

Policy for Determining School Leadership Pay

This Policy has been consulted and negotiated with the recognised Trade Unions set out below representing Teachers and Headteachers:

- Association of School and College Leaders
- National Association of Headteacher's
- National Association of Schoolmasters Union of Women Teachers
- National Education Union

This policy has been adopted by the governing body of

on

(date)

October 2024

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Appendix 1 – School Leadership Pay Range

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Policy for Determining School Leaders Pay

With effect from 1 September 2024:

- The agreed Headteacher group for this school is Group ____.
- The agreed Headteacher pay range is _____.
- The agreed Deputy/Assistant Headteacher pay range is _____.

1. INTRODUCTION

This policy sets out the school's policy for making decisions on school leaders employed on the leadership pay range. It has been developed to comply with current employment legislation and the statutory requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted and negotiated with staff and the recognised trade unions.

The policy covers the pay of school leaders and through it the governing body will seek to ensure that all staff employed at the school are valued and receive due recognition for their work and contribution to school life.

Where the governing body has made a decision to vary the Shropshire model policy then this will have followed a process of consultation with staff and representatives in the school.

All pay ranges and values are outlined in Appendix 1.

2. AIMS

In adopting this pay policy the aim of the governing body in exercising its responsibility over decisions through this policy are:

- to provide a simple and flexible framework for ensuring the pay for our school leaders is appropriate to the challenge of the post and their contribution to the school(s)
- to maintain and improve the quality of the education provided for pupils
- to maximise the quality of teaching and learning at the school
- to support the recruitment, retention and development of a high quality, motivated teacher workforce
- to enable the school to recognise and reward school leaders appropriately for their contribution
- to help to ensure that decisions on pay are managed in a fair, just and transparent way
- to reflect decisions relating to the curricular and organisational priorities set out in the school development/improvement plan (including post Ofsted plans)
- to support the equal opportunities statement adopted by the governing body

This policy reflects that the governing body must act in accordance with the statutory and contractual obligations placed upon it by the School Staffing (England) Regulations 2009 and all other appropriate legislation and agreements.

This policy will seek to establish an open and transparent framework through which pay decisions for school leaders over which the governing body is able to exercise discretion are made.

3. EQUALITIES LEGISLATION

The governing body will comply with relevant equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

4. EQUALITIES AND PERFORMANCE RELATED PAY

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. On a case by case basis adjustments will be made to take account of individual/special circumstances, e.g. school leaders absent, on maternity or long-term sick leave, disability, maternity, paternity, parental or adoption leave

The governing body will follow the Department for Education advice regarding Equalities considerations as part of the appraisal and pay determination process <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

5. SCHOOL STRUCTURE AND STATEMENT OF RELATIVITIES

The governing body is responsible for determining the school's staffing structure which will be reviewed annually in the light of the school's budget, pupil number on roll and any curriculum or other organisational requirements.

The school maintains a staffing structure which is clear and transparent, and which enables the school to focus on teaching and learning. This should be reflected by:

- a structure chart/plan indicating the number and type of posts (teaching and support) by title and level of responsibility (e.g. leadership group, TLR levels, classroom teaching posts, support staff posts by grade)
- clearly defined roles reflected in an agreed job description/person specification for each post

Through this pay policy the governing body will ensure that there is proper pay relativity between leadership posts in the school in order that appropriate differentials are maintained in a coherent and rational structure. Appropriate differentials will recognise accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient quality of school leaders. This responsibility of the governing body may be delegated to a committee of governors.

6. FINANCIAL CONSIDERATIONS AND THE SCHOOL DEVELOPMENT PLAN

Pay decisions impact on the school's financial resources and have implications for budget planning. In determining its budget plan the governing body will ensure that account has been taken of the anticipated cost of all pay increases under this policy and that appropriate funding is allocated each year. The governing body will have specific regard to the setting of pay for leadership roles and its potential impact upon the school budget and therefore the pay of all school staff.

The governing body will ensure that the school's staffing structure reflects its curricular and organisational strategy as set out in the School Development Plan and that decisions on pay arise from consideration of the current and future needs and priorities of the school, are consistent with job descriptions, give proper weight to the work required in the school and are taken within a clear financial context.

The financial consequences of any proposals to increase pay of posts within the school's staffing structure will be carefully considered by the governing body (or committee with delegated responsibility). Consideration of costs will take full account of on-costs for employer national insurance and pension contributions.

7. GOVERNORS COMMITTEE ARRANGEMENTS

A decision on the pay of school leaders, as reflected within the school's staffing structure, will be the responsibility of the governing body or a committee with delegated responsibility for the setting of the school's staffing establishment and school budget. Decisions relating to the annual pay progression of individual members of the school's leadership team on the leadership pay range will be the responsibility of a "Salaries Committee" of the governing body delegated with this task. Decisions will be made in accordance with the provisions of this policy. There is opportunity for school leaders to appeal against pay decisions to a separate committee of governors whose members were not party to the original decision.

Where the STPCD requires a pay decision to take into consideration the outcome of the school leaders' appraisal other than the Headteacher, a recommendation on pay progression will be received from the Headteacher and taken into consideration.

For the pay progression review of the Headteacher the recommendation will be received from the committee with delegated responsibility for his/her appraisal.

The *Salaries Committee* will consist of at least three appointed governors, none of whom shall be employed at the school, and will reach decisions within a salaries budget set by the governing body and having regard to this policy. The full responsibilities and remit of the *Salaries Committee* are set out in its adopted terms of reference.

The committee will require clear evidence and documentation to be presented to it on a confidential basis, concerning the position of school leaders, the financial position of the school and the implications of any proposals for pay progression. Decisions will be minuted in clear and objective terms and communicated clearly to affected school leaders.

The Headteacher is entitled to attend meetings of the committee to offer advice.

Any school leader, including the Headteacher, who wishes to appeal against a decision of the *Salaries Committee*, may do so in accordance with the Appeals procedure.

Salaries Committee arrangements and appeal procedures are as set out in the appendix of the teachers pay policy.

The following committees will have responsibility for leadership pay decisions under this policy:

Headteacher's

Appraisal and pay recommendation: *insert name of appropriate committee*

Pay Decision: *insert name of appropriate committee*

Deputy/Assistant Headteacher's

Appraisal and pay recommendation: *insert name of appropriate committee*

Pay Decision: *insert name of appropriate committee*

8. ANNUAL DETERMINATION OF LEADERSHIP PAY RANGE

The governing body will make a decision annually regarding any increase to the leadership pay ranges under this pay policy. Any agreed increase will take effect from 1 September.

The School will adopt the advisory pay ranges and points as set out in the 2024 STPCD and Appendix 1 within this pay policy.

9. THE PAY OF SCHOOL LEADERS/LEADERSHIP PAY - OVERVIEW

The Leadership Group pay range (see Appendix 1) is for school leaders with “substantial strategic responsibilities for school leadership”. In this school the following school leadership posts are paid on the leadership pay range:

- Headteacher/Principal/Executive Headteacher
- Deputy Headteacher/Vice Principal/Head of School
- Assistant Headteacher/Vice Principal

In this school these posts are collectively known as the School Leadership Team/Group (SLT/G). The SLT/G have a substantial role in whole school leadership with a wider perspective and responsibility than a classroom teacher with, for instance, departmental/curriculum/faculty or key stage management responsibility.

The school may have other posts (e.g. Associate SLT/G posts, School Business Managers) which are part of the SLT/G but these posts are not paid in accordance with this pay policy.

The governing body will consider annually whether or not to increase the pay range and individual members of the leadership group who have completed a year of employment since the previous annual pay determination. All annual pay progression decisions will follow an appraisal carried out in accordance with the school's appraisal policy.

The governing body will only review the pay ranges of members of the leadership group when there are significant changes to responsibilities of a leadership post(s). If the responsibilities of a member or members of the leadership group change significantly the governing body may review the pay of all leadership posts in order to maintain consistency of pay arrangements of the leadership group.

If such a review leads to a new pay range being determined and the postholder's current salary is less than the minimum of the new pay range the governing body can move the postholder to the minimum of the new range at an agreed date.

The governing body will not make any 'honorary' payments to leaders as these are not part of the STPCD.

10. NEW LEADERSHIP APPOINTMENTS

When the need arises for the governing body to start the process of appointing any new post to the leadership range, the governing body will follow a three-stage process as follows:

Stage 1 – define the role and determine the Headteacher group

Stage 2 – set an indicative pay range

Stage 3 – decide the starting salary and individual pay range

The governing body will take account of the guidance from the Department for Education and its HR provider. Advice received will be considered prior to the appointment of a new Headteacher. (Shropshire Schools HR provide a Headteacher appointment protocol).

Under this policy the Headteacher has the delegated authority to determine the starting salary of a newly appointed teacher to the school's leadership range in accordance with the provisions of this policy. The Headteacher may consult with the "Salaries Committee" as he/she considers is necessary.

When appointing a new Headteacher, the governing body will ensure that there is appropriate scope within the set pay range to allow for appropriate pay progression over time.

11. HEADTEACHER'S SALARY RANGE

For the purpose of determining the Headteacher's pay range, the school will identify the appropriate school group size, calculated in accordance with the STPCD through its Unit total based on pupil numbers.

When the governing body/appropriate committee of the governing body considers there is a need to review the Headteacher pay range **due to a significant change in responsibility**, it must set a Headteacher individual pay range. The full governing body/appropriate committee of the governing body will also decide, in accordance with the STPCD, if it will set a pay range up to a maximum of 25% above the top of the school group pay range. The governing body/appropriate committee of the governing body must document and minute the circumstances which warrant the agreed percentage. The starting salary of a new Headteacher is delegated to the appointed selection panel with responsibility for appointing a new Headteacher.

The governing body will review the school's Headteacher group size annually to ensure it sets the pay range for Headteacher pay in line with the appropriate group size.

The governing body can at any time re-determine the Headteacher's pay range to reflect a significant change in the responsibilities of the post up to the maximum allowed under the STPCD. The governing body will clearly document such a decision and the specific circumstances of the significant change to responsibilities applicable.

The governing body will endeavour to set a Headteacher pay range no more than the maximum of the Headteacher group. However, if the governing body determines that circumstances specific to the Headteacher role warrant a higher than normal payment it will/can set a pay range which does not exceed the maximum of the Headteacher school group by more than 25%. The governing body will clearly document such a decision and the specific circumstances applicable.

In exceptional circumstances, the governing body may choose to set a pay range above the maximum 25%. In such circumstances it will submit a business case and seek external independent advice as is required by the STPCD.

In setting the Headteacher pay range the governing body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including but not limited to the following:

- the context and challenge (including social challenge) arising from pupil needs
- if there is a high degree of complexity and challenge in the role
- permanent additional accountabilities
- long term provision of services to other schools (e.g. NLE, SLE, LLE, Teaching School Status)
- recruitment and retention difficulties
- the salary ranges of other leadership roles

When setting the Headteacher pay range, the governing body will seek appropriate advice to validate its decision.

12. DEPUTY HEADTEACHER AND ASSISTANT HEADTEACHER PAY RANGE

For the purpose of determining the appropriate leadership pay range of Deputy Headteacher's and Assistant Headteacher's the Headteacher and governing body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, how the role fits within the wider leadership structure of the school and any other relevant considerations.

The governing body should set pay ranges appropriate for the size and structure of the leadership group within the school ensuring appropriate differentials between posts of different responsibility and accountability.

The minimum of the pay range for Deputy Headteacher's and Assistant Headteacher's will be no less than the minimum of the leadership pay range and will not exceed the top of the school's Headteacher group. It will only be in exceptional circumstances that the pay range for Deputy Headteacher and Assistant Headteachers should overlap the Headteacher pay range.

The governing body will ensure there is sufficient scope for pay progression when determining the pay range for Deputy Headteachers and Assistant Headteachers.

The governing body can, at any time, increase the set pay range of a Deputy/Assistant Headteacher. The governing body will clearly document such a decision and the specific circumstances of the significant change to responsibilities applicable.

For any Deputy Head or Assistant Head, responsibility for the setting and review of objectives is delegated to the Headteacher with objectives having to relate to improving the education of

pupils at that school and the implementation of any plan of the governing body designed to improve that school's educational provision and performance. Following the review of performance, the Headteacher will have the role of reporting the outcome and any pay progression recommendation to the committee of Governors responsible for pay progression decisions.

Once ceased, any acting allowance payable will not be eligible for safeguarding.

13. PAY PROGRESSION FOR SCHOOL LEADERS

Pay progression for school leaders will be considered following the annual appraisal process in accordance with the school's appraisal policy.

The appropriate committee with responsibility for reviewing the Headteacher's performance will review the Headteacher's performance at the appraisal against the agreed appraisal objectives. The Headteacher's appraisal objectives will be set in accordance with the school's appraisal policy and should relate to improving the education of pupils at that school and the implementation of any plan of the governing body designed to improve that school's educational provision and performance and other areas as determined by the governing body.

The Headteacher has responsibility for reviewing the performance of Deputy/Assistant Headteacher at the appraisal against the agreed appraisal objectives. Appraisal objectives for Deputy/Assistant Headteacher's will be set in accordance with the school's appraisal policy and should relate to school leadership and management, pupil progress and other areas as determined by the Headteacher and/or governing body.

Following successful completion of the annual appraisal process, Leaders can expect to progress annually within the maximum of their pay range on 1st September each year. Where there are significant concerns about the performance of a Leader and they have been subject to proceedings under the Professional Support & Capability policy, pay progression may be withheld. Where sufficient progress has been made at either the informal or formal stage and the Leaders performance is deemed to be satisfactory prior to 1 September, pay progression will be awarded. However, where progress is not deemed to be satisfactory, and this is documented, pay progression will be withheld.

The Headteacher appraisal is a direct responsibility of the governing body through a Performance Review Committee advised by an appropriate external adviser. The role of the External Adviser is to advise the committee on matters relating to performance management and appraisal, not on the matter of the review of pay. The committee will have also been delegated the responsibility of reviewing the Headteacher's salary.

The Performance Review Committee/Headteacher will ensure that appraisal objectives become progressively more challenging as the school leader gains experience and moves through the pay range. In making a judgement the Performance Review Committee/Headteacher should particularly consider how the post holder has grown professionally, by developing their leadership and, where relevant, teaching expertise and consider the contribution he/she has made to school improvement and pupil progress.

The governing body/Headteacher will consider other factors as appropriate when making a pay progression decision, for example their leadership and management of the school, pupil progress, recent Ofsted judgements and performance in the classroom. Any such factors will be clearly attributable to the performance of the individual and evidenced via the appraisal process.

When the appropriate committee confirm a school leader will be considered for pay progression, it must agree the new salary which the school leader will progress to. This will be backdated to 1 September of the appropriate appraisal year. Any agreed salary decision must be within the pay range set by the governing body.

Following the annual pay review (by 31 October for teachers and 31 December for Headteachers), the school leader will be provided with a written statement confirming the outcome of the review and any pay progression decision.

Any decision related to pay progression will satisfy the principles of consistency, fairness and objectivity.

School leaders eligible for pay progression will normally move to the next available point on the leadership pay range. If a greater salary increase is recommended a clear rationale and justification as to such a decision must be put forward and then considered and the outcome recorded by the appropriate committee. The school leader will then receive appropriate notification in writing.

The Headteacher (or appropriate committee for Headteacher appraisals) should ensure the appraisal policy is followed regarding appraisal review meetings to ensure school leaders are aware throughout the appraisal cycle of their progress towards all objectives and performance overall.

14.ALLOWANCES FOR SCHOOL LEADERSHIP POSTS

The governing body will consider paying additional allowances to Headteacher's for clearly time limited temporary responsibilities or duties that are in addition to the post for which their salary has been determined, for example when they:

- assume temporary responsibility for one or more additional schools
- agree to provide short term provision of services to another school

The governing body (or a delegated committee) must agree in advance to any of the above and the amount of allowance which will be payable. Any such payment is included in the overall 25% limit for Headteachers.

The governing body will also consider payment of an allowance on the appointment of a new Deputy Headteacher or Assistant Headteacher who requires assistance with housing or relocation costs. The governing body would agree an allowance with the new Headteacher as part of the formal offer of employment. Any such payment is excluded in the overall 25% limit for Headteachers.

Those on the leadership pay range can receive a payment in respect of residential duties which are a requirement of the post. Any such payment will not count towards the overall 25% limit for Headteachers.

Where the governing body has, prior to 1 September 2014, agreed a recruitment and retention incentive or benefit with a review date, it can continue to be paid at its existing value until the pay range is determined under the new leadership group pay arrangements and this pay policy.

Deputy/Assistant Headteacher Acting Up Allowance

A Deputy Headteacher must undertake the professional duties of the Headteacher if the Headteacher is absent. An Assistant Headteacher can be asked but not required to undertake the professional duties of the Headteacher if the Headteacher is absent.

If a Deputy/Assistant Headteacher acts up in accordance with the STPCD, the governing body will decide, within 4 weeks of the Deputy/Assistant Headteacher's first day of acting up, what acting allowance will be appropriate. The Deputy/Assistant Headteacher will be paid in accordance with the agreed pay range for the post acting up into.

15. SAFEGUARDING

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will comply with the relevant provisions of the STPCD and will give the required notifications as soon as possible and no later than one month after the determination.

16. SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a Headteacher, Deputy/Assistant Headteacher may participate in any arrangement and gross salary shall be reduced accordingly, in accordance with the provisions of the relevant paragraph of the STPCD.

17. PAY INCREASES ARISING FROM CHANGES TO THE STPCD

All those paid on the leadership pay range are paid in accordance with the statutory provisions of the STPCD as updated from time to time.

18. REVIEW & MONITORING THE IMPACT OF THE POLICY

The governing body will review and monitor the outcomes and impact of this policy on an annual basis in conjunction with Union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

For this purpose, the Headteacher will provide for the governing body a written annual report for consideration at its autumn (amend as appropriate) term meeting.

The report will not contain any information which would enable any individual to be identified.

The governing body is committed to ensuring that pay decisions are fair and non-discriminatory and the following monitoring data should be included in the Headteacher's report because they represent the possible grounds for unlawful discrimination:

- race
- sex
- sexual orientation
- disability
- religion and belief
- age
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- part-time contracts
- trade union membership

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

School Pay Range for members of the leadership group (1 September 2024)

Leadership Range pay point	Annual Salary
L1 (Minimum pay for Deputy/Assistant Headteachers)	49,781
L2	51,027
L3	52,301
L4	53,602
L5	54,939
L6 - & Minimum salary for Group 1 headteacher	56,316
L7	57,831
L8 - & Minimum salary for Group 2 headteacher	59,167
L9	60,644
L10	62,202
L11 - & Minimum salary for Group 3 headteacher	63,815
L12	65,286
L13	66,919
L14 - & Minimum salary for Group 4 headteacher	68,586
L15	70,293
L16	72,162
L17	73,819
L18 - & Minimum salary for Group 5 headteacher (Max salary for Group 1 Headteacher)	75,675 (74,926)
L19	77,552
L20	79,475
L21 - & Minimum salary for Group 6 headteacher (Max salary for Group 2 Headteacher)	81,441 (80,634)
L22	83,464
L23	85,529
L24 - & Minimum salary for Group 7 headteacher (Max salary for Group 3 Headteacher)	87,651 (£86,783)
L25	89,830
L26	92,052
L27 (Max salary for Group 4 Headteacher)	94,332 (£93,400)
L28 - & Minimum salary for Group 8 headteacher	96,673
L29	99,067
L30	101,533
L31 (Max salary for Group 5 Headteacher)	104,040 (£103,010)
L32	106,626
L33	109,275
L34	111,976
L35 (Max salary for Group 6 Headteacher)	114,759 (£113,624)
L36	117,601
L37	120,524
L38	123,506
L39 (Max salary for Group 7 Headteacher)	126,517 (£125,263)
L40	129,673
L41	132,913
L42	136,243
L43 - & Max salary for Group 8 Headteacher	138,265

School Headteacher Groups

The Headteacher groups and pay ranges are as follows:

Group	Range of spine points (discretionary)	Broad Salary range £
1	Min or L6-L18	£56,316 – £74,926
2	Min or L8-L21	£59,167 – £80,634
3	Min or L11-L24	£63,815 – £86,783
4	Min or L14-L27	£68,586 – £93,400
5	Min or L18-L31	£75,675 – £103,010
6	Min or L21-L35	£81,441 – £113,624
7	Min or L24-L39	£87,651 – £125,263
8	Min or L28-L43	£96,673 – £138,265

Unit totals and Headteacher groups - ordinary schools

An ordinary school shall be assigned to a Headteacher group in accordance with the following table by reference to its total unit score:

Total unit score	School group
Up to 1,000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

The total unit score shall be determined in accordance with the number of pupils on the school register calculated as follows:

Key Stage	Units per pupil
For each pre-key stage one pupil and each pupil at key stage one or two	7 units
For each pupil at key stage three	9 units
For each pupil at key stage four	11 units
For each pupil at key stage five	13 units

The weightings should be halved for pupils who attend on no more than a half day basis. Pupils with statements of special needs in special classes or units attract an automatic extra weighting of 3 units; other pupils with statements may be allocated an extra 3 units at the discretion of the governing body.

OFSTED Grade descriptors for the effectiveness of leadership and management (September 2024 Handbook)

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

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 enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which 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.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team

Good (2)

The curriculum is broad and ambitious for all pupils.

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (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.
 - 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 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. 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.
- The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where

appropriate, there is a clear plan for returning all pupils to studying the full curriculum.

- 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 that 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 the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning

The planning and implementation of the curriculum supports a strong impact on pupils' learning.

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- 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.
- 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.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- 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 enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- 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.
- 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 COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- 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.

The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- 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.

- 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.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The school’s curriculum has limited ambition, little or no structure or coherence, and leaders have not appropriately considered content and sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- The pupils’ experiences in lessons contribute weakly to their learning of the intended curriculum.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)
- The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.
- Pupils with SEND do not benefit from a high-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.
- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.