



Grade descriptors – effectiveness of the early years provision: the quality and standards

Outstanding	Good	Requires Improvement	Inadequate (4)
<p>Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all pupils in the early years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to outstanding achievement.</p>	<p>Children make at least typical progress and most children make good progress from their starting points. This includes disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, who make good progress relative to their starting points. They develop the key skills needed to make a good start in the next stage of their education.</p>	<p>The early years requires improvement because provision and outcomes are not good.</p>	<p>The early years is likely to be inadequate if any of the following apply</p> <p>Children, or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able, do not achieve as well as they can so that many start Year 1 without the skills and knowledge they need. Low attainment of any group shows little sign of rising.</p>
<p>Gaps between the attainment of groups of children and all children nationally, including those for whom the school receives additional funding, have closed or are closing rapidly. Any gaps between areas of learning are closing.</p>	<p>Monitoring ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers.</p> <p>Children who join the school at a level below what is typical for their age, but not significantly so, catch up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding, and all children nationally are closing.</p>		



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<p>A highly stimulating environment and exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.</p>	<p>The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and demanding experiences that meet the needs of all children.</p>	<p>The early years requires improvement because provision and outcomes are not good.</p>	<p>Educational programmes do not adequately cover the seven areas of learning and/or do not provide interesting activities in enough depth or breadth to provide adequate challenge for children.</p>
<p>The quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children’s needs.</p>	<p>The quality of teaching is consistently good.</p>		<p>Leaders and/or staff have a poor understanding of how to promote children’s learning and development, resulting in weak teaching that is not matched to children’s needs.</p>
<p>Accurate assessment, including through high quality observations is rigorous, sharply focused and includes all those involved in the child’s learning and development. Provision across all areas of learning is well planned and based on regular and precise assessments of children’s achievement so that every child undertakes highly challenging activities.</p>	<p>All teachers and other adults have high expectations of children based on accurate assessment of children’s skills, knowledge and understanding when they join the school. Learning opportunities are well planned and based on regular and accurate assessments of children’s achievement so that every child is suitably challenged.</p>		<p>Information from assessment is not accurate and not used well enough to enable children to make the progress they should.</p>
<p>All children are developing a very good understanding of how to keep themselves safe and manage risks and challenges. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.</p>	<p>Children’s good behaviour 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.</p>		<p>Children’s behaviour is not consistently well managed. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.</p>



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<p>Children’s health, safety and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice.</p>	<p>Safeguarding and child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.</p>	<p>The early years requires improvement because provision and outcomes are not good.</p>	<p>Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and safeguarded and that their health and welfare are promoted.</p>
<p>Highly successful strategies engage parents and carers, including those from different groups, in their children’s learning in school and at home.</p>	<p>Parents and carers contribute to initial assessments of children’s starting points when they join the school and they are kept well informed about their children’s progress. Parents are encouraged to support and share information about their children’s learning and development at home.</p>		<p>Strategies for engaging parents about their child’s learning and development are weak. As a result, parents do not know what their child is learning or how to help them.</p>
<p>The pursuit of excellence by leaders and managers is demonstrated by an uncompromising, highly successful and well-documented drive to improve achievement, or maintain the highest levels of achievement, for all children over a sustained period of time. The training and development of staff is highly focused and has a significant impact on improving outcomes for children.</p>	<p>Leaders and managers have an accurate understanding of the strengths and weaknesses of the provision through effective self-evaluation. They take concerted action to improve provision and can demonstrate the impact of such action, including the training and development of staff, on children’s achievement over time</p>		<p>Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.</p>