

Grade Descriptors for Primary 'Good' Quality of Education OFSTED Sept 2021

Implementation B

5. Teachers and leaders

- Use assessment well e.g. to help learners embed and use knowledge fluently, or to check understanding and inform teaching
- Leaders understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners.

4. Any remote education is well integrated within the course of study, and is designed to support wider implementation of school's curriculum.

3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts.

2. Teachers:

- Present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
- Check learners' understanding systematically
- Identify misconceptions accurately
- Provide clear, direct feedback
- Respond & adapt their teaching as necessary

1. Teachers have good knowledge of the subject(s) they teach. Leaders support for those teaching outside their main area of expertise.

6. Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning.

7. The work given to pupils is demanding & matches the aims of the curriculum in being coherently planned & sequenced towards cumulatively sufficient knowledge.

8. Reading is prioritised to allow pupils to access the full curriculum offer.

8. A rigorous & sequential approach to the reading curriculum develops pupils' fluency, confidence & enjoyment in reading. At all stages, reading attainment is assessed & gaps are addressed quickly & effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

9. The sharp focus on ensuring that younger children gain phonics knowledge & language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

10. Teachers ensure that their own speaking, listening, writing & reading of English support pupils in developing their language & vocabulary well.

Impact C

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in the work pupils produce.

Where available, impact is reflected in results from national tests. Teacher assessed grades from 2020 – 2021 will not be used to assess impact.

3. Pupils are ready for the next stage of education. They have the knowledge and skills they need to do on to destinations that meet their interests and aspirations, and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

4. Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts, and procedures appropriately for their age.

Intent A

1. Curriculum is:

- Ambitious
- Designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life.
- (If this is not fully the case, it is clear from leaders' actions that they are in the process of doing this & are making amendments in response to pandemic)

2. Curriculum is:

- Coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- (If this is not fully the case, it is clear from leaders' actions that they are in the process of doing this & are making amendments in response to pandemic)

3. Learners study the full curriculum. A broad range of subjects is taught in KS2 throughout each and all of Year 3 to 6.
(If this is not yet fully the case, it is clear from leaders actions that they are in the process of bringing this about)

4. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency & independence.
(If this is not yet fully the case, it is clear from leaders actions that they are in the process of bringing this about)



Teaching from the Heart

Putting the humanity back into education

Claire Holt
Teachingfromtheheart.co.uk

Grade Descriptors for
Primary 'Outstanding'
**Behaviour and
Attitudes**
OFSTED Sept 2021

4. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

5. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

3. Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated.

2. Behaviour and attitudes are exceptional.

1. The school meets all the criteria for good in behaviour and attitudes securely and consistently.

Grade Descriptors for
Primary 'Good'
**Behaviour and
Attitudes**
OFSTED Sept 2021

3. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

4. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

2. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

5. Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

1. The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

6. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.

7. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.



Teaching from the Heart
'Putting the humanity back into education'

Claire Holt
Teachingfromtheheart.co.uk

Grade Descriptors for
Primary 'Outstanding'
**Personal
Development**
OFSTED Sept 2021

2. Personal development is exceptional.

1. The school meets all the criteria for good in personal development securely and consistently.

3. The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

4. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

5. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

6. The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.



Grade Descriptors for
Primary 'Good'
Personal
Development
OFSTED Sept 2021

1. The curriculum extends beyond the academic, and provides for pupil's broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

2. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

3. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

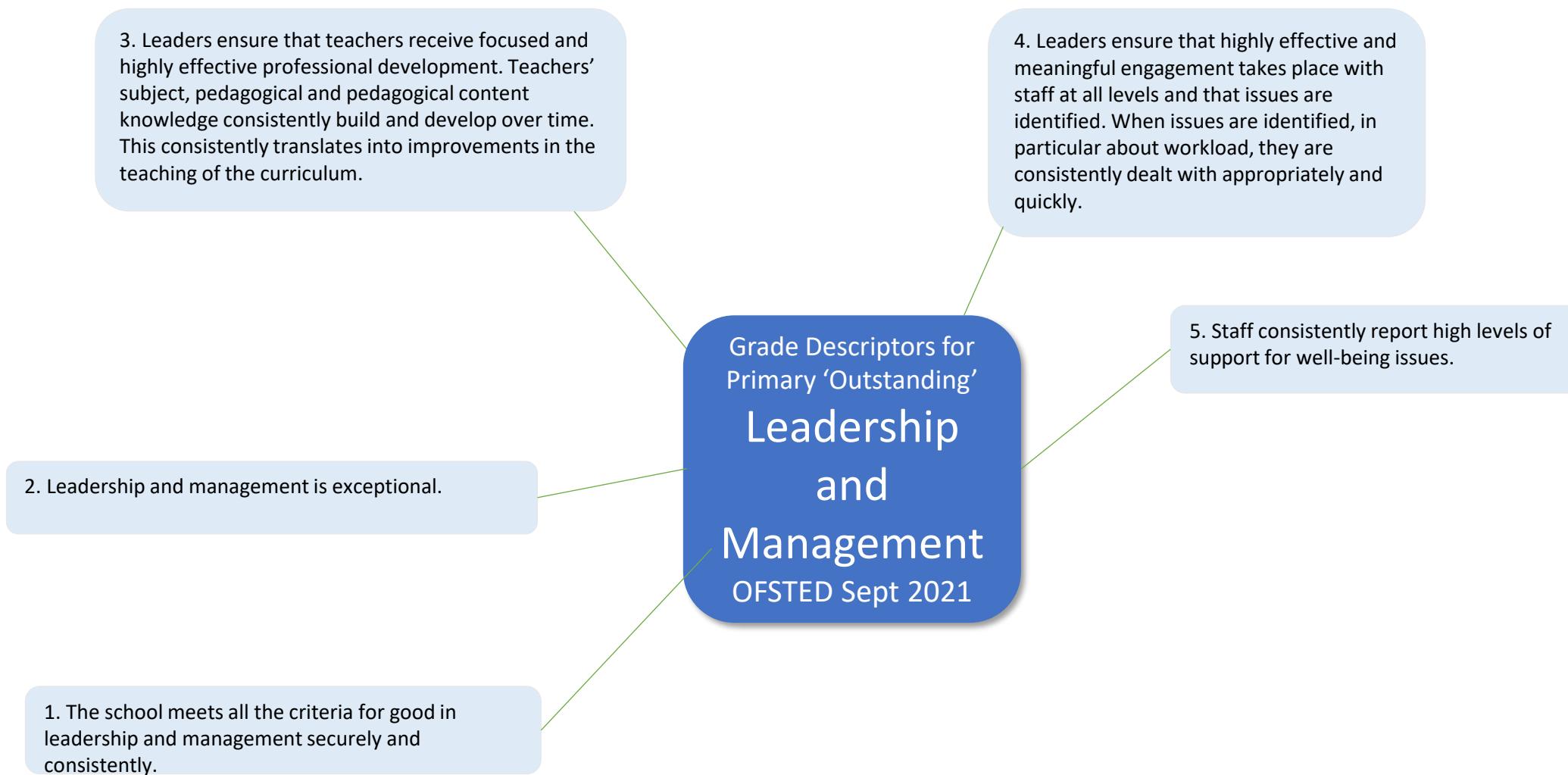
4. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

5. The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

6. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across, cultural, religion, ethnic and socio-economic communities.

7. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

8. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.



Grade Descriptors for
Primary 'Good'
Leadership
and
Management
OFSTED Sept 2021

1. Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.

2. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

3. Leaders aim to ensure that all pupils successfully complete their programs of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

4. Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

5. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.

6. Leaders protect staff from bullying and harassment.

7. Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

8. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

9. The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.



4. The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children with SEND achieve the best possible outcomes.

3. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

2. The quality of early years education provided is exceptional.

1. The school meets all the criteria for good in the effectiveness of early years securely and consistently.

Grade Descriptors for
Primary 'Outstanding'
**Quality of
learning in
EYFS**
OFSTED Sept 2021

5. Children are highly motivated and eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.



Grade Descriptors for 'Good' Quality of Education in Early Years

OFSTED Sept 2021

Implementation B

6. Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

5. Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

4. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

3. Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.

2. Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.

1. Children benefit from meaningful learning across the curriculum.

5. The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

4. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

3. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

7. The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.

8. Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.

9. Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

1. Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

2. Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.

3. By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

4. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.

5. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

6. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Impact C

Intent A

1. Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

2. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

