

### Describe those descriptors!

I have put together this FREE guide and useful resources ([please see pages 30 to 42 of this document](#)) to link Ofsted outstanding descriptors to reflective pointers for settings to use as a way to aid self-reflection and to support their evaluative practice.

I have only concentrated on the outstanding descriptors as I strongly believe that this should be your target all the time. Keep outstanding at the front of your mind – believe outstanding and make it happen!

Outstanding doesn't mean perfect, outstanding means always improving!

Every member of staff should be involved in the reflective process and the journey to being outstanding.

Why not break down the judgements from different areas into bite-size chunks to allow every member of staff the opportunity to contribute. For instance, have a judgements board in your staff room and/or an individual room judgement board. Ask staff to note their thoughts and where they think they can improve and how the setting can improve. Think about your setting's organisational behaviour and ethos and how this has an impact on practice.

For the first section, I have devised an example to show how you could evaluate your practice next to the descriptors.

Staff should know and understand what the three characteristics of teaching and learning look like and what they are doing to promote them within the learning environment and, more importantly, how excellent teaching and learning has a positive impact on children's learning and development.

**Ofsted's definition of teaching:** this is also useful to cross-reference to your setting, values, mission and vision and to guide your reflection on intend, implement and impact.

- communicating and modelling language

- showing, explaining, demonstrating
- exploring ideas, encouraging, questioning, recalling
- providing a narrative for what they are doing
- facilitating and setting challenges

### **Early Years report, 2015**

**New Inspection Framework** Podcast with Gill Jones and Wendy Ratcliff. Why not allow your team time to listen to this and then come together as a team to discuss and action?

Consider how you have included all stakeholders within your reflections and review – equally important are the voices of the child and parents' contributions.

### **Further evidenced-based training:**

[First Steps into Leadership](#)

[Keep it Simple Planning](#)

[Helping Children to Self-Regulate their Behaviour](#)

[The Rights of the Child](#)

Please email me if you require the document in Word or would like further information and guidance:

[Laura@LauraHenryConsultancy.com](mailto:Laura@LauraHenryConsultancy.com)

Twitter: @IamLauraHenry

Facebook: @LauraHenryConsultancy

Instagram: @LauraHenryConsultancy

## Example.....

### Grade descriptors for effectiveness of leadership and management:

Outstanding descriptors	This is in place, because?	What I need to put in place- Step-by-step process, systems, resources, date achieved and by whom
<ul style="list-style-type: none"> <li>Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.</li> </ul>	<p><i>We have a robust performance management system in place. This starts during the induction period. Every member of staff receives regular one-on-one supervision, which focuses on their individual strengths and areas for improvement. We have a rigorous professional development plan, for individual staff and as a whole setting. We have introduced peer-to-peer observation and highlighted different areas of practice, such as the impact of teaching against 'supporting children's communication and language' development. We review the effectiveness of our systems and honestly debate and discuss, for example: How is it supporting children's learning and development? How has it changed staff practice and can we see a return on investment? We can clearly see that professional development has maintained and continues to improve children's outcomes. <b>Evidence:</b> Induction systems, supervision files, peer-to-peer observation reports, professional development files, key person's tracking of individual children and senior staff robustly analysing children's progression.</i></p>	<p>Make sure that new members of staff are aware that we take professional development seriously and must know our pedagogical content in practice.</p> <p>Add to induction procedures; Discussions with staff Observations of practice Reviewing documents</p> <p>30 August 2019.</p> <p>JB – Nursery manager</p>

## Grade descriptors for overall effectiveness:

Outstanding descriptors	This is in place, because?	What I need to put in place- Step-by-step process, systems , resources, date achieved and by whom
<ul style="list-style-type: none"> <li>• The quality of education is outstanding.</li> <li>• All other judgements are likely to be outstanding. In exceptional circumstances, one of the judgements may be good as long as there is convincing evidence that this area is improving this area rapidly and securely towards outstanding.</li> <li>• Safeguarding is effective.</li> <li>• There are no breaches of statutory requirements.</li> </ul>		

## Grade descriptors for the quality of education:

Outstanding descriptors	This is in place, because?	What I need to put in place- Step-by-step process, systems , resources, date achieved and by whom
<ul style="list-style-type: none"> <li>• The provider’s curriculum intent and implementation are embedded securely and consistently across the provision. It is evident from what practitioners do that they have a firm and common understanding of the provider’s curriculum intent and what it means for their practice. Across all parts of the provision, practitioners’ interactions with children are of a high quality and contribute well to delivering the curriculum intent.</li> <li>• Children’s experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.</li> <li>• The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</li> </ul>		

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| <ul style="list-style-type: none"><li>• Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.</li></ul> |  |  |
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## Grade descriptors for behaviour and attitudes

Outstanding descriptors	This is in place, because?	What I need to put in place- Step-by-step process, systems , resources, date achieved and by whom
<ul style="list-style-type: none"> <li>• Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.</li> <li>• Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning.</li> <li>• Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. When children struggle with this, leaders and practitioners take intelligent, swift and highly effective action to support them.</li> </ul>		

## Grade descriptors for personal development

Outstanding descriptors	This is in place, because?	What I need to put in place- Step-by-step process, systems , resources, date achieved and by whom
<ul style="list-style-type: none"> <li>• The provider is highly successful at giving children a rich set of experiences that promote an understanding of people, families and communities beyond their own.</li> <li>• Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy.</li> <li>• Practitioners value and understand the practice and principles of equality and diversity. They are effective at promoting these in an age-appropriate way, which includes routinely challenging stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique.</li> </ul>		

## Grade descriptors for leadership and management

Outstanding descriptors	This is in place, because?	What I need to put in place- Step-by-step process, systems , resources, date achieved and by whom
<ul style="list-style-type: none"> <li>• Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.</li> <li>• Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.</li> <li>• Staff consistently report high levels of support for well-being issues.</li> </ul>		

## Essential resources to print and share with staff:

Staff must have an understanding of the statutory guidance and make sure that all of the legislation requirements are in place at all times. You could introduce a few documents at a time within staff meetings, reflecting on the evidence that the inspector will focus on in evaluating the inspection.

Click on the documents below to open in your web browser:

[Development Matters](#)

[Early Years Foundation Stage \(EYFS\)](#)

[Early Years inspection handbook](#)

[Early Years Outcomes](#)

[Fundamental British Values in the Early Years](#)

[General awareness training preventative duty](#)

[FGM – training](#)

[Information on Early Years Pupil Premium \(EYPP\)](#)

[Inspecting safeguarding in Early Years, education and skills settings](#)

[Keeping children safe in education](#)

[Latest Ofsted reports, via Watchsted](#)

[Leadership and quality video](#)

Learning, Playing and Interacting

New Mobile Learning App – Child Development 0-6 Years

Peer-to-Peer Observation clip

Preventative duty guidance

Raising Complaints against Ofsted

SEND

Working together to safeguard children

What to expect when? A parents' guide