

Appendix 2: 2014 sample

School	Date inspected	Rating	Pupil independence	Pupil responsibility	Group work	Passive	Teacher direction	Teacher talk
St Thomas More Catholic School	07/01/2014	3	Not enough lessons provide this same level of independence.		Collaboration between students is promoted through the researching, sharing and evaluating of facts and understanding which reflects the recent 'TEEP' Initiative in school.		Too often, students are dependent on the teacher before they take the next steps in their learning and this slows their progress.	
Leytonstone Business Enterprise Specialist School	08/01/2014	3						
Our Lady and St ChAd Catholic	09/01/2014	2			pupils made outstanding progress as they worked in groups researching the role of General Haig in the First World War.			
Ifield Community College	09/01/2014	3						
The John Wallis Church of England Academy	09/01/2014	2			The class was split into small groups; each group had to deliver an oral presentation on aspects of Piaget's work on child development.	Most remain quiet, but are passive and fail to engage; a minority resort to silly behaviour such as calling out and off-task chatter.		
Ferndown Upper School	09/01/2014	4						
Aylesford School	13/01/2014	2						
Okehampton College	14/01/2014	1						
Ellen Wilkinson School for Girls	14/01/2014	2						
Haberdashers' Aske's Hatcham College	14/01/2014	1						
The Latimer Arts College	15/01/2014	2		In the most successful lessons, students take full responsibility for how their learning will move forward.				
Brentwood County High School	15/01/2014	2			Students say they learn best when they can work with others, combining their efforts to tackle a task set.		Students are regularly set work which challenges them to think for themselves... without close direction from the teacher.	
Hackney University Technical College	15/01/2014	3						
Cheshunt School	15/01/2014	3			The school encourages students to collaborate, offering mutual help, assessing each other's work and providing challenge.			
St Ives School	15/01/2014	3						
Caedmon School	15/01/2014	3			Teaching is excellent in construction... They participate enthusiastically in group work and purposeful and challenging discussions.			
Essa Academy	15/01/2014	2						
The Wellington Academy	15/01/2014	3						

Sandwell Academy	16/01/2014	1		
The Macclesfield Academy	16/01/2014	2		When working in pairs and small groups, students co-operate well and, when given the opportunity to solve problems, display high levels of concentration and interest
West Exe Technology College	16/01/2014	2	Some teachers mark students' work regularly, and in detail, encouraging students to take responsibility by involving them in assessment	They worked in well-organised groups, investigating the growth of the movement
Sandymoor	16/01/2014	2	Students have many opportunities to develop their communication and study skills by working in pairs, in groups and independently	Students have many opportunities to develop their communication and study skills by working in pairs, in groups and independently
RSA Academy	16/01/2014	3		
Red House Academy	16/01/2014	3		discuss their learning in groups so that knowledge and understanding are consolidated.
Thomas Adams School, Wem	16/01/2014	2	They take responsibility for monitoring their own progress against personal targets	they collaborate well in helping each other to achieve.
Langdon Park Community School	16/01/2014	3		Students cooperate well with staff and each other and work cohesively as a team and in groups
Poynton High School	21/01/2014	3	They feel they learn better when the teacher creates opportunities for them to be actively involved and take responsibility for their own learning.	When they are given the chance, they grasp the opportunity to work together and also on their own
New Mills School Business & Enterprise College	21/01/2014	4		
IES Breckland	21/01/2014	4		
Capital City Academy	21/01/2014	4		Students are too dependent on whether the teacher can explain the work clearly in the lesson because they do not have the skills to look things up for themselves.
Thomas Clarkson Academy	22/01/2014	3		
Hexham Middle School	22/01/2014	3		
George Salter Academy	22/01/2014	2		
Coppice Performing Arts School	22/01/2014	3	Students do not always take responsibility for their own conduct or for their own learning behaviour in or out of the classroom to help them make good progress.	

St Bede's Catholic High School	22/01/2014	2	working independently in preparation for field study in Year 10 geography	They also encourage students to help one another to assess how well they are doing
Great Barr School	22/01/2014	3		
Abraham Moss Community School	22/01/2014	3		encouraging all students, especially those more reluctant to have a go, to talk through their ideas with each other
Sheffield Community Academy	22/01/2014	4		
Moat Community College	23/01/2014	2		Students enjoy discussing their ideas and cooperate well when working in pairs or groups.
Hugh Christie Technology College	23/01/2014	2		They ask targeted questions to individual students and more open questions to promote group and class discussion.
St Ignatius College	23/01/2014	3		They collaborate well with one another when given the opportunity especially in pair and small-group work.
The Stonehenge School	23/01/2014	2	Relationships between students and staff are positive and based on mutual respect. Students demonstrate independence and resilience	The school provides well for students' spiritual, moral, social and cultural development in many ways, for example... encouraging students to work together in lessons
Bishopsgarth School	28/01/2014	3		
The Da Vinci Studio School	28/01/2014	2		
Sherwood E-ACT Academy	28/01/2014	3		
Burton Park E-ACT Academy	28/01/2014	3		
Winsford E-ACT Academy	28/01/2014	3		
Heathcote School & Sciencer College	28/01/2014	2		
West Walsall E-ACT Academy	28/01/2014	4		
Walthamstow School for Girls	28/01/2014	2		
King's Leadership Academy Warrington	28/01/2014	2		Students constructed their own hypotheses as to why this might be and critically evaluated their own ideas by discussing with a partner.
The Parker E-ACT Academy	28/01/2014	4		Students are provided with regular opportunities to work together; they get on well together, both in and out of lessons.
Sydney Smith School	29/01/2014	2		

Wolgarston High School	29/01/2014	2	This is also typical of vocational courses where teachers promote a high level of independence.	In all lessons, there is strong emphasis on group work and students are frequently encouraged to discuss their learning and to assess each other's work.	
Parkwood Academy	29/01/2014	2			
Brownedge St Mary's Catholic High School	29/01/2014	3			
Our Lady and St Bede RC School	29/01/2014	3	Students have good attitudes to learning; they work well independently and with others and strive to do their best.	the teacher used exciting resources which prompted students to work out together how waterfalls are formed.	
Frome Community College	29/01/2014	2		Widespread use of short, focused discussions in pairs or small groups has also helped improve students' skills	
The Purston E-Act Academy	29/01/2014	4		Year 10 students made good progress in calculating the area of isosceles triangles because the teacher was insistent that they try different methods and work hard together to solve problems.	
Grace Academy Coventry	29/01/2014	4			
Oakmeeds Community College	29/01/2014	4			
Dixons Trinity Academy	29/01/2014	1		They collaborate exceedingly well when asked to work together and all are keen to make contributions.	
St Luke's Science and Sports College	30/01/2014	2	Students' attitudes to learning are occasionally less positive when they are not given sufficient opportunities to take responsibility for their learning.	Students are encouraged to learn from each other and work happily together.	
Holsworthy Community College	30/01/2014	2			
The City of Portsmouth Boy's School	30/01/2014	3			
Helsby High School	04/02/2014	2		students worked exceptionally well in pairs, which encouraged them to think deeply not only about their own ideas but to appreciate the contributions of others.	
St Wilfrid's RC College	04/02/2014	1			
James Calvert Spence College	04/02/2014	3			Where teaching is less effective, they remain passive for too long
Barnsley Academy	04/02/2014	4			However, in too many lessons teachers do too much for the students. This engenders over-reliance by students on being told things rather than finding them out for themselves.

St Anslem's Catholic School	05/02/2014	2		
Selston High School	05/02/2014	2		In some lessons, carefully planned group challenges made sure that students enjoyed working together without direct adult input, and came up with original and creative ideas.
Archbishop Sentamu Academy	05/02/2014	2		
Bacton Community Middle School	05/02/2014	3		
North Birmingham Academy	05/02/2014	3		
Shenley Academy	05/02/2014	2		The overwhelming majority show a positive attitude to learning and get on well with each other, including those from different backgrounds, in group tasks.
Heartlands Academy	05/02/2014	1		
University of Chester Academy	05/02/2014	4		
The Willink School	06/02/2014	2		
Bordesley Green Girl's School & Sixth Form	06/02/2014	1		For example, in a food technology lesson, Year 7 students developed their food hygiene skills by working in groups
Wolverley CofE Secondary School	06/02/2014	3		students who were studying the ingredients that are found in food enjoyed learning when they were challenged to teach each other
James Calvert Spence College - Acklington Road	06/02/2014	3		In lessons, students behave well and are keen to learn. They respond well to their teachers, and cooperate well with each other.
North Leamington School	11/02/2014	2		
Stanground Academy	11/02/2014	2	Students learn how to productively steer their own learning, and work independently of the teacher.	For example, in a PE lesson girls planned competitive mini-games together. Having taught them to their peers, they were able to evaluate the effectiveness of the tasks
Holy Cross Catholic High school	11/02/2014	2		Group work is also used effectively to help students develop skills for working in a team while also learning in the subject.
Seahouses Middle School	11/02/2014	3		In a geography lesson, for example, pupils were practising their use of four and six figure grid references in competing teams.
Litherland High School	11/02/2014	4		

The Midland Studio College Hinckley	12/02/2014	1	Teachers skilfully build into learning the development of wider skills such as communication, cooperation and independent study.	
Fitzharrys School	12/02/2014	3		
Springwell Community College	12/02/2014	3		Students develop good social skills and co-operate exceptionally well together when asked to work in pairs or groups.
John Hanson Community School	12/02/2014	3		They enjoy participating in such activities as group discussion and peer assessment and this helps them to make good progress in these lessons.
Carr Manor Community School	12/02/2014	2		
The Voyager Academy	12/02/2014	4		
St Benedict's Roman Catholic Voluntary Aided Middle School	12/02/2014	3		
Bilbrook CofE Middle School	13/02/2014	3		
Parkside Studio College	13/02/2014	2		
Ullswater Community College	13/02/2014	2		
Darlington School of Maths and Science	13/02/2014	3		
Titus Salt School	18/02/2014	3		
Samuel Lister Academy	19/02/2014	3		in a Year 9 history lesson, the most able students acted as 'envoys' and visited groups to give detailed information on life in the trenches during the First World War.
The Vyne Community School	23/02/2014	3		
Friern Barnet School	25/02/2014	2		
Lathom High School	25/02/2014	3		
Howard Middle School	25/02/2014	3		
Stoke Studio College for Construction ad Building Excellence	26/02/2014	2		
St Augustine's Roman Catholic School	26/02/2014	3		
Steiner Academy Frome	26/02/2014	2	This ensures children love being in school and develop independence and resilience early on.	They work well with each other and their teachers. They have strong and developing awareness of the values of working collaboratively.
Wright Robinson College	26/02/2014	3		
Bedford Free School	26/02/2014	3		Students cooperate well and collaborate productively when working together in pairs or small groups.

Thorns Community College	27/02/2014	3		in an English lesson where the teaching was outstanding, students confidently shared their work and identified for each other how to continually edit and improve their response to an examination question.
The Henry Cort Community College	27/02/2014	2		
Rainford High Technology College	27/02/2014	3		
Thomas Alleyne's High School	27/02/2014	3		
Parkside Middle School	27/02/2014	2		
Beechwood School	27/02/2014	3	students do not always take responsibility for their own conduct or for their own learning behaviour in or out of the classroom to help them make good progress.	
Northfield School and Sports College	04/03/2014	3		
Blythe Bridge High School	04/03/2014	3	As a result, students develop good skills to learn independently.	Strengths in most of the teaching are good subject knowledge, and positive relationships between students when working together
Sir John Thursby Community College	04/03/2014	3		
Stocksbridge High School	05/03/2014	3		However, in most lessons students settle to tasks quickly and get on well with each other when working in pairs and groups and there are positive relationships between students and staff.
Cardinal Newman Catholic School	05/03/2014	3		
Bolton St Catherine's Academy	05/03/2014	3		
Millthorpe School	05/03/2014	2		
Marden Bridge Middle School	05/03/2014	3		Pupils are keen to succeed and work hard in lessons. Most answer questions readily and cooperate well together in pairs and groups. They work well together in class activities and discussion, and listen well to and respect the views of others.
Simon de Montford Middle School	06/03/2014	2		
Walthamstow Academy	06/03/2014	2		
Evelyn Grace Academy	06/03/2014	2		Students work well together in class. This was seen in a Year 8 mathematics lesson, when students were working together to calculate the

			volume of pyramids.
St Olave's and St Savior's Grammar school	06/03/2014	1	
Oldfields Hall Middle School	06/03/2014	3	Pupils have positive attitudes to their learning. In most lessons, they listen carefully to the teacher and work well together.
King Edward VI School	06/03/2014	2	Relationships between students and teachers are excellent. Students enjoy discussing their ideas and co-operate particularly well together.
Highlands School	06/03/2014	1	In many lessons, students are encouraged to collaborate in groups or pairs. Students enjoy discussing their learning and sharing ideas whilst, in the process, developing their literacy and communication skills.
Ridgewood High School	06/03/2014	2	