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| **09.19 Ofsted** | Outstanding | Good | Requires Improvement | Inadequate |
| Progression | Progress is rapid and sustained in lessons and over time. | Work is coherently planned and sequenced towards cumulatively sufficient knowledge.  Pupils make better than expected progress in the lesson (and over time). | Teachers encourage pupils to make progress. Pupils achieve the learning objective. | Progress of PP pupils are consistently well below others, with little or no improvement.  Pupils, or groups of pupils make inadequate progress in the lesson and/or overtime. |
| Experiences | Pupils access a wide, rich set of experiences. Rich experiences provided in a coherently planned way.  . | Long term memory of content taught and integrate new knowledge onto larger areas | Pupils find tasks interesting. Most concentrate well and pay full attention to the teacher. | Pupils experience a jumbled, disconnected series of lessons that do not build KSU. Experiences in lessons contribute weakly to learning. A significant minority do not receive a wide, rich set of experiences. |
| Challenge | Develop talents and interests of exceptional quality. Work across the curriculum is consistently of a high quality. | Work is demanding and matches aims of curriculum.  High, realistic expectations of all pupils. Good imaginative use of resources. | Teachers involve pupils productively in lessons. Adequate use of resources. | Expectations of pupils with SEND are low, and needs are not accurately identified, assessed or met.  Teachers do not have sufficiently high expectations. |
| Assessment  A4L | Information from assessments is used to perfectly match tasks to individual pupils’ prior attainment.  Teachers’ check pupils understanding systematically and effectively in lessons offering clearly directed and timely support. | Use assessment well. Respond and adapt teaching as necessary without unnecessarily elaborate or individualised approaches.  Check understanding and inform teaching | Information from assessments is used to set tasks that are well matched to the needs of the class | Tasks are not suitable matched to pupils’ prior attainment, so they find work too easy or too hard. |
| Feedback | Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, improving KSU | Pupils use feedback well and know what they need to do to improve. Pupils develop the capacity to learn from mistakes and are keen learners who want to find out more. | Feedback provides pupils with some guidance on how work can be improved. |  |
| Subject expertise | Deep subject knowledge and understanding. Teacher authoritatively impacts knowledge. | Subject knowledge builds and improves over time. Teacher has good knowledge of subject, presenting subject matter clearly. Promote appropriate discussion  Embed and use knowledge fluently | Teacher demonstrates sufficient subject knowledge to deliver content and answer questions accurately. | Range of subjects is narrow and does not prepare pupils for life in UK  Curriculum has little or no structure or coherence. Not sequenced. |
| Misconceptions | Act to ensure common misconceptions are identified and corrected. | Check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Respond and adapt teaching. | General misconceptions identified in class but are not always acted on straight away. |  |
| Basic Skills | Reading, writing and maths embedded exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. | Read widely and often, with fluency and comprehension.  Apply maths knowledge, concepts and procedures. Teachers own speaking, listening, writing and reading of English supports pupils in developing language and vocabulary well. |  | Pupils cannot communicate, read, write or apply maths sufficiently well for their age |
| Environment |  | Environment focusses on pupils.  Reflect ambitious intentions for the course of study  Materials support coherently planned and sequenced curriculum.  Work across the curriculum is of good quality. |  |  |
| Behaviour | Developing pupils’ character is exemplary and worthy of sharing with others.  High levels of respect.  Behave consistently well.  High levels of self-control. | High expectations of behaviour applied consistently and fairly.  Low level disruption is not tolerated.  Lessons not disrupted. | Policies consistently applied and effective so that there is no significant or sustained interruption to learning. |  |
| Attitudes | Highly positive attitudes and commitment to their education.  Highly motivated. Persistent.  Tangible contribution to the life of school. Actively support well-being of others. | Most pupils commit to improving their work. Most are willing to find out new information to develop, deepen and consolidate KSU |  |  |

**KEY**: KSU – Knowledge, skills and understanding Old frameworks Current framework

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| **Blooms questioning**   |  |  | | --- | --- | | Knowledge | Analysis | | Comprehension | Synthesis | | Application | Evaluation | | **WWW Strengths** | **EBI Areas for Development** |
| **SMSC**  Spiritual  Moral  Social  Cultural | **Observation and Impact** | |
| Date Time |
| Class | Teacher TA | **Learning intention** |