From Ofsted Common Inspection Framework **‘School Inspection Handbook’ (Section 5) (ref 150066)**

Ofsted **Grade Descriptors** for **GOOD** only:

Do not use this grid in isolation – please refer to the Early Years Provision section of the Handbook for what inspectors will consider, take account of, and asses.

Essential also to check grade descriptors for Requires Improvement and Inadequate – **ensure non apply.**

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| **‘Good’ grade descriptors** | **Is this evident in Early Years in our school?**  **What is our supporting evidence?** | **Actions** |
| 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 outcomes. |  |  |
| 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 is effective. |  |  |
| Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. |  |  |
| 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. |  |  |
| The quality of teaching is good. |  |  |
| 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. |  |  |
| Parents 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. |  |  |
| Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other. |  |  |
| 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. |  |  |
| Children, including those who have special educational needs and/or disabilities, make consistently strong progress from their starting points. Children develop the knowledge, skills and understanding needed to make a positive start to the next stage of their education. |  |  |
| Where children’s starting points are below those of other children of their age, assessment shows they are catching up quickly. Any differences between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are diminishing. |  |  |