

# Inspections under the new framework (September 2005 onwards)

## Secondary schools

School	Overall effectiveness					Achievement and standards				Personal development and well-being							Quality of provision			Leadership and management													
	How effective, efficient and inclusive is the provision?	Work in partnership with others for learners' well-being	Quality and standards in Foundation Stage	Effectiveness of schools' self-evaluation	Capacity to make any necessary improvements	Effective steps toward improvement since last inspection	How well do learners achieve?	Standards reached by learners	Learners' progress, allowing for group variations	Progress of learners with difficulties and disabilities	Overall personal development and well-being	Extent of learners' SMSC development	Behaviour of learners	Attendance of learners	Learners enjoy their education	Learners adopt safe practices	Learners adopt healthy lifestyles	Learners make a positive contribution to community	Learners develop workplace skills etc for future econ.well-being	Effective teaching and learning	Curriculum meets needs of learners	Learners are cared for, guided and supported	Effective leadership and management	Leaders set direction for improving quality	Performance management effective	Equality of opportunity	Resources deployed efficiently to achieve value for money	Governing Body discharges its responsibilities	Adequacy and suitability of staff	Extent to which school enables learners to be healthy	Extent to which school ensures learners stay safe	Extent to which learners are helped to make a positive contribution	Extent to which school enables learners to achieve economic well-being
Denbigh	3	2	2	Y	Y	3	2	3	2	2	2	2	2	2	2	2	2	1	3	1	2	2	2	2	2	2	3	Y	Y	Y	Y	Y	
Denbigh 16-19	3	2	2	Y	Y	3	2	3	1	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	Y	Y	Y	Y	Y		
Shenley	1	1	1	Y	Y	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	Y	Y	Y	Y	Y	Y	
Shenley 16-19	2	1	1	Y	Y	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	Y	Y	Y	Y	Y	Y	
Stantonbury	2	1	1	Y	Y	2	3	2	1	2	1	2	2	1	2	2	2	2	2	2	2	2	2	2	2	1	Y	Y	Y	Y	Y	Y	
Stantonbury 16-19	2	1	1	Y	Y	2	3	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	Y	Y	Y	Y	Y	Y	
St Paul's	1	1	1	Y	Y	1	1	1	1	1	1	1	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	Y	Y	Y	Y	Y	Y
St Paul's 16-19	2	2	1	Y	Y	2	3	2	1	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2	2	Y	Y	Y	Y	Y	Y	
Radcliffe	3	3	2	Y	Y	3	4	3	3	2	3	2	3	2	2	2	2	3	3	3	3	3	3	3	3	3	2	Y	Y	Y	Y	Y	Y
Radcliffe 16-19	3	3	2	Y	Y	3	4	3	3	2	3	2	3	2	2	2	2	3	3	3	3	3	3	3	3	3	Y	Y	Y	Y	Y	Y	
Walton	1	2	1	Y	Y	1	1	1	1	2	2	2	2	2	1	1	2	2	2	1	1	1	1	1	2	1	Y	Y	Y	Y	Y	Y	
Walton 16-19	3	2	2	Y	Y	3	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	Y	Y	Y	Y	Y	Y	

## Special schools and PRUs

Base	4	3	4	Y	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	4	4	4	3	4	4	Y	Y	Y	Y	Y	
Fenny	1	1	2	Y	Y	1	3	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	2	1	1	1	2	Y	Y	Y	Y	Y	Y		
Fenny 16-19	1	1	2	Y	Y	1	3	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	2	1	1	2	Y								
Gatehouse	3	2	2	Y	Y	3	3	3	3	2	3	2	3	2	2	2	2	2	2	3	3	3	2	1	3	3	3	1	Y	Y	Y	Y	Y	Y	Y	Y		
Manor Road	2	2	3	Y	Y	2	4	2	2	2	2	3	2	2	3	3	2	2	2	2	2	2	2	2	2	3	2	3	3	Y	Y	Y	Y	Y	Y			
Slated Row	1	1	1	Y	Y	1	4	1	1	1	2	1	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	Y	Y	Y	Y	Y	Y	Y			
Slated Row 16-19	1	1	1	Y	Y	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y			
Walnuts	2	1	1	2	Y	2	4	2	2	1	1	1	1	1	1	1	1	1	2	2	2	1	2	2	1	2	2	Y	Y	Y	Y	Y	Y	Y	Y			
YPOS	4	4	4	N		4	4	4	4	3	3	2	4	3	2	3	3	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	Y	Y	Y	Y	N