

List of curriculum indicators in the research model used by OFSTED for phase 3 of their research into the quality of education through curriculum intent, implementation and impact

No.	Indicator
1a	There is a clear and coherent rationale for the curriculum design
1b	Rationale and aims of the curriculum design are shared across the school and fully understood by all
1c	Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
1d	Curriculum coverage allows all pupils to access the content and make progress through the curriculum
2a	The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications
2b	Curriculum principles include the requirements of centrally prescribed aims
2c	Reading is prioritised to allow pupils to access the full curriculum offer
2d	Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum
3a	Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery
3b	Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum
3c	Leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well
4a	Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met
4b	Leaders enable curriculum expertise to develop across the school

No	Indicator
5a	Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation
5b	The way the curriculum is planned meets pupils' learning needs
5c	Curriculum delivery is equitable for all groups and appropriate
5d	Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum
6a	The curriculum has sufficient depth and coverage of knowledge in the subjects
6b	There is a model of curriculum progression for every subject
6c	Curriculum mapping ensures sufficient coverage across the subject over time
7a	Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous
7b	Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff
7c	There is no mismatch between the planned and the delivered curriculum
8	The curriculum is successfully implemented to ensure pupils' progression in knowledge –pupils successfully 'learn the curriculum'
9	The curriculum provides parity for all groups of pupils