**The Curriculum – subject commentary:**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Brief commentary on curriculum quality** | **Rating** |
|  | | |
| ***English*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Maths*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Science*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***History*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Geography*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Languages*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Art*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Music*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Drama*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***DT*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***Computing*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***PE*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
| ***RE*** | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
|  | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |
|  | + | |  |  | | --- | --- | | Beacon |  | | Strength |  | | Effective |  | | Some concern |  | | Sig concern |  | |
| - |

**Criteria for ratings:**

1. While these criteria reflect many of the facets of the curriculum that Ofsted will explore in their deep dives, please note that Ofsted does not grade individual aspects or subjects. These criteria and the ratings are provided to allow leaders to consider relative strengths/weaknesses of curriculum practice and are NOT indicative of a particular Ofsted grade.
2. Starting at the top of the list, consider whether each statement applies to a subject. The rating will be determined by the criteria not met as you proceed down through the list.
3. The most fundamental aspects are towards the top so failing to meet one of these would be considered a ‘significant concern’.
4. The specific strengths/concerns identified can be used to inform the brief commentary for each subject.
5. Please be aware these ratings and criteria have been developed to support school leaders in reaching their own assessment of curriculum provision in their school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Beacon | Strength | Effective | Some concern | Sig concern |
| 1 | Teachers know the knowledge and skills they want pupils to learn at particular points (end points). Probably in SoW. | **Y** | **Y** | **Y** | **Y** |  |
| 2 | Teachers know typical gaps in pupils’ knowledge and skills | **Y** | **Y** | **Y** | **Y** |  |
| 3 | There is a coherent rationale for why particular things are taught (selection of content) | **Y** | **Y** | **Y** | **Y** |  |
| 4 | There is a coherent rationale for why things are taught in a particular order (sequencing) | **Y** | **Y** | **Y** | **Y** |  |
| 5 | The work pupils do matches the intended curriculum | **Y** | **Y** | **Y** | **Y** |  |
| 6 | The curriculum broadly meets the national curriculum | **Y** | **Y** | **Y** | **Y** |  |
| 7 | The curriculum is designed to ensure key ideas and concepts are remembered long term. | **Y** | **Y** | **Y** | **Y** |  |
| 8 | Assessment approaches give useful insight into what pupils do/don’t know but without creating unmanageable workload | **Y** | **Y** | **Y** | **Y** |  |
| 9 | Teachers check for understanding and misconceptions | **Y** | **Y** | **Y** | **Y** |  |
| 10 | Teachers know how the curriculum contributes to the develop of pupils’ ‘cultural capital’ | **Y** | **Y** | **Y** |  |  |
| 11 | Assessment foci and practice matches the curriculum. For example, not using GCSE questions to assess a KS3 curriculum. | **Y** | **Y** | **Y** |  |  |
| 12 | Teachers have expert subject knowledge | **Y** | **Y** | **Y** |  |  |
| 13 | Teachers receive appropriate subject-specific support and CPD | **Y** | **Y** | **Y** |  |  |
| 14 | Pupils learn the content of the curriculum reasonably well (might be seen in assessments, talking to pupils & national exam data) | **Y** | **Y** | **Y** |  |  |
| 15 | The curriculum is reviewed and discussed on an ongoing basis and refinements made if improvements are necessary | **Y** | **Y** | **Y** |  |  |
| 16 | Curriculum materials (eg textbooks) are well selected and appropriate for pupils | **Y** | **Y** | **Y** |  |  |
| 17 | Teachers know the curriculum consists of components and composites that allow pupils to progress to more complex ideas and concepts. This understanding allows teachers to meet the needs of all pupils by ensuring they are fluent in the necessary building blocks for future learning. | **Y** | **Y** | **Y** |  |  |
| 18 | The department fosters a love of the subject | **Y** | **Y** |  |  |  |
| 19 | Pupils achieve well | **Y** | **Y** |  |  |  |
| 20 | Pupils achieve exceptionally well | **Y** |  |  |  |  |
| 21 | The department is recognised as a local or national beacon of curriculum quality | **Y** |  |  |  |  |