

## RRSA and the Ofsted Inspection Framework

Area of Inspection	Criteria for Met	RRSA Strands and Outcomes
<b>Safeguarding</b>	<p>Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.</p>	<p><b>Strand B, Outcome 3:</b> Relationships are positive and founded on dignity and a mutual respect for rights.</p> <ul style="list-style-type: none"> <li>• <i>Respectful relationships are central to a culture where everyone takes safeguarding seriously.</i></li> </ul> <p><b>Strand B, Outcome 4:</b> Children and young people are safe and protected and know what to do if they need support.</p> <ul style="list-style-type: none"> <li>• <i>Directly aligns with the focus on pupil safety, awareness of safeguarding procedures and access to help.</i></li> </ul>
	<p>Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.</p>	<p><b>Strand C, Outcome 8:</b> Children and young people know that their views are taken seriously.</p> <ul style="list-style-type: none"> <li>• <i>Reinforces the importance of children having a voice in their own safety and wellbeing.</i></li> </ul>
	<p>All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.</p>	<p><b>Strand B, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> <li>• <i>Ensures that safeguarding culture translates into the practical enjoyment of rights.</i></li> </ul>
	<p>Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).</p>	<p><b>Strand B, Outcome 3:</b> Relationships are positive and founded on dignity and a mutual respect for rights.</p> <ul style="list-style-type: none"> <li>• <i>Respectful relationships are central to a culture where everyone takes safeguarding seriously.</i></li> </ul>

	<p>Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record-keeping and the 'Prevent' duty.</p> <p>The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.</p>	<p><b>Strand A, Outcome 1:</b> Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share how it impacts on their lives and on the lives of children everywhere.</p> <ul style="list-style-type: none"> <li>• <i>Rights-based training for all duty bearers ensures safeguarding knowledge is integrated into learning and the day-to-day life of the school.</i></li> </ul>	
	<p>Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.</p>		
	<p>Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.</p>		
Area of inspection	Criteria for Strong Standard	Criteria for Exceptional	RRSA Strands and Outcomes
Inclusion	<p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p>	<p>Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are</p>	<p><b>Strand A, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> <li>• <i>Ensures the lived experience of inclusion where all children can actively enjoy their rights.</i></li> </ul> <p><b>Strand B, Outcome 3:</b> Relationships are positive and founded on dignity and a mutual respect for rights.</p> <ul style="list-style-type: none"> <li>• <i>Respectful relationships create a sense of belonging and ensure that all pupils, regardless of background or need, are valued or supported.</i></li> </ul>

		reduced exceptionally well to ensure highly positive outcomes and experiences for pupils.	
	Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions.		<p><b>Strand B, Outcome 7:</b> Children and young people value education and are involved in making decisions about their learning.</p> <ul style="list-style-type: none"> <li>• <i>Active participation promotes inclusive learning and agency.</i></li> </ul>
	Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.	Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community.	<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li>• <i>Inclusion ensures no child is overlooked, aligning with safeguarding, equity and equality. This relates to the equitable allocation of pupil premium funding to ensure all children have equal access to their right to an education and the celebration of the protected characteristics of all foster a sense of belonging and community.</i></li> </ul>
<b>Curriculum and teaching</b>	Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.		<p><b>Strand A, Outcome 1:</b> Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share how it impacts on their lives and on the lives of children everywhere.</p> <ul style="list-style-type: none"> <li>• <i>A rights-based curriculum supports knowledge, understanding and engagement.</i></li> </ul>

	<p>Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</p>	<p>Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful.</p>	<p><b>Strand B, Outcome 7:</b> Children and young people value education and are involved in making decisions about their learning.</p> <ul style="list-style-type: none"> <li>• <i>Strengthens engagement in learning.</i></li> </ul>
	<p>Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</p>		<p><b>Strand A, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> <li>• Consistent curriculum quality ensures pupils access their right to education</li> </ul>
	<p>Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.</p>		<p><b>Strand C, Outcome 8:</b> Children and young people know that their views are taken seriously.</p> <ul style="list-style-type: none"> <li>• <i>Ensures that teaching and curriculum design are informed by pupils' perspectives and ideas.</i></li> </ul>
	<p>The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is</p>	<p>Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to</p>	<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li>• <i>Ensures representation and belonging within the curriculum, promoting equity and respect for all learners.</i></li> </ul>

	implemented consistently well across the school to remove barriers to achievement for these pupils.	children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success.	
<b>Achievement</b>	Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.	Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available).	<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li><i>Promotes equality and inclusion, ensuring all pupils, especially those facing barriers to learning, can achieve well.</i></li> </ul>
	Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.		
	All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.	Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to	

		<p>children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.</p>	
<b>Attendance and behaviour</b>	<p>Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.</p>	<p>Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve</p>	<p><b>Strand B, Outcome 3:</b> Relationships are positive and founded on dignity and mutual respect for rights.</p> <ul style="list-style-type: none"> <li>• <i>Creates a culture that supports positive behaviour, increased attendance and consideration for others</i></li> </ul>

		their attendance and behaviour, with perceptible results.	
	Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.		
	Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.	Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life.	
	The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.		

	Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.		<p><b>Strand B, Outcome 5:</b> Children's social and emotional wellbeing is a priority.</p> <ul style="list-style-type: none"> <li>• <i>Supports emotional regulation and resilience, improving behaviour and attendance.</i></li> </ul>
<b>Personal development and well-being</b>	Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.	Exceptionally high standards of personal development and wellbeing have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school.	<p><b>Strand B, Outcome 5:</b> Children's social and emotional wellbeing is a priority.</p> <ul style="list-style-type: none"> <li>• <i>Develops confident, resilient and self-aware pupils who are well prepared for life beyond school.</i></li> </ul>
	Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.		
	Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.	Leaders' actions have a transformational impact on the personal development and wellbeing of disadvantaged pupils, those with SEND,	

		<p>those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. These pupils are now able to thrive in school and beyond the school.</p>	
	<p>Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions.</p>		
	<p>The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.</p>		
	<p>Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.</p>		<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li>• <i>Ensures all pupils feel recognised and supported to thrive personally and socially.</i></li> </ul>

<b>Early Years</b>	Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.	Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps.	<p><b>Strand A, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> <li>• <i>Consistent curriculum quality ensures pupils access their right to education</i></li> </ul>
	Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.		<p><b>Strand A, Outcome 1:</b> Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share how it impacts on their lives and on the lives of children everywhere.</p> <ul style="list-style-type: none"> <li>• <i>Leadership driven by rights awareness</i></li> </ul>
	Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.		<p><b>Strand B, Outcome 5:</b> Children's social and emotional wellbeing is a priority.</p> <ul style="list-style-type: none"> <li>• <i>Strong relationships promote emotional security and trust.</i></li> </ul>
	Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.		<p><b>Strand B, Outcome 5:</b> Children's social and emotional wellbeing is a priority.</p> <ul style="list-style-type: none"> <li>• <i>Children will develop their social and emotional skills</i></li> </ul>
	Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning	Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children,	<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li>• <i>A focus on inclusion ensures all children are able to thrive</i></li> </ul>

	and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.	children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life.	
<b>Post-16</b>	Leaders ensure that the curriculum is taught consistently well across all 16 to 19 study programmes. They carefully analyse its impact and make astute adaptations as needed.	Exceptionally high standards of leadership, curriculum, teaching, achievement, personal development and well-being have been sustained. This means that students achieve consistently well, develop detailed knowledge and skills and are exceptionally well prepared for their next steps and later life.	<p><b>Strand B, Outcome 7:</b> Children and young people value education and are involved in making decisions about their learning.</p> <ul style="list-style-type: none"> <li>• <i>Curriculum design responds of needs of learners</i></li> </ul>
	Teachers are skilled at delivering the curriculum in a way that enables students to achieve well. The choices teachers make about what to teach, and when and how to teach it, are highly effective in the context of the subject and the needs of students.		<p><b>Strand B, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the UNCRC.</p> <ul style="list-style-type: none"> <li>• <i>Students able to access their right to an education</i></li> </ul>
	Students achieve well. Typically, this will be reflected in above-average		<p><b>Strand B, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the UNCRC.</p>

	<p>outcomes in national tests and examinations over time (where published data is available).</p>		<ul style="list-style-type: none"> <li><i>Students able to access their right to an education</i></li> </ul>
	<p>Students are very well prepared for later life and proceed to highly appropriate education, employment or training.</p>		<p><b>Strand C, Outcome 9:</b> Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.</p> <ul style="list-style-type: none"> <li><i>Students are able to leave school and take action for rights</i></li> </ul>
	<p>Students, including disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, achieve well, develop detailed knowledge and skills and produce high-quality work across the curriculum. This prepares them well for more advanced study.</p>	<p>Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged students, students with SEND, students who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These students now achieve and thrive.</p>	<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li><i>A focus on inclusion ensures all students can achieve</i></li> </ul>
<p><b>Leadership and Governance</b></p>	<p>Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.</p>	<p>Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement</p>	<p><b>Strand B, Outcome 7:</b> Children and young people value education and are involved in making decisions about their learning.</p> <ul style="list-style-type: none"> <li><i>Leaders model shared decision making that empowers pupils</i></li> </ul>

		and/or sustained high standards in all areas of the school's work.	
	Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.		<p><b>Strand A, Outcome 1:</b> Children, young people and the wider school community know about and understand the UNCRC.</p> <ul style="list-style-type: none"> <li>• <i>Promotes a shared understanding of rights</i></li> </ul>
	Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.		<p><b>Strand B, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the UNCRC.</p> <ul style="list-style-type: none"> <li>• <i>Reflective leadership ensure children's right are realised daily.</i></li> </ul>
	Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.		<p><b>Strand B, Outcome 2:</b> In school, children and young people enjoy the rights enshrined in the UNCRC.</p> <ul style="list-style-type: none"> <li>• <i>Strong leadership builds staff capacity to uphold rights</i></li> </ul>
	Governors/trustees use their knowledge and expertise to provide consistent support and robust		

	<p>challenge to leaders across all aspects of the school's work.</p>		
	<p>Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.</p>	<p>Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive.</p>	<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li>• <i>Inclusive leadership ensure equity and dignity for all</i></li> </ul>
	<p>Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.</p>		<p><b>Strand B, Outcome 6:</b> Children and young people are included and are valued as individuals.</p> <ul style="list-style-type: none"> <li>• <i>Inclusive leadership ensure equity and dignity for all</i></li> </ul>