



Maintained all-age schools

Pastoral care and support for **pupil well-being** are a strength in most all-age schools. These have been a priority since schools re-opened following the pandemic. Pupils' well-being is generally strong, but has been affected negatively by the pandemic.

What's going well

- In general, pupils are happy to be at school and show positive attitudes to learning.
- Pupils show care for others in the school and are mindful of how the pandemic has affected its community.
- In many schools, provision and interventions are often effective in bringing about improvements in pupils' well-being.

What needs to improve

- Overall, pupils require more emotional and mental health support than before the pandemic.
- A few pupils' engagement with their learning and their behaviour have been adversely affected by the pandemic.
- A minority of pupils lack self-confidence and struggle to work independently.



The quality of **teaching** varies in all-age schools. Most pupils' **learning** was affected in some way by the pandemic, but they are now making suitable progress towards recovery.

What's going well

- Many teachers work together well to plan and implement a curriculum that considers progression across all phases.
- A majority of pupils are willing to contribute orally and offer extended responses when prompted.
- A few pupils display strong writing skills while writing effectively for different purposes and for different audiences.

What needs to improve

- In a few schools, there has not been enough emphasis on improving the quality of teaching when designing the curriculum.
- A few schools have not shared good practice in teaching effectively within and across schools to enhance experiences for pupils.
- External professional learning is often not specific enough to the all-age sector.
- A minority of pupils lack basic literacy skills, make frequent spelling and grammar errors and are not able to articulate their opinions fluently.



Leaders have been resilient and agile in responding to and recovering from the pandemic. The quality of self-evaluation and planning for improvement across the sector is variable.

What's going well

- Work to support staff and pupils to recover from the pandemic is going well.
- There is an increased focus on staff well-being.
- Team working and collaboration between staff are a particular strength, especially since the pandemic.
- Engagement and communication with parents are strong in all-age schools.
- Professional learning arrangements are particularly useful when they include the sharing of good practice in teaching internally or between schools.
- Collaborative work and mutual support between schools in the sector are a notable feature.

What needs to improve

- Often, leaders do not combine information from a range of sources to evaluate the impact of their work over time.
- [Leaders' detailed understanding of the standards of pupils' skills and the quality of teaching is too variable.](#)