

Appendix 3: Comparison of judgements made in inspection reports for Coppice Performing Arts School and Beechwood School

	Coppice Performing Arts School	Beechwood School
1.	Teaching sometimes lacks challenge. In some lessons, teachers do not use the information they have to make sure that the work given to students is at the right level of difficulty.	Teaching sometimes lacks challenge. Some teachers do not use the information they have to make sure that the work given to students is at the right level of difficulty.
2.	The sixth form requires improvement. Results are not yet high enough to represent good progress in A and AS levels.	The sixth form requires improvement. Results are not yet consistently high enough to represent good progress at A and AS level.
3.	Teachers do not consistently follow up on their marking to check that students have improved their knowledge or understanding.	Teachers do not consistently follow up on their marking to develop and improve students' knowledge or understanding.
4.	Time is sometimes wasted in lessons as students' behaviour and attitudes to learning are not always as good as they should be.	Time is sometimes wasted in some lessons as a few students' behaviour and attitudes to learning are not always as good as they should be.
5.	A significant number of students join the school with weak reading skills and are supported well using Year 7 'catch up' funding. A good range of support, including a whole-school focus on support for reading in lessons and during tutorial time, is securing good improvements	A significant number of students join the school with weak reading and writing skills and are supported well by the Year 7 catch-up funding. A good range of support, including a whole-school focus on reading and writing in lessons, is securing good improvements
6.	Too many inconsistencies remain across different subjects and year groups. Information held on students is not always used well enough to make sure that the work they get, including homework, is at the right level. This is particularly true for the most-able groups of students, who sometimes go unchallenged and, as a result, do not achieve their best.	Too many inconsistencies remain across different subjects and year groups. Information held on students is not always used well enough to make sure that the work they get, including homework, is at the right level. This is particularly true for the most able students, who sometimes go unchallenged and, as a result, do not achieve their best.
7.	Classroom assistants are used effectively in most lessons to support disabled students and those who have special educational needs, and those who sometimes find it hard to maintain concentration or good behaviour.	Classroom assistants are deployed effectively in most lessons to support disabled students and those who have special educational needs, and those who sometimes find it hard to maintain good behaviour or concentration.
8.	Students who talked to inspectors said that they learn best when they are able to discuss, question and apply what they have come across in their lessons to new, real-life problems and situations drawn from examples around the world.	Students who talked to inspectors said that they learn best when they can discuss, question and apply what they have come across in their lessons to new problems and situations drawn from examples around the world.
9.	Students appreciate the commitment of teachers in supporting their learning outside the classroom, through additional study and	Students appreciate the commitment of their teachers in supporting their learning both inside and outside the classroom, through

	support programmes before, during and after school.	additional study and support programmes before, during and after school.
10.	The greatest improvement to teaching has been in English, where some is now outstanding. This has had an impact on achievement, so more students are making good progress than at the time of the previous inspection.	The greatest improvement to teaching has been in English, where some is now outstanding. This has had a positive impact on achievement, so more students are making good progress than at the time of the previous inspection.
11.	The behaviour of students requires improvement. 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.	The behaviour of students requires improvement. It is not yet good because a small minority of 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.
12.	Attendance has risen over the last three years as a result of the determined efforts of the school and robust intervention strategies put in place to improve it. For the first time in three years, attendance at the school is now above the national average for secondary schools.	Attendance has risen over recent years as a result of the determined efforts of the school and robust intervention strategies put in place to improve it. Attendance now exceeds the average for secondary schools.
13.	Sixth form students act as good role models and set a good example to their younger peers. They adopt good attitudes towards their work, although some have yet to acquire the skills needed to manage their own time effectively.	Sixth form students act as good role models and set a good example to their younger peers. They adopt good attitudes towards their work, although some have yet to acquire the skills needed to manage their own time effectively.
14.	The school promotes equality of opportunity, positive relationships and ensures that discrimination of any type is not tolerated.	The school promotes equality of opportunity, positive relationships and ensures that discrimination of any type is not tolerated.
15.	In the past, governors have not concentrated on students' achievement or actively involved themselves in the analysis and evaluation of the data regarding achievement but instead have tended to accept the information presented to them. As a result, they took too long to ensure that underachievement was addressed.	In the past, governors have not concentrated on students' achievement or actively involved themselves in the analysis and evaluation of the data regarding standards but instead have tended to accept the information presented to them, without robust challenge or interrogation. As a result, they were not swift enough to ensure that underachievement was successfully addressed.
16.	Governors are aware of the links between students' achievement and teachers' salary progression. They now ask more searching questions of leaders in relation to the school's performance.	Governors are now aware of the links between students' achievement and teachers' salary progression. They now ask more searching questions of leaders in relation to the quality of teaching and its impact on the students' and school's performance.