

# Grade characteristics - Effectiveness of leadership and management

*Please note that the grade characteristics are for guidance only and should not be used as a literal checklist.*

<p><b>Outstanding (1)</b></p>	<ul style="list-style-type: none"> <li>■ All of the provider's activities demonstrate the pursuit of excellence through innovative responses to local and national need, and, over a sustained period of time, an uncompromising ambition to constantly improve performance, or maintain the highest levels of performance, for all learners, including those in subcontracted provision.</li> <li>■ All leaders and managers, including the governing body or supervisory body (where appropriate), have high expectations of learners and the organisation as a whole; they lead by example. Governors effectively hold leaders and managers to account for all aspects of the provider's performance. Actions are based on the provider's self-assessment processes that provide a deep and accurate understanding of data and performance, and of staff and learners' skills and attributes.</li> <li>■ Leaders and managers take actions that focus relentlessly on improving teaching, learning and assessment, which are likely to be outstanding and at least consistently good. Professional development is underpinned by highly rigorous performance management that encourages, challenges and supports staff to improve.</li> <li>■ The provider has highly successful strategies for engaging with learners, employers and parents to the very obvious benefit of all learners. The curriculum, learning programmes, recruitment are thoroughly planned and exceptionally well implemented. Learners' needs are exceptionally well matched to learning programmes and meet the needs of the local and national community.</li> <li>■ The provider's arrangements for safeguarding learners meet statutory requirements and it manages any potential risks to learners appropriately.</li> <li>■ Equality and diversity are promoted actively, resulting in a learning environment where bullying and discrimination are not tolerated. There are likely to be no achievement gaps between different groups of learners.</li> </ul>
-----------------------------------	--

<p><b>Good (2)</b></p>	<ul style="list-style-type: none"> <li>■ Leaders and managers, including the governing body or supervisory body (where appropriate), consistently communicate high expectations and ambition. Governors systematically challenge leaders and managers to account for the provider's performance.</li> <li>■ They model good practice and demonstrably work hard to monitor, improve and support teaching, learning and assessment through effective performance management and professional development. As a result, teaching, learning and assessment are improving and likely to be good.</li> <li>■ Planned actions to address weaknesses, based on reliable data, rigorous quality assurance systems and accurate self-assessment, have been concerted and effective, including in subcontracted provision. As a result, outcomes for learners have improved or previous good performance has been consolidated.</li> <li>■ The provider has good relationships with learners, parents and employers, whose views clearly influence improvements. The curriculum and learning programmes are well planned and organised and provide imaginative and effective opportunities for learners of all abilities and meets the needs of the local and national community.</li> <li>■ The provider's arrangements for safeguarding learners meet statutory requirements and risk is managed appropriately.</li> <li>■ Equality and diversity are promoted actively, resulting in a learning environment where bullying and discrimination are not tolerated. There are very few achievement gaps between different groups of learners.</li> </ul>
<p><b>Requires improvement (3)</b></p>	<ul style="list-style-type: none"> <li>■ A number of aspects of leadership and management require improvement. However, the leaders and managers, including the governing body or supervisory body (where appropriate), demonstrate the capacity to tackle necessary improvements, including subcontracted provision.</li> <li>■ Planned actions have improved the quality of teaching, learning and assessment so that very little is inadequate and a minority is good or better, but much remains satisfactory. Managers receive accurate data and use it effectively to manage and improve their provision. Capacity to improve is demonstrated by a trend of at least modest improvement in learners' performance and attitudes to learning and safety, although a few significant weaknesses remain. Essential systems, including self-assessment, are embedded sufficiently to enable the provider to continue improving; these do not depend solely on individuals.</li> <li>■ The provider usually works well with learners, parents and employers, and their views are used to evaluate the provision. The curriculum generally matches learners' needs, interests and aspirations locally and nationally. However, some curriculum areas do not meet the needs of the learners.</li> <li>■ The provider's arrangements for safeguarding learners meet statutory requirements.</li> <li>■ Equality and diversity are promoted adequately, resulting in no serious instances of bullying or discrimination. The achievement gap for all</li> </ul>

	groups of learners is narrowing.
--	----------------------------------

<p><b>Inadequate (4)</b></p>	<p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ The ability to make further improvement is limited because leaders and managers have been ineffective in securing essential improvements, including in subcontracted provision.</li> <li>■ Outcomes for learners are inadequate and/or not improving.</li> <li>■ Leaders and managers are not taking effective steps to secure good or better teaching for all groups of learners.</li> <li>■ Self-assessment lacks rigour and is inaccurate in its evaluation of the provision. Despite remedying a few small areas of weakness, perhaps recently, self-assessment is not effective and improvements are insecure, too slow or depend too much on external support.</li> <li>■ Governors are insufficiently rigorous in holding the provider to account for the quality of the provision.</li> <li>■ Weak curriculum planning results in a lack of choice and coherence in learning programmes that do not meet individual needs or the needs of the local and national community.</li> <li>■ The provider's strategies for engaging with learners, parents and employers are weak so that they are not involved sufficiently in influencing changes and improvements.</li> <li>■ The provider's arrangements for safeguarding learners do not meet statutory requirements and give serious cause for concern.</li> <li>■ Equality and diversity are not promoted, unlawful discrimination is not tackled and achievement gaps between particular groups are not being closed.</li> </ul>
----------------------------------	---