

I am indebted to an ATL Branch Secretary Colleague for the following information received July 2007

“Here are the criteria that OfSTED use to grade teaching which might be of help, and provide context.”

Evaluating the quality of teaching

Outstanding (1)

Teaching is at least good in all major respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress.

Good (2)

Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers' good subject knowledge lends confidence to their teaching styles, which engage all groups of learners and encourage them to work well independently. Classes are managed effectively. Learners respond to appropriate challenges. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners' needs, so that all can succeed including those with learning difficulties and/or disabilities. Learners are guided to assess their work themselves. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Good relationships support parents/carers in helping learners to succeed.

Satisfactory (3)

Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them.

Inadequate (4)

Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Learners do not enjoy their work. Behaviour is often poor and is managed inadequately. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The methods used do not sufficiently engage and encourage the different groups of learners. Not enough independent learning takes place or learners are excessively passive. Assessment is not frequent or accurate enough to monitor learners' progress, so teachers do not have a clear enough understanding of learners' needs. Learners do not know how to improve. Teaching assistants, resources, and parents/carers are inadequately utilised to support learners.