

Outcomes - Standards of Pupils' Work and Progress

- Are standards in line with national curriculum expectations/outcomes for the appropriate age?
- What standards are achieved by pupils and are there are variations or trends? (over time; by gender, ethnicity and background; within different classes)
- To what extent to high, average and low attaining pupils acquire and consolidate their knowledge, skills and understanding?
- Do pupils make progress in line with others of a similar ability?
- How well do pupils with SEN make good progress towards meeting the targets set for them?
- How well do pupils in receipt of PP funds make good progress towards meeting the targets set for them, including those who are higher attainers?
- Is the school meeting its targets and are they sufficiently challenging?
- How do the school's results compare with those of similar schools?

Teaching & Learning

- Do teachers have appropriate knowledge and understanding of the subject?
- How effective is their planning, use of time and resources?
- Do teachers differentiate work effectively for pupils, including those with SEN and those who are higher attainers?
- How effectively do they manage pupil's behaviour and organise work in the classroom?
- How do teachers involve passive learners?
- Does the school have an effective and consistent approach to homework?
- Are pupil's attitudes towards the subject positive and are they productive?
- How well do pupils understand the work set and how well do they apply themselves?
- How is ICT used within the subject?

Curriculum & Assessment

- How is coverage of the subject and progression and continuity of learning ensured?
- Does the school provide a broad range of opportunities for learning in the subject?
- How does the school provide equality of access and opportunity for all pupils?
- What are the school's approaches to assessment?
- What are the arrangements for recording assessments and do they conform to legal requirements?
- How do teachers record pupils' general progress?
- How does assessment inform curriculum planning?

Leadership & Management of the Subject

- Is the subject identified in the SDP and how effective is the development planning?
- Has the subject leader been adequately trained and prepared?
- What is their role in planning and development?
- How is the subject leader involved in monitoring and evaluating their subject?
- How does the school ensure consistency and quality of teaching and learning?
- How are standards and progress of the pupils' monitored?
- How effectively are staff, accommodation and learning resources managed and deployed?

Staffing, Accommodation and Learning Resources

- Are staff appropriately qualified and experienced?
- Are their professional development needs identified and met?
- Is the accommodation adequate to teach the subject and are the resources accessible and well organised?
- Are there sufficient resources to teach the subject and are they of the right quality?

Pupil Voice

- What do pupils think about the way the subject is taught?
- What have they been learning about this half term?
- Do they know what standards are set for them and what steps they need to take to achieve them?

This report should provide the basis of the verbal feedback to the relevant termly Full Governing Body Meeting. A copy of the report should also be e-mailed to office@avondale.blackburn.sch.uk a minimum of 7 days prior to Full Governing Body meeting so that copy can be sent to all governors in advance of the meeting.