

## Quality of teaching in the school

When evaluating the quality of teaching in the school, inspectors consider:

- the extent to which teachers' expectations, reflected in their teaching and planning, including curriculum planning, are sufficiently high to extend the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time
- how well teaching enables pupils to develop skills in reading, writing, communication and mathematics
- the extent to which well-judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning
- the extent to which teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific learning needs
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning
- the extent to which teachers' questioning and use of discussion promote learning
- the extent to which the pace and depth of learning are maximised as a result of teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- the extent to which teachers enthuse, engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning
- how well teachers use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding across a range of subjects and areas of learning
- the extent to which teachers enable pupils to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding.

The most important role of teaching is to raise pupils' achievement. Therefore, inspectors consider the planning and implementation of learning activities across the whole of the school's curriculum, together with marking, assessment and feedback.

Inspectors also evaluate activities both within and outside the classroom, such as support and intervention strategies, and the impact that teaching has in promoting the pupils' spiritual, moral, social and cultural development.