

Ofsted grade descriptors arranged by strands

From Handbook - August 2015

This document is intended to be used to aid school self evaluation. A separate template is available to write text relevant to your own school. This template has helpful prompts to assist your writing. The grade descriptors in this document are taken directly from the latest school inspection handbook. The titles of the 'strands' are mine, not Ofsted's, although it is clear that the descriptors have been written by Ofsted with strands in mind. Bear in mind that when judging your effectiveness, that the descriptors should be used as a 'best fit'. Ofsted make it clear that it is not a checklist.

Leadership and management

STRAND	Outstanding	Good	RI	Inadequate
Leaders' expectations	Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.	Leadership and management are not yet good.	Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
Ambition/Disadvantaged pupils	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.		
Governance	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.		
Self evaluation	Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.		Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.
Performance management	Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.		
Professional development	Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.		
Curriculum	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.	The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.		The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
SMSC/FBVs	Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.		Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
Equal opportunities	Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.	
Safeguarding	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.	Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.	Safeguarding is effective.	Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
Radicalisation/extremism	Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.		Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

Teaching, learning and assessment

STRAND	Outstanding	Good	RI	Inadequate
Subject knowledge	Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.	Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.	Teaching, learning and assessment are not yet good.	
Planning and lesson time	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.	Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.		Teaching is poorly planned.
Developing pupils' skills, knowledge and understanding	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.		Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
Feedback to pupils	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.		Weak assessment practice means that teaching fails to meet pupils' needs.
Homework	Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.		
RWCM/ phonics	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.	Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.		Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.

Teaching, learning and assessment

Attitudes and expectations	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.	
Culture of learning	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	
Application of skills	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	
Information to parents	Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	
Equal opportunities	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.	Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.	Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Personal development, behaviour and welfare

STRAND	Outstanding	Good	RI	Inadequate
Attitudes to learning	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	Pupils are confident and self-assured. They take pride in their work, their school and their appearance.	Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.	Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
Respect for others	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. Pupils show respect for others' ideas and views.		A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
Preparation for next stage in learning	High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training.		Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
Attendance/punctuality	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.	Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.		Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
Pupils' conduct	Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.	Pupils conduct themselves well throughout the day, including at lunchtimes.		
Everyday behaviour	For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.	The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.		
Bullying	Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.		Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle bullying successfully.

Personal development, behaviour and welfare

Welfare	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.	The school's open culture promotes all aspects of pupils' welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe.		
Health	Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.	They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.	Pupils are safe and they feel safe.	A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
Safety and e safety	Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.			Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
SMSC	Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.	Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.		
Parent views		Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.		

Outcomes for pupils

STRAND	Outstanding	Good	RI	Inadequate
Current pupils' progress	Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding and skills, considering their different starting points.	Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding and skills, considering their different starting points.	Outcomes are not yet good	Progress in any key subject[1] or key stage indicates that pupils are underachieving considerably.
In school gaps in progress	The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.	In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.		There are wide gaps in the progress and/or attainment of different groups and these are not improving.
Gaps from national in progress		Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.		For disadvantaged pupils, the proportions making or exceeding expected progress from their different starting points in English or in mathematics are consistently well below those of other pupils nationally and show little or no improvement.
Reading and phonics	Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.	Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.		Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
Progress	For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas. From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.	From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.		From their different starting points, the proportions of pupils in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement.
Attainment	The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.	Where attainment overall is low, it shows consistent improvement.		The school's performance regularly falls below the floor standards.[2] Any improvement is insufficient, fragile or inconsistent.
Preparation for next stage in learning	Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.	Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.		Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.
Pupils' articulation of knowledge	Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.			

The 16-19 Study Programmes

STRAND	Outstanding	Good	RI	Inadequate
Leadership	Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.	Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.	Effectiveness of the 16 to 19 study programmes is not yet good	Leadership of 16 to 19 study programmes is weak.
Curriculum	Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.	Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.		Study programmes are insufficiently challenging or relevant to learners' prior attainment or planned next steps. The requirements of the 16 to 19 study programmes are not met.
English and maths GCSE	Learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.	Learners without GCSE grades A* to C in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards grade C.		
IAG	High-quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.	Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.		
T&L& assessment	Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.	Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.		Weak assessment practice or poor planning mean that teaching fails to meet learners' needs.
Personal, social and employability skills	Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.	Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.		Learners or groups of learners are ill-prepared for their next steps in terms of attainment, personal skills or behaviours.

The 16-19 Study Programmes

Safety, personal qualities, contributions	Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.	Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.	Safeguarding is ineffective. Learners or groups of learners make inadequate progress from their starting points. Too few learners are retained on their courses or achieve their core aim. The 16 to 19 minimum standards are not met for either vocational or academic qualifications. Too many learners or groups of learners are unsuccessful in securing relevant sustained education, employment or training.
Progress from starting points	Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.	The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.	
Academic outcomes	Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	
Value added	Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.	Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.	

Early Years provision : Quality and standards

STRAND	Outstanding	Good	RI	Inadequate
Leadership	The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.	Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.	The effectiveness of the early years provision is not yet good.	Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.
PM and CPD	Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.	Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.		
Safeguarding	Safeguarding is effective.	Safeguarding is effective.	Safeguarding is effective.	Safeguarding is ineffective.
Welfare	There are no breaches of statutory welfare requirements.	There are no breaches of statutory welfare requirements.	There are no material breaches of statutory welfare requirements.	Statutory welfare requirements are not met.
Health, Safety and Well being	Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.	Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.		Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted.
Engagement with parents	Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.	Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.		Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how they can help them improve.
Teaching environment /curriculum	Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs. A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.	The quality of teaching is good. The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.		Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
Assessment	Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.	All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.		Information from assessment is not accurate and not used well enough to enable children to make the progress they should.

Early Years provision : Quality and standards

Pupils' motivation	Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.	Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.	The curriculum is too narrow. It does not offer a broad range of experiences that challenge children or promote their understanding of people and communities beyond their own experience.
Behaviour	Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.	Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.	
Achievement	Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.	Children make at least typical progress and most children make progress that is better than this from their starting points. This includes disabled children, those who have special educational needs, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of their education.	Children or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need.
Attainment of groups	Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.	Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.	Low attainment of any group shows little sign of rising. Gaps between different groups show little sign of closing or may be widening.