

**Link Adviser Commentary -example format**  
**The quality of teaching and learning.**

The school judges the quality of teaching and learning to be in line with that of OFSTED (2003) and subsequent school monitoring -all very good /excellent. ***The evidence from observation records and achievements of all pupils confirms this.*** Rigorous monitoring, high expectations, pupil commitment and challenging and inspiring teaching all contribute to the outstanding judgement. ***OFSTED confirmed the schools own evaluation systems as rigorous and accurate and having a significant impact learning.*** Expertise is pooled and the small team jointly create teaching materials, evaluate practice and contribute to curriculum review

Evidence trails:

Lesson observation records indicate that tightly focused teaching, which is targeted at differing abilities allows learners to maximise progress in lessons and over time. Impact of high quality teaching enables pupils from a range of starting points to make very good progress.

Book trawls show brisk progress made by pupils over the year. This is supported by accurate evaluations of learning. Individual assessments and detailed plans provide evidence of structured opportunities for learners to show initiative, risk take, develop independence and autonomy and work confidently in groups.

Vulnerable groups are very well supported. Data indicates that SEN and traveller learners often make better than average progress from their starting point. There is an expectation that all learners improve at a faster rate than expected nationally. Targets for end of year /key stage are very challenging. Learners' views are sought and acted upon and there is a sense of mutual respect in classrooms and play areas.

The Foundation Stage curriculum is expertly planned to ensure that learners achieve very well. Detailed plans/pupil recording shows that from entry teachers expect learners to contribute fully and pupils respond.

Parents are fully supportive of the school and are regularly consulted.

Next Steps

The school is committed to continuous improvement and the SSDP clearly identifies further improvement in the teaching of science, an area highlighted for OFSTED as being weaker than others.

**School Grade Teaching and Learning - 1 SSE -1**

**Link Advisers should validate both the school's judgement about a particular aspect of the SEF but also provide an indication of the quality and rigour of the school's evaluation processes in achieving its longer term goals.**

## Context for school judgements

What is the context for the school's evaluation?

Does the school monitor and evaluate widely and rigorously?

Does it consult/ communicate well with all stakeholders?

Does it ask relevant questions about current practice?

Does it take appropriate action/ leading to achievement of longer term goals?

Is the process integral to key management systems?

Does it involve key people in school and seek the views of key groups?

## Evidence trails

Is there a broad and telling evidence base?

Is there a direct link between analysis of data and improvement planning? (SSDP)

Is the evidence provided by the school focused on raising achievement?

Does the school compare itself to national /benchmarking groups?

Is the collection of evidence manageable and the responsibility of others not only the HT?

Does the evidence collected show evaluation processes focus on measurable outcomes?

## Further improvement needed

Identify next steps for the school linked to:

- Raising achievement -particular focus on T/L
- Developing a rigorous evaluation schedule which identifies success through measurable outcomes.

Link Adviser Commentary -example format	School Grade Teaching and Learning - 2 SSE -2
<p>The school judges the quality of teaching and learning to be good overall. It cites evidence from recent observations by the HT and En coordinator. These indicate that teachers have good subject knowledge and plan effectively to meet most learners' needs. Whilst evidence in observation records and learners' views about challenge in lessons corroborate this judgement most pupils make satisfactory progress and a minority of high attainers are known to underachieve. The evaluation schedule indicates that in order for teaching to be judged as effective learners should make good progress. <b>After full consideration of a range of evidence provided by the school I judge teaching and learning to be satisfactory overall.</b></p> <p><u>Evidence trails::</u>  Analysis of / reports about samples of learners' current/ recent work  Observation records  Analysis of tracking systems/ target setting for individual learners including those with SEN /more able  Discussions with SMT/ Middle managers/ learners.</p> <p>The school has a clear evaluation schedule which is in its second cycle. Leaders judge their evaluation processes to be effective in identifying and responding to findings in order to secure further improvement. However the leadership team do not always gather and record information systematically enough to accurately identify causes of underachievement. Learners' performance is not analysed in sufficient depth to determine trends and patterns as for example the inconsistent progress being made by the more able. Key staff observe teaching and development opportunities are offered in support of performance management objectives. <b>I judge the school's evaluation processes to be satisfactory.</b> This is because the school's leaders do not take a sufficiently detailed and critical look at the school's work to enable learners' to make good progress.</p>	<p><b>Link Advisers should validate both the school's judgement about a particular aspect of the SEF but also provide an indication of the quality and rigour of the school's evaluation processes in achieving its longer term goals.</b></p> <h2>Context /validation of judgements</h2> <p>What is the context for the school's evaluation?  Does the school monitor and evaluate widely and rigorously?  Does it consult/ communicate well with all stakeholders?  Does it ask relevant questions about current practice?  Does it take appropriate action/ leading to achievement of longer term goals?  Is the process integral to key management systems?  Does it involve key people in school and seek the views of key groups?</p> <h2>Evidence trails</h2> <p>Is there a broad and telling evidence base?  Is there a direct link between analysis of data and improvement planning? (SSDP)  Is the evidence provided by the school focused on raising achievement?  Does the school compare itself to national /benchmarking groups?  Is the collection of evidence manageable and the responsibility of others not only the HT?  Does the evidence collected show evaluation processes but have too little focus on measurable outcomes?</p> <h2>Further improvement needed</h2> <p>Identify next steps for the school linked to:</p> <ul style="list-style-type: none"> <li>• Raising achievement -particular focus on T/L</li> <li>• Developing a rigorous evaluation schedule which identifies success through measurable outcomes.</li> </ul>

Link Adviser Commentary -example format	School Grade Teaching and Learning - 3 SSE - 3
<p>The school judges the quality of teaching and learning to be at least satisfactory and with at least a 1/3 good. <b>Recent joint observations with HT and evidence identified below confirm this is the case.</b> .</p> <p>Discussions with HT -indicate he is aware of strongest /weakest practice-areas for development are addressed in current SSDP.</p> <p><u>Evidence to support the validation</u></p> <p>Lesson observation records are concise, contain relevant judgements, indicate areas for improvement. Recent INSET on translating satisfactory teaching to good/better. Much INSET addressed by whole staff -eg AfL - leadership consultant providing training /support. Revision of marking policy -evidence in special books.</p> <p>"Special" writing books (recently introduced) used at end of units indicate strengths in pupils' writing/ highlight next steps. Returned to /checks made /recorded.</p> <p>HT teaching daily, Ly in Yr 5/6 - tracking shows improved progress over 4 months. Requested audit moderation in Yr 2 to confirm TA's. STS work with SEN pupils. Very able provision extended through EPAL challenges. Coordinator roles developing- now schedule for monitoring practice. In the core subjects school knows strengths /weaknesses in teaching; Least effective currently is Ly. Coordinator is new being trained by experienced coordinator from another school. Ma file provides trail of collated judgements-impact of support / CPD. Similar process begun in Ly and science. Governor monitoring in place - support coordinators.</p> <p>Significant evidence of ICT used to support Ly /Ny -lessons observed -T planning. <b>Trails indicate that school's processes for evaluating practice are sound but need to be measured more in terms of pupil performance</b></p> <p><u>In order to make further improvement the school has rightly identified:</u></p> <p>Monitoring systems developed in last 12 months- growing evidence base; learners'/carers' views to be sought/responded to.</p> <p>Raise Q of T to mainly good /better/ observe leading T's/ consultant support/ networking with cluster schools / develop cohesive staff team.</p> <p>Further develop work with coordinators and governor monitoring.</p>	<p><b>Link Advisers should validate both the school's judgement about a particular aspect of the SEF but also provide an indication of the quality and rigour of the school's evaluation processes in achieving its longer term goals.</b></p> <h2>Context for school's judgements</h2> <p>What is the context for the school's evaluation?  Does the school monitor and evaluate widely and rigorously?  Does it consult/ communicate well with all stakeholders?  Does it ask relevant questions about current practice?  Does it take appropriate action/ leading to achievement of longer term goals?  Is the process integral to key management systems?  Does it involve key people in school and seek the views of key groups?</p> <h2>Evidence trails</h2> <p>Is there a broad and telling evidence base?  Is there a direct link between analysis of data and improvement planning? (SSDP)  Is the evidence provided by the school focused on raising achievement?  Does the school compare itself to national /benchmarking groups?  Is the collection of evidence manageable and the responsibility of others not only the HT?  Does the evidence collected show evaluation processes but have too little focus on measurable outcomes?</p> <h2>Further improvement needed</h2> <p>Identify next steps for the school linked to:</p> <ul style="list-style-type: none"> <li>• Raising achievement -particular focus on T/L</li> <li>• Developing a rigorous evaluation schedule which identifies success through measurable outcomes.</li> </ul>