

**Table 1: Characteristics of stuck and unstuck schools**

Schools that improved	Schools that did not improve
The curriculum is well planned and ambitious. Any variation between subjects is outweighed by leaders' work to secure high-quality learning in most curriculum areas.	Curriculum planning is recent or incomplete. Some subjects are not taught in sufficient depth. Some staff lack the expertise to deliver the curriculum well.
There is strong provision for phonics and reading. In both primary and secondary schools, this includes effective support for pupils who have fallen behind.	There are issues in reading and phonics, particularly for the weakest readers. In some schools, staff expertise is a barrier.
There is high-quality, ambitious provision for pupils with SEND. Pupils' needs are understood and met.	There are weaknesses in the provision for pupils with SEND. Too little focus is given to supporting these pupils to achieve academically.
There are high expectations for behaviour and attendance. Effective extra help is given to pupils who need it.	Disruptions to learning and poor attendance remain barriers.
Leaders place importance on developing personal, social and spiritual well-being. There is a broadening of pupils' skills and perspective. Opportunities benefit all pupils.	Many pupils do not take up extra-curricular activities. Aspects of the personal, social, health and economic (PSHE) or spiritual, moral, social and cultural (SMSC) curriculum are new or are not implemented effectively.
There are effective challenge and support from governors. There is a shared and ambitious vision.	Governors need training so that they can hold leaders better to account. At times, a more effective interface is needed between governors and trustees.
There is a clarity of direction. Leaders have an accurate understanding of the school's strengths and weaknesses.	There is an absence of accurate self-evaluation. There is not compelling evidence that plans are implemented as intended.
Staff feel supported to develop their subject knowledge through high-quality and motivational professional development.	There is often instability in staffing and higher-than-average staff absence. There are inconsistencies in the quality of support and training staff receive.