

## Appendix 1: 2013 sample

School	Date inspected	Rating	Pupil independence	Pupil responsibility	Group work	Passive	Teacher direction	Teacher talk
Sharples School	10/09/2013	2	They therefore develop independent learning skills and do not rely purely on the teacher to ensure they make progress.	in a Year 9 physical education lesson, students took increasing responsibility for their own learning and devised a range of activities to sharpen their skills in netball.	Students are given many opportunities to work in pairs and in groups and to act as extra learning resources for each other.			
Sandhurst School	10/09/2013	2						
University Church of England Academy	10/09/2013	4	promoting their skills as independent learners more effectively.				Students rely too readily on their teachers to provide answers rather than working things out for themselves.	they also say that some teachers still talk too much
Bishop Douglass School	11/09/2013	2	extend their knowledge through independent learning.	where teaching is outstanding students are given opportunities to take responsibility for their own learning				
Shephed High School	11/09/2013	3	providing more opportunities for pupils to work independently and research ideas and answers					In the lessons observed this important skill was not encouraged enough; in some cases, the only person heard to read was the class teacher.
De La Salle School	11/09/2013	3		creating more opportunities for students to play a more active part in their lessons and take more responsibility for their own learning	In too many lessons, teachers do not provide sufficient opportunities for students to work by themselves or in groups		developing the necessary skills for learning without too much direction from the teacher.	
Woodhey High School	11/09/2013	2	in these lessons students develop good skills as independent learners		In some good and in outstanding lessons, students are encouraged to think through problems for themselves, work in pairs and groups			
Alde Valley School	11/09/2013	4	teachers use their good subject knowledge to facilitate group work and independent study well.		Students enjoy practical, hands-on learning and working together in small groups.	However, some students, especially boys, become passive learners when teaching is too dull		These lessons start briskly but begin to slow as teachers talk for too long
Salesian School	11/09/2013	1						
The Archbishop Lanfranc School	11/09/2013	4				In the worst examples, students sit and wait passively, learning little.		
Grace Academy Solihull	11/09/2013	4				However, as not enough teaching is good or better, too many students become passive in lessons		
Acland Burghley School	11/09/2013	3				In some lessons, students spend too long passively listening to teachers, rather than getting on with work.		
Dronfield Henry Fanshawe School	11/09/2013	3						
Charles Thorp Comprehensive School	12/09/2013	4						
Norlington School	12/09/2013	2			there are many opportunities for collaborative work, peer discussions and interactions.			

<b>Hasland Hall Community School</b>	12/09/2013	3	opportunities are provided for students to learn in small groups, pairs and on their own so that they develop good independent study habits		Students enjoy learning independently or in small groups and pairs but, in lessons where the teaching is weaker, they have too few opportunities to do so.	
<b>Balshaw's Church of England High School</b>	17/09/2013	1		Students are encouraged to take responsibility for their own learning and successfully work things out for themselves.	They cooperate well in pairs and groups	
<b>Thornhill School</b>	17/09/2013	3		students are not being given the opportunity to take more responsibility for their own learning	There are increasing opportunities for students to work together in pairs and groups.	teachers dominate the learning and students rely on them too much.
<b>Benjamin Britten High School</b>	17/09/2013	3	supporting students, particularly the older ones, to become increasingly independent learners			there is a tendency for some students to become passive and overly reliant on adult support.
<b>St Augustine's Catholic High School</b>	17/09/2013	2	Most settle to work quickly and have the skills needed to work well independently or with each other.		the school's expectations of having a balance of teacher input and group and independent work to accelerate students' learning.	other occasions, students are not able to get started with their learning quickly enough because time is wasted when teachers talk for too long
<b>The Forest Academy</b>	17/09/2013	2				
<b>Fearnhill School</b>	17/09/2013	3				
<b>Canon Lee School</b>	17/09/2013	3		providing opportunities for students to engage in their learning by taking responsibility for their own learning.		In too many lessons behaviour, though calm and orderly, is too passive and students lack the urgency and eagerness to learn.
<b>Brannel School</b>	17/09/2013	3	Increasingly, they enable students to develop skills of independence and teamwork.		have increasing abilities to learn effectively in groups or when working independently.	While there is very little misbehaviour in lessons, students are generally passive, and too few show an enthusiasm for learning.
<b>Falinge Park High School</b>	17/09/2013	2				This results in some passive learning and also slows progress.
<b>Raynes Park High School</b>	18/09/2013	3				understanding how to solve quadratic equations by themselves without the teacher giving any detailed explanations.
<b>Settle College</b>	18/09/2013	3			students collaborated enthusiastically in groups to determine the different everyday uses, and effects, of this common mineral.	
<b>Longdendale High School</b>	18/09/2013	3	Teachers miss too many opportunities to develop students' independence and resilience.	plan activities that encourage students to think for themselves and take more responsibility for their own learning	They provide interesting work for the students to undertake with many opportunities for them to learn actively and collaboratively.	
<b>St Augustine Church of England High School</b>	18/09/2013	1		consistently providing challenging opportunities and developing students' responsibility for their own learning		students miss the chance to take more responsibility for their learning, waiting for direction from the class teacher.

Washington School	18/09/2013	2	Sometimes the teacher could give their classes the chance to learn more independently			
Stowmarket High School	18/09/2013	3	Good progress in lessons is not always sustained over time because inquiry, initiative and independence are under-developed between Years 9 and 11.	The level of responsibility taken by students is limited by opportunity in and out of lessons.		However, in too many lessons, students are dependent on their teacher.
South Wolverhampton and Bilston Academy	18/09/2013	3	enable students to contribute fully to their learning and to develop their independence.		sit passively for too long before they are appropriately challenged.	teachers are inclined to dominate the lesson rather than providing a variety of activities
Honley High School	18/09/2013	3	Students are not given sufficient opportunities to work independently to develop their own reasoned ideas and arguments.			
Pensby High School for Girls	18/09/2013	2	students do not have the chance to work without help from the teacher, or to make decisions about their learning; this limits their independence.			teachers spend too long introducing lessons, or leading a discussion from the front of the class, which slows students' progress.
Madani Girls School	18/09/2013	2	For example, in a religious education lesson, students were given the opportunity to think through the issues independently			making sure students can quickly start work and make progress in lessons without a lengthy introduction from the teacher
Bexleyheath Academy	18/09/2013	2	teachers develop their students' skills and knowledge and create opportunities for independent learning	Students below the sixth form do not often take responsibility for their own learning		
Wimbledon College	18/09/2013	2	Teaching is carefully matched to students' capabilities and encourages independent learning as well as the effective use of research skills.			Teacher talk dominates so that students have fewer opportunities to fully involve themselves in their learning.
Allerton High School	18/09/2013	2	there are many opportunities for students to work independently and in small groups.	as a result of the good systems they have to work collaboratively with each other and with the teachers.		
Weobley High School	19/09/2013	2	Teachers make imaginative use of students in the classroom to promote their self-confidence and independence			
Budmouth College	19/09/2013	1	They are given many opportunities both within and outside of the curriculum to work independently and to solve problems.			
Willenhall E-ACT Academy	19/09/2013	4				
Robert Bruce Middle School	19/09/2013	4				
King Edward VII School	19/09/2013	4	The work set does not always challenge students sufficiently or ensure that they are quickly able to proceed to independent learning.			

<b>The Grove School</b>	19/09/2013	3	making sure that, in science, all students develop more independent skills for completing coursework		In the course of the inspection, whenever students were given the opportunity in lessons to engage with each other in purposeful work in pairs, in groups or as a whole class		
<b>Harrop Fold</b>	24/09/2013	2					
<b>Anthony Gell School</b>	24/09/2013	3	In lessons, students concentrate well and complete work they are asked to do... They take pride in their work, and when asked to work independently they do so very well.		When given the chance they work well collaboratively, although in some lessons they have little opportunity to do so.		
<b>Pittville School</b>	24/09/2013	3	in too many lessons, students are not sufficiently challenged and teachers do not provide them with enough opportunities to work independently.		there are few chances for students to work in groups, to undertake investigations or to discuss matters in pairs.	providing more opportunities for students to work independently rather than listening passively to their teachers	In some instances, teachers talk for too long
<b>Glebelands School</b>	24/09/2013	2					
<b>Wexham School</b>	24/09/2013	2					
<b>Kingsway Park High School</b>	24/09/2013	2					
<b>Frederick Bremer School</b>	25/09/2013	3	In some lessons students are not given enough challenge to work independently and think things out for themselves.				students are less involved because the teachers spend too much time talking.
<b>Alfreton Grange Arts College</b>	25/09/2013	4					Some teachers talked at length and worked harder than their students.
<b>Bournville School and Sixth Form Centre</b>	25/09/2013	4	This does not encourage students to be active, independent learners.				
<b>Matthew Moss High School</b>	25/09/2013	3					
<b>Whitworth Park School and Sixth Form College</b>	25/09/2013	2					
<b>Charnwood College</b>	25/09/2013	4	Students have too few opportunities to deepen and extend their learning through challenging, independent tasks.		In a history lesson, every student actively sought out information on punishment in Roman times and used this collaboratively to reflect on the fairness of the legal system.		
<b>Priory City of Lincoln Academy</b>	25/09/2013	3	provide students with enough chances to practise thinking independently, to interact with each other or to work by themselves.		made outstanding progress when engaged in paired and group activities that encouraged them to explore and challenge each other's understanding		
<b>Pool Hayes Arts and Community School</b>	25/09/2013	3					
<b>St Katherine's School</b>	25/09/2013	3	ensuring there are more opportunities for students to work independently and with their peers to explore and consolidate new concepts and ideas	Students commented that they enjoyed active learning where they could take responsibility for their own learning and help each other.	Students make the best progress in lessons when they are challenged and given opportunities to discuss ideas and concepts with each other.	In lessons where teaching is not good and students are not sufficiently challenged they lose interest, are passive in the lesson and too often there is low-level disruption.	

<b>Orchard School Bristol</b>	26/09/2013	3	The school is working to develop the learning skills of all students so that they will become more independent and active learners, and raise their attainment further.	The school is working to develop the skills of students so that they take more responsibility for their own learning.	In the best lessons there were good opportunities for self-assessment and group work, with students able to help each other to learn.		students were unable to get on with tasks because the teacher spent too much time talking.
<b>Maidstone Grammar School</b>	26/09/2013	1	working well both independently and collaboratively, and always trying their best.	A key feature of learning is how students take responsibility for their own learning	Teachers capture students' interest and enthusiasm very well by adding variety to learning, with opportunities for individual study and group work.		
<b>Ounsdale High School</b>	26/09/2013	3			They enjoy their lessons and participate enthusiastically in discussions. In group work, students work readily with all their classmates, not just their best friends.		
<b>Marple Hall School</b>	26/09/2013	2	encouraging students' independent learning in lessons and beyond, with tasks that are personalised, purposeful and challenging		In the typically good lessons observed, teachers planned opportunities for effective individual, paired and small-group work		
<b>Biddenham Upper School and Sports College</b>	26/09/2013	3			Learning also lacked depth when teachers did not encourage students to reflect on answers to questions, for example by asking them to explain their answers or to discuss answers together in small groups.		However, many lessons required improvement because teachers did most of the talking, without checking that students understood, and the pace of learning slowed as a result.
<b>Edgecliff High School</b>	26/09/2013	3	provide regular opportunities for students to develop their independent learning skills through open-ended activities that promote enquiry and curiosity				there are still too few opportunities for students to develop their own ideas through tasks that allow them to solve problems or work without the close guidance of teachers.
<b>Crookhorn College</b>	26/09/2013	3	They do not have enough time for independent work in these circumstances.		Students' attitudes to learning, including in independent, group and whole class work, are consistently positive and have a good impact on the progress they make.	In a small number of lessons, where the teaching is not as effective, a few students occasionally lose enthusiasm and become too passive.	Progress in lessons slows when students have to listen to extended explanations by their teachers or wait their turn to contribute to whole-class discussion.
<b>Saint Aidan's Church of England Technology College</b>	01/10/2013	2					
<b>Sir Robert Woodard Academy</b>	01/10/2013	3					
<b>Walkden High School</b>	01/10/2013	3	providing greater opportunity for students to work independently and reflect more meaningfully on the details of their work.				
<b>Broadstone Middle School</b>	01/10/2013	4	Pupils are given too few opportunities to think things out for themselves and, consequently, their skills of independent learning are underdeveloped.	maximise the opportunities for pupils to carry out independent learning where they are challenged to think things out for themselves and take more responsibility for their own learning	In a technology lesson for younger pupils, the activities promoted good social development as pupils worked in small groups to make a hand-held device.	The behaviour and safety of pupils require improvement because pupils' attitudes to learning are too variable and they are often too passive in lessons	The use of the 'must', 'should', 'could' approach to work expected of pupils contributes to them having to sit through teachers' introductions, and not 'cut away' to get on with more challenging work.

<b>The Basildon Lower Academy</b>	01/10/2013	3			When given the opportunity to work together in pairs or small groups, pupils enjoy exchanging ideas and are prepared to draw their own conclusions.		When teaching is less effective, and in some instances still too weak, lessons are characterised by too much teacher-talk.
<b>Sedgehill School</b>	02/10/2013	3	not enough time is always allowed for students to think through and explore solutions for themselves, allowing them the independence	to take more responsibility to drive their learning forwards.	Students cooperate well with staff and each other and work cohesively as a team and in groups.		
<b>Winchmore School</b>	02/10/2013	2	ensuring that all teachers give students enough time to work, independently or in groups, to enable them to deepen their knowledge		ensuring that all teachers give students enough time to work, independently or in groups, to enable them to deepen their knowledge	Behaviour is not outstanding because students are often passive learners. This limits their opportunities to make outstanding progress.	
<b>Christ the King Catholic High School</b>	02/10/2013	3		Whilst the majority of students have very positive attitudes, some students do not always actively engage in lessons and take some responsibility for their learning.			In lessons that are less effective, teachers do not always give opportunities for students to be fully involved and take a more active part in their learning. There is too much direction from the teacher.
<b>Ashton Community Science College</b>	02/10/2013	2	There are not enough opportunities for students to develop their independent learning skills	increasingly, they encourage students to take responsibility by involving them in self-assessment of their own work.			students are over dependent on the teacher to tell them what they need to do to move on to the next stage.
<b>Up Holland High School</b>	02/10/2013	4		Teachers do not give students enough opportunities to work on their own or to develop a sense of responsibility for their own learning.			In less effective lessons teachers provide too much explanation themselves rather than allowing students to be independent or think for themselves
<b>Sir John Nelthorpe School</b>	02/10/2013	3			making sure that group work is a regular feature of lessons so that students can discuss and discover things for themselves		
<b>Fairfield High School</b>	02/10/2013	1					
<b>Marshalls Park School</b>	02/10/2013	3			Examples of best practice enjoyed by students include practical work in science and group or paired work such as that often seen in drama.		
<b>St Cecilia's RC High School</b>	02/10/2013	3			They enjoy work which challenges them and think they learn a lot through group activities.		
<b>Lakers School</b>	03/10/2013	3					
<b>Kings International College</b>	03/10/2013	3		Although they take responsibility and are confident to seek help if there is anything they do not understand,	In the most effective lessons, students are very actively engaged in tasks which challenge them and require them to work things out for themselves, for example by working in groups		
<b>George Mitchell School</b>	03/10/2013	3	In a good Year 2 lesson, pupils were given many opportunities to work independently.				In the weaker lessons, some teachers talked for too long and pupils were disengaged from some of the tasks.
<b>The Lancaster School</b>	03/10/2013	3					

<b>Millbrook Academy</b>	03/10/2013	3	providing more opportunities for students to work independently so that they can use and apply new learning for themselves	There is too much teaching which does not allow students to take responsibility for their own learning	Students are not always given enough chances to take responsibility for their learning by taking part in structured, collaborative activities.		
<b>Beyton Middle School</b>	03/10/2013	3		Pupils are not challenged to take responsibility for their own learning by assessing the quality of their own and each other's work.	they worked well in pairs and small groups, discussing their progress and suggesting ways to improve their performance.		
<b>The Radclyffe School</b>	03/10/2013	3				In some lessons, the pace of teaching is not brisk enough to keep all students fully engaged in their learning. This results sometimes in some students being too passive	
<b>St Augustine of Canterbury Catholic High School</b>	08/10/2013	4				Where teaching is not good enough students become passive.	
<b>Hetton School</b>	08/10/2013	2	ensuring students work independently as much as possible on engaging activities		Students are very keen to be involved in their own learning and they work very well together in groups.		However, in a few lessons, teachers spend too long talking to the class as a whole
<b>St Joseph's Catholic High School</b>	08/10/2013	3	Some lessons provide insufficient challenge and pace to ensure all students actively engage in their learning, work independently or in groups	encouraging students to take more responsibility for their own learning	creating more opportunities for students to play an active part in their lessons, to work independently or in groups	When this occurs, there is a tendency for some students to become passive	overly reliant on adult support. Low-level disruptive behaviour occasionally occurs where teaching is less effective.
<b>Lawnswood School</b>	08/10/2013	2	In these weaker lessons, students are given insufficient time to work independently and think about what they are learning.	This good teaching enabled students to learn independently and take responsibility for their own progress.	Attitudes to learning are very positive and in the best lessons students collaborate effectively to support each other's learning.		
<b>Robert Clack School</b>	08/10/2013	2	preparing students for independent work and skills to help them become good scholars in reading and research.			In a minority of lessons students are too passive and teaching does extend their critical thinking through debate.	
<b>Swanwick Hall School</b>	08/10/2013	2			Numerous opportunities are created for students to work together in groups and lead their own learning.	Tasks are either too easy or too hard so that lower ability students are left behind, become passive and disinterested.	
<b>All Saints Catholic School and Technology College</b>	08/10/2013	2	Teachers do not always fully extend students' learning by providing high quality feedback or opportunities to develop independent learning skills.	providing more opportunities for students to take responsibility for their own learning so that they become increasingly confident about learning independently.			However, behaviour is not outstanding because some students are too reliant on teachers telling them what to do and have not yet accepted full responsibility for their own learning behaviours.
<b>Penistone Grammar School</b>	08/10/2013	2	In the sixth form, independent learning is a real strength. The teachers are skilful facilitators of learning, and students often act as teachers to other members of the group.				
<b>The Mandeville School</b>	08/10/2013	4			When students are asked to become more involved in their learning, for example by working in pairs or groups, they are always	Students' behaviour requires improvement. Students are positive about learning, but frequently they are allowed to	Some teachers teach the whole class together for too long, without taking into consideration the individual

					willing to do so, and work hard.	be passive or lose attention in lessons.	learning needs of the students in the class.
<b>Harper Green School</b>	08/10/2013	3					Many teachers take up too much lessons time talking and this leaves too little time for students to complete activities.
<b>Eastbrook Comprehensive School</b>	08/10/2013	3	particularly when students who need extra help are prompted and challenged to think independently.	they plan activities which enable students to take responsibility and develop more consistently positive attitudes to learning.	When teachers carefully plan opportunities for students to work together, students respond very well.	Occasionally, when teachers have not planned lessons which are as challenging and engaging for all students, some students become very passive and display less interest in what they are learning.	
<b>The Hollins Technology College</b>	08/10/2013	2			In the best lessons, this good behaviour makes a strong contribution to students' learning as they cooperate together and support each other.		The minority of weaker lessons are too heavily directed by the teacher and tasks and resources are not thoughtfully chosen to meet students' needs.
<b>Old Buckenham High School</b>	09/10/2013	3	time is used well to allow students to work more independently and quickly apply their skills and knowledge, to keep them engaged and interested		Teachers sometimes talk for too long or activities do not allow students to work by themselves or with each other, so opportunities are lost for all students to take their learning further		In these examples, students become bored or are too dependent on their teachers' leadership of such lessons. Teaching is not always matched to the needs of different students and time is wasted when teachers talk for too long
<b>Fulwood Academy</b>	09/10/2013	4	What does the school need to do to improve further? teachers provide more opportunities for students to find things out for themselves and improve their independent learning skills				
<b>Heathside School</b>	09/10/2013	2					
<b>Ecclesfield School</b>	09/10/2013	2					
<b>Cardinal Griffin Catholic High School</b>	09/10/2013	2	Teachers have high expectations of what their students can achieve and promote their independence well.	The strong focus on developing independence enables students to take responsibility for their own progress.	In all lessons there is strong emphasis on group work to develop social skills and to share understanding, and students are frequently encouraged to support each other.		
<b>Kingsley College</b>	09/10/2013	2	They like this independence in learning and feel it helps them remember things better and prepares them well for future study.		Students work very well together in pairs and groups.		Teachers have developed effective ways to engage students with learning and to make sure they learn to work without direct help, discussing and investigating.
<b>Wood Green School</b>	09/10/2013	4					
<b>Monkseaton High School</b>	09/10/2013	3	giving students more opportunities to lead and shape their own learning independent of the teacher		They were encouraged to do this because the teacher had provided opportunities for them to work independently in groups. They responded with enthusiasm and a desire to know more.		Lessons are often too closely directed by the teacher. Students are not given enough opportunities to lead and shape their own learning and as a result, the pace of learning is the same for all
<b>Collegeiate High School</b>	09/10/2013	4					

<b>Queen Elizabeth's Academy</b>	09/10/2013	4		are not able to take responsibility for their own learning.	Students recognise that sometimes they learn best when, 'The teacher doesn't keep stopping us all the time'. They enjoy having the opportunity to collaborate and work things out for themselves.		In these lessons, students rely too much on the direct intervention of their teacher
<b>Dartmouth Academy</b>	09/10/2013	3					
<b>Oathall Community College</b>	10/10/2013	2		Consequently, they were quickly able to develop correct pronunciation, to some extent independently of the teacher.	Students are encouraged to be active and develop their understanding by collaborating with each other, as well as working independently of the teacher.		
<b>St Thomas More Language College</b>	10/10/2013	1			Group work, paired reading and active learning are key features of good and outstanding lessons.		
<b>Northgate High School</b>	10/10/2013	2					
<b>Litcham School</b>	12/10/2013	3		encouraged a good level of student involvement in the tasks through well-chosen opportunities to work independently.			
<b>Kirk Balk Community College</b>	15/10/2013	3		teaching is very well organised and planned. Students are fully involved in their learning, show interest and are given appropriate opportunities to develop as independent learners.	In a joint Year 11 drama lesson, for example, students were actively involved in very effective group work that enabled them to share and develop ideas using various senses to enhance their creativity skills		
<b>Heaton Manor School</b>	15/10/2013	2					
<b>St Paul's RC Voluntary Aided Middle School</b>	15/10/2013	2		However, when given the opportunity to take individual responsibility, pupils respond very positively.			The pupils' ability to develop aspects of personal learning is underdeveloped due to too much teacher direction.
<b>Archway School</b>	15/10/2013	2		Not enough teaching is outstanding. Some lessons do not ensure that all students are given opportunities to develop their own independent learning skills.	In the best sixth form teaching observed, students were encouraged to take responsibility for aspects of their own and others' learning skills.		However, students had fewer opportunities to fully develop their own independent learning when teachers spent a lot of the lesson talking.
<b>Mill Hill School</b>	15/10/2013	3		Some lessons lack pace and challenge, and work does not meet the needs of all students. There are too few opportunities for active and independent learning.	Activities are often varied and interesting, requiring students to think more deeply and take responsibility for their work.	Speaking skills are underdeveloped because of limited paired and group work, and not enough extended discussion and questioning.	In other lessons, students are passive learners, leading to off-task behaviour.
<b>Too many lessons are dominated by the teacher talking at the expense of students engaged in purposeful activity.</b>							
<b>Newham Middle School</b>	15/10/2013	2					
<b>Dover Grammar School for Boys</b>	15/10/2013	3		Students enjoy school as shown in their above average attendance. They take responsibility for their own learning, behave well and are considerate of others' views and opinions.			
<b>Earl Mortimer</b>	15/10/2013	2					

College and Sixth Form Centre

<b>St Gregory's Catholic Science College</b>	15/10/2013	2	Where teaching is less effective, opportunities are missed to give students time to think for themselves and work independently.		students to work independently so that they deepen their understanding, including through group work and problem solving and through giving students more time to think during discussions		
<b>Berwick Middle School</b>	15/10/2013	2	Where teaching is at its best... Lessons provide a good variety of opportunities for students to work independently and teachers expect that learning will move on at a brisk pace.				
<b>Tiverton High School</b>	15/10/2013	3				Where teaching is not fully effective... over direction by the teacher became an obstacle to students making rapid progress.	
<b>Hadley Learning Community</b>	15/10/2013	2	Teachers across subjects focus strongly on promoting independence and boosting self-confidence, often providing easy ways of remembering things.	enabled students to develop their independence and take responsibility for their own learning through discussing their ideas with each other and using a range of well-prepared resources.	extremely positive attitudes towards their learning and show enthusiasm and commitment, particularly when they work together in pairs or groups, where students of all abilities are fully engaged in their learning.		
<b>Wellfield Middle School</b>	15/10/2013	2	making sure that pupils have more opportunities to think, learn and work independently				
<b>Denton Community College</b>	15/10/2013	3	They work well in groups and independently when required to do so and help their colleagues to learn if they get stuck.		By contrast, in the much better lessons... there are opportunities for group work in which students take the lead.	However, in some lessons where the challenge is not clear and expectations are low, a minority of students are passive and slow at engaging in their learning.	
<b>Wolstanton High School</b>	15/10/2013	3	give students more frequent opportunities to develop their own understanding of ideas and concepts by working on open-ended tasks both independently and in small groups	Some students are a little passive in their learning because they are not given enough responsibility for managing tasks and deciding on the pace of their work.	Students told inspectors that they enjoy lessons most when they are given the chance to work independently or in small groups	Students are sometimes too passive in lessons because they are not given enough opportunities to take responsibility for their own learning through independent and group work.	teachers spend too long talking to the whole class before the students are given independent work to complete and this prevents students making all the progress they might.
<b>Guide Post Middle School</b>	15/10/2013	4	Often, teaching does not promote pupils' independence or responsibility for their own learning	ensuring pupils take more responsibility for their learning and are not so reliant on the teacher and other adults for support and direction		too many pupils rely on teachers and other adults for direction and support.	