.
- ✓ Teachers encourage students to use subject-specific, professional and technical vocabulary well.
- ✓ Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- ✓ Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
- ✓ Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.
- ✓ Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.
- ✓ Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.
- ✓ Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.

- ✓ The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.
- ✓ Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.
- ✓ Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.