

Selected quotes from a speech to members of the Specialist Schools and Academies Trust on 2 December 2011, Miriam Rosen, Her Majesty's Chief Inspector

'Effective assessment of progress and understanding within lessons ensures the teacher can adapt their teaching straight away to the needs of their pupils. Where assessment is good pupils receive clear feedback and understand what they need to do to improve. Teachers monitor pupils' progress carefully during lessons, and regular assessment, which may include peer- and self-assessment, enables pupils to know how well they are doing and what they have to do to improve. Teachers make effective use of activities to bring the whole class together to test learning, monitor progress and redirect the lesson if necessary. They adjust the pace of learning within a lesson and for particular individuals, on the basis of frequent feedback.'

'In the satisfactory schools, the evaluation of teaching is often over-generous, and places too little emphasis on exploring what pupils are actually learning and the progress that they are making. Weaknesses that are identified in monitoring are not pursued, and professional development is not sufficiently based on the insights gained in the monitoring. The systems for collecting data on pupils' progress mean that schools are now data rich, but in weaker schools this is not used efficiently to intervene and support pupils who are falling behind. Middle leaders are often unclear about their role or are ineffective.'

'By contrast, in the schools where we judge leadership and management of teaching and learning to be outstanding, self-evaluation is sharp and accurate. Senior leaders draw on a range of evidence to arrive at this understanding, probably the most significant of which is their own direct observation of teaching and learning. Where weaknesses are found in teaching, they are dealt with rigorously and effectively: outstanding school leaders can provide examples of teachers whose performance has improved enormously. In these schools middle leaders are often a significant strength and have a strong sense of their own accountability for the progress of pupils.'