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

Ofsted **Grade Descriptors** for **Outstanding** 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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| **‘Outstanding’ grade descriptors**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.  | **Is this evident in Early Years in our school?****What is our supporting evidence?** | **Actions** |
| Incisive evaluation of the impact of staff’s practice leads to highly focused professional development and improves the quality of teaching.  |  |  |
| Safeguarding is effective. |  |  |
| There are no breaches of statutory welfare requirements. |  |  |
| Children’s health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. |  |  |
| Leaders use highly successful strategies to engage parents, including those from different groups, in their children’s learning in school and at home.  |  |  |
| A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.  |  |  |
| Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs.  |  |  |
| Assessment is accurate and based on high-quality evidence. 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. |  |  |
| 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 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.  |  |  |
| Almost all children, including those who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education. |  |  |