From Ofsted **‘School Inspection Handbook’ (Section 5) May 2019**

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

Essential also to check grade descriptors for Inadequate – **ensure none apply.**

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| **‘Good’ grade descriptors** | **What is our supporting evidence?** | **Actions** |
| **Intent** |  |  |
| 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. | . |  |
| 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. |  |  |
| There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics. |  |  |
| 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. |  |  |
| 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.  |  |  |
| Children benefit from meaningful learning across the curriculum. |  |  |
| Safeguarding is effective |  |  |
| **Implementation** |  |  |
| 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.  |  |  |
| 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. |  |  |
| Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.  |  |  |
| 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 base.  |  |  |
| 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. |  |  |
| 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.  |  |  |
| 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.  |  |  |
| 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.  |  |  |
| Staff provide information for parents about their childrens 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.  |  |  |
| **Impact** |  |  |
| Children develop detailed knowledge and skills across the seven 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.  |  |  |
| Children are ready for Year 1. They have the knowledge and skills they need. By the end of Reception, children achieve well, particularly those children with lower starting points.  |  |  |
| 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.  |  |  |
| Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs. Children develop their vocabulary and understanding of language across the seven areas of learning. |  |  |
| 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. |  |  |
| 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 |  |  |