

# Curriculum

Bradford Teaching School Alliance  
12 January 2018



# During the inspection

- ...pupils' experience, such as...their access to the **curriculum**
- Inspectors must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and welfare, for example: during enrichment activities (including clubs and activities outside of the normal timetabled **curriculum**).

# Effectiveness of leadership and management

In making this judgement in schools, inspectors will consider:

- the design, implementation and evaluation of the **curriculum**, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal **curriculum** with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

# Grade descriptors for the effectiveness of leadership and management



## Good (2)

- The broad and balanced **curriculum** provides a wide range of opportunities for pupils to learn....This supports pupils' good progress.
- The **curriculum** also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

# Quality of teaching, learning and assessment



Inspectors will consider scrutiny of pupils' work, with particular attention to:

- Pupils...enjoy learning across the **curriculum**

In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- assessment draws on a range of evidence of what pupils know, understand and can do across the **curriculum**

# Grade descriptors for the quality of teaching, learning and assessment



## Good (2)

- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the **curriculum.**

# Outcomes for pupils

Inspectors will take account of how pupils' -

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own **curriculum**.
- their academic and vocational achievement across the **curriculum**.

# Grade descriptors for outcomes for pupils

## Good (2)

- Across almost all year groups and in a **wide range of subjects**, including in English and mathematics, current pupils make consistently strong progress.....
- In a **wide range of subjects**, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.



# Inspection of religious education and collective worship



## Schools without a religious character

- The RE **curriculum** should reflect the fact that the religious traditions in Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain.