

Jersey College Prep School

Observation Policy



Aim of this Policy

Our aim is to build a culture where observation of practice is intrinsic to the life of a school, non-threatening, and completely synonymous with our pursuit of excellence.

Our Observation Policy sits within the Jersey Schools Review Framework **(Appendix 1)**.

The Jersey Schools Review Framework has two purposes. It:

- Sets out the way schools will be reviewed, including criteria used to pitch evaluations
- Offers a parallel approach to enable schools to evaluate themselves

Rationale

At JCP School we are constantly evaluating the quality of teaching and learning so that we can ensure that all pupils make the best progress they possibly can. As part of this process we regularly monitor the quality of classroom practice to ensure that it is consistent with whole school policies and identifies good practice.

At JCP we aim for all teaching to be outstanding and use the results of classroom observations to evaluate our success in fulfilling this aim, provide professional development, identify good practice, and develop learning targets within a department and throughout the whole school.

The following Policy outlines the procedures in place to ensure that classroom monitoring is a manageable and supportive process, conducive to the learning needs of staff and quality outcomes for all pupils.

The Head teacher, Senior Leadership Team and Teachers are constantly monitoring every aspect of school life, talking with colleagues, support staff, parents and pupils and evaluating the quality of provision across the school.

Part of the school's own self-evaluation will include lesson observations. They may have a focus on the standards attained by the pupils, the impact of programmes of study on learning or on pupil behaviour. The school's own self-evaluation involves work scrutiny, analysis of assessment results, an examination of lesson planning records and support staff as they develop their knowledge and skills in striving for professional excellence. It may also be "light touch" and relatively informal.

Our aim is to build a culture where observation of practice is intrinsic to the life of the school, non-threatening, and completely synonymous with our pursuit of excellence.

Why observe Learning and Teaching?

- To play a vital role in assessing the impact of teaching on children's learning, progress and attainment.
- To empower staff to perform their roles competently and professionally.

- To support staff as they develop their knowledge and skills in striving for professional excellence.
- To allow for the sharing and dissemination of good practice.
- To inform and facilitate the monitoring of The College Six Year Strategy and School Development Plans.
- To inform the ongoing development of the curriculum.
- To help to identify priorities for staff development.
- To provide information for the self-evaluation process.
- To inform the performance management process.
- To know strengths and areas for development of teaching.
- To support agreed consistency through the school.

Classroom Observations will:

- have a clear purpose and rationale.
- be conducted with the best interests of the pupils in mind.
- be carried out by a qualified teacher (with QTS) who is appropriately skilled and experienced.
- be undertaken with professionalism, integrity and courtesy.
- involve evaluations based on evidence.
- be used for a number of different purposes (e.g. to inform the performance management process, for monitoring aspects of the curriculum, etc.)

1. Expectations of the Observer and the Observee

The Observer will:

- ensure that they are competent/ skilled to observe based on the agreed focus.
- meet with the teacher to agree the duration and focus of the observation.
- make clear to the teacher the expectations regarding planning documentation.
- discuss and agree the level of the interaction between observer and children whilst in the classroom.
- agree the most appropriate position in the classroom.
- be punctual.
- be flexible and sensitive to the situation on the day.
- use the agreed school's proforma to record evidence (**Appendix 2: JCP School Review: Lesson Observation Form**)
- thank the teacher/class team before leaving the room.
- arrange a time for verbal and/or written feedback which is detailed and constructive as soon as possible and certainly within 48 hours of the observation.
- ensure that 'feedback' takes the form of a professional dialogue.
- make it clear to the class team that they can ask for information about their role within the observation.

The Observee will

- meet their observer to agree the lesson, the duration and the focus of the observation beforehand.
- think, before the meeting, about the role of the observer and the most appropriate position in the classroom.
- make sure the staff team, including the TA, and other professionals are informed in advance of the observation.
- provide documentation as agreed with the observer.
- engage in professional dialogue which is focused on the progress of the learners.

2. Formal Observations

These will be undertaken by the Headteacher, Deputy Headteacher, members of the Senior Leadership Team, Subject Leaders, and possibly other teachers who are training alongside an experienced member of staff. Formal observations will also include other appropriate external qualified staff.

- Teachers must have agreed a focus for the observation.
- The agreed documentation should be used to record all formal observations, except in the case of trainees from other establishments and NQTs.
- The observation should generally last for a whole lesson.
- A copy of the observation record sheet will be kept centrally in a school file.
- Judgements made during a formal observation must be directly related to the Jersey Schools Review Framework (**Appendix 3: Grade Descriptors**)
- Teachers, who have a responsibility for making formal observations, **must** take part in an observation moderation exercise with a colleague on a regular basis.

3. Feedback and reflection

It is not the process of teaching that is being evaluated it is the impact of teaching on learning and progress. The Observer will not offer an overall grade for a lesson.

- Effective feedback is a professional dialogue between observer and teacher and is a critical element of the process of observation.
- Oral feedback from observations will be given at the earliest opportunity.
- Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations.
- Ideally release time, in addition to PPA time, within the school day will be provided, to enable the reviewer and reviewee to organise quality time for discussion on the outcomes of the observation.

4. Governor Visits

- Governors may need to visit classrooms to become familiar with school routines or to understand specific aspects of the curriculum.
- Such visits will be by prior arrangement with the Headteacher and teacher as outlined in procedures agreed between the Headteacher and the Governing Body.

Supporting Documents:

Teaching for Learning Policy
JC Prep School Performance Review and Appraisal
Jersey Schools Review Framework
Teachers' Standards 2012
School Development Plans

Updated Policy:	November 2016 Gill Grieve Approved by Governors
Policy Review date:	November 2017

APPENDIX 1 The Jersey Schools Review Framework

Reviewers make key evaluations on the following areas:

- Overall effectiveness
- Outcomes for pupils
- Behaviour, personal development and welfare
- Quality of teaching, learning and assessment
- Effectiveness of leadership and management

Reviewers use the following four- point scale to make evaluations, including the effectiveness of the early years provision.

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Fair
- Grade 4: Requires significant improvement

Description of numerical proportions when expressed in words within the Grade descriptors:

Proportion	Description
95-100%	Vast/overwhelming majority or almost all
80-94%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Significant minority
20-34%	Small minority
5-19%	Very small minority, few
1-4%	Almost none/very few
Primary 95.10%	Attendance target - general guidance supported by schools own data

APPENDIX 3

Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team. Where reference is made to benchmark figures, reviewers should rely on the interpretations provided in Education Department data reports.

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about their work with each other and adults.
- The attainment of almost all groups of pupils is higher than for pupils in England or, if below, shows a strong and consistent trend of improvement.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- The progress across the curriculum of pupils in receipt of the Jersey Premium, disabled pupils and those with special educational needs matches, or is rapidly improving towards, that of other pupils with the same starting points.
- Between key stages, the proportions of pupils in different groups making and exceeding expected progress in English and mathematics is well above those for England.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, most current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- Overall, pupils' attainment is broadly in line with standards in England; or, if currently low, it shows consistent improvement over time.
- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- A very large majority of pupils in Year 1 achieve well in their study of phonics and so have a solid basis for learning to read and spell.
- In many subjects, the progress of pupils in receipt of the Jersey Premium, disabled pupils and those with special educational needs is close to other pupils with the same starting points.
- Where there has been an historical gap between the progress of Jersey Premium pupils and others in the school, there is strong evidence that the gap is being closed.
- Between key stages, the proportions of pupils in different groups making and exceeding expected progress in English and mathematics is at least in line with those for England.
- Pupils are well prepared for the next stage of their education, training or employment and have attained

relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pathways are at a level suitable to meet appropriate career plans.

Fair (3)

- Outcomes are not yet good.
- Although the progress of many pupils is strong, including in English and mathematics, some classes or groups make less progress than they should over time.
- Where attainment overall is low, it shows inconsistent improvement.
- Pupils read reasonably regularly but fluency and comprehension are below what is expected for their ages.
- Year 1 pupils establish some basic phonic skills but these are not sufficiently secure to support age-appropriate reading and spelling.
- The progress of pupils in receipt of the Jersey Premium, disabled pupils or those with special educational needs is not as good as that of pupils with similar starting points. Although changes may have been made, these have not yet had an impact on pupils' achievement.
- Between key stages, the proportions of pupils in different groups making and exceeding expected progress in English and in mathematics are significantly below those in England.
- Many pupils are well prepared for the next stage of their education, training or employment but a significant minority are not. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is below average.

Require significant improvement (4)

Outcomes are likely to require significant improvement if **one or more** of the following applies.

- Pupils are underachieving considerably in any key subject or key stage.
- From their different starting points, the proportions of pupils in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement.
- Any improvement in overall attainment and/or progress is insufficient, fragile or inconsistent.
- Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
- For pupils in receipt of the Jersey Premium, the proportions making or exceeding expected progress from their different starting points in English or in mathematics are low and show little or no improvement.
- There are wide gaps in the progress and/or attainment of different groups and these are not improving.
- Significant numbers of pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.

Grade descriptors for behaviour, personal development and welfare

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Attendance is above the English average. Rates of persistent absence are low. This picture has been sustained for at least three years.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. Pupils value their education. Attendance is at least in line with English averages and few pupils are persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously been persistently absent is showing marked and sustained improvement.

- Pupils Conduct themselves well throughout the day, including lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Where a school has pupils on roll with significant behaviour difficulties, they are handled effectively. As a result, there is no substantial negative impact upon the learning or wellbeing of the other pupils.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens in a modern, multicultural society.

Fair (3)

- Pupils are safe and they feel safe.
- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet consistently good.
- Pupils' confidence, pride in their work and their attitudes are mainly positive. However, there are some shortcomings, which stand in the way of pupils' progress and mar the positive ethos of the school.
- Pupils listen to others' ideas and views but do not always value them or build on them.
- Most pupils are punctual and prepared for lessons. Some are not.
- Absence is in the bottom 25% compared with English averages for the relevant key stage(s). The percentage of the school's pupils who are persistently absent³¹ is in the bottom 25% compared with England for one or more relevant key stage(s).

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what they can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Any teaching assistants are deployed highly effectively and contribute strongly to pupils' outstanding progress.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistent high expectations of all pupils' attitudes to learning. As a result, pupils make outstanding progress in lessons and over time.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback from their teachers (written or oral) to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities

beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to catch up.
- Teachers have secure subject knowledge. Their planning for learning sustains pupils' interest and challenges their thinking. Teachers use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers and any teaching assistants give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Any teaching assistants are deployed efficiently and contribute strongly to pupils' good progress.
- Teachers set homework (in line with the school's policy and as appropriate for the age of pupils) that consolidates learning and prepares pupils well for future work.
- Teachers develop pupils' reading, writing and communication (and where appropriate, mathematics) across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they apply themselves and make strong progress.
- As a result of the above, pupils make good progress in lessons and over time.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretch their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Fair (3)

- Teaching, learning and assessment are not yet good. As a result, pupils' progress is also not yet good.
- Although a large majority of teaching brings about solid progress, this is not consistent.
- There are some shortcomings in the progress made by particular teaching groups or in particular subjects. This may be because of shortcomings in the way work is planned and sequenced or in the way time and resources are used.
- Most teaching captures pupils' interest and secures their involvement. However, this is not always the case and some learning is adversely affected by inattention or lack of involvement.
- Any teaching assistants contribute to pupils' learning and mainly encourage their independence. However, in some cases they may make pupils over-reliant or use time inefficiently.
- Work is generally marked and pupils receive feedback. However, pupils do not always respond adequately to marking or oral feedback, with the result that its effect on progress is sometimes limited.
- Teachers give some opportunities for pupils to use reading, writing, communication, and mathematics across the curriculum. This has some effect in practising and developing skills but is

not well-enough planned to make a strong impact.

- Although pupils are generally willing to learn and to participate they generally go no further than to do what is required of them and their enthusiasm for learning is somewhat limited.
- The school gives parents information about how well their child is progressing but this does not relate well enough to the standards expected for their age and gives limited information about what their child needs to do to improve.
- Teachers generally challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers mainly promote equality of opportunity and diversity but this is not particularly strong or evident.

Requires significant improvement (4)

*Teaching, learning and assessment are likely to require significant improvement if **one or more of the following applies.***

- Teaching is insufficiently well-planned and is not pitched to enable a high proportion of pupils to meet the standards expected for their age.
- Weak assessment practice means that teaching fails to meet pupils' needs and does not resolve any difficulties at an early stage. Ongoing misunderstandings or weak skills are allowed to stand in the way of progress.
- Pupils, or particular groups of pupils, are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently over time.
- Pupils cannot communicate, read, write or apply mathematics as well as they should. As a result, they do not make sufficient progress in their knowledge, understanding and skills and are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Grade descriptors for the effectiveness of the Early Years provision

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team.

Outstanding (1)

Outcomes for children

- All children, including disabled children, those who have special educational needs, disadvantaged children and the most-able, are making substantial and sustained progress. They are well prepared for the next stage of education.
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.

Children's behaviour, personal development and welfare

- Children are highly motivated and very eager to join in. They demonstrate curiosity and imagination and show good concentration. They are responsive to adults and to each other.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control for their age, showing cooperation and respect for others.
- Children's health, safety and well-being are very well supported by the vigilant and consistent implementation of robust policies and procedures.

Teaching, learning and assessment

- Teaching is consistently of a very high quality, highly effective in promoting learning and worthy of dissemination to others; it is highly responsive to children's needs.
- Teachers and other practitioners have high expectations of children. Provision across all areas of learning is based on accurate assessments of children's achievement and is planned with great care. As a result, every child experiences activities which stimulate them and develop their knowledge, skills and understanding very well.
- A stimulating environment and exceptional organisation of the curriculum provide rich, varied and imaginative experiences and develop children's independence very well.

Leadership and management

- Leaders have a very accurate picture of the strengths and areas for development in the setting. The implementation of well-focused plans has led to rapid improvements in outcomes or has maintained the highest levels of outcomes for all children over a sustained period.
- Leaders ensure that assessment approaches identify children's individual needs and any learning difficulties at an early stage. Highly effective partnerships with other agencies ensure rapid and effective intervention to assist pupils with special educational needs or disabilities in making outstanding progress from their starting points.
- Leaders and practitioners are highly effective in helping parents and carers, including those from different groups, to engage positively with their children's learning, in school and at home.
- Accurate and insightful evaluation of the impact of practitioners' work leads to improvements in practice and highly effective teaching. Professional development leads to measurable improvement in practitioners' effectiveness.
- Safeguarding is effective.

Good (2)

Outcomes for children

- A large majority of pupils make at least typical progress from their starting points. Many make better progress than this. This picture includes disabled children, those who have special educational needs, disadvantaged children and the most-able. Children develop the key skills needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.

Children's behaviour, personal development and welfare

- Children are motivated and interested in a broad range of activities. They are keen learners and happy to join in. They listen well to adults and to each other.
- Children's behaviour is good and 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 through a range of activities that teach them effectively about people in the wider world.

Teaching, learning and assessment

- Teaching is consistently good. Practitioners have generally high expectations of children based on generally accurate assessment of their skills, knowledge and understanding. They use their understanding of each child's development to ensure planned activities are generally engaging and challenging for all. The activities provided and the quality of classroom interaction support all the areas of learning well.
- Parents and carers contribute to the setting's assessments of children's starting points and are kept well informed about their children's progress. They are encouraged to support their children's learning and development at home.

Leadership and management

- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- Safeguarding is effective.

Fair (3)

- The overall effectiveness of the early years provision is not yet good.

Outcomes for children

- Most pupils make at least typical progress from their starting points. Some make better progress than this. There is a tail of lower achievement, which may include disadvantaged groups.
- Overall attainment in relation to the Early Learning Goals is somewhat below the average for Jersey and England, mainly because children lag behind in one or more of the basic skills of communication and language, literacy, mathematical development or aspects of their personal, social and emotional development.

Children's behaviour, personal development and welfare

- Children are mainly motivated to join in with planned activities. They mainly listen to adults and to each other. However, there is occasionally too much off-task behaviour and a lack of engagement.
- The environment is safe. However, there is sometimes a lack of care with equipment and apparatus.
- Children are learning to respect and celebrate each other's differences but there is sometimes disharmony between individuals, which occasionally stands in the way of their learning. There is evidence of some learning about cultures and traditions beyond children's immediate experience and the great majority of pupils respond positively to this.

Teaching, learning and assessment

- Teaching is mainly effective. Much of the work promotes children's progress but some lack of monitoring means that this is not always the case. There is some lack of precision in classroom talk with the result that children's communication and language are less developed than they might be.
- Practitioners make assessments which provide a generally accurate picture of children's development and achievement. This information is provided in an accessible way to parents. However, the assessments made are not always used to plan challenge or help for those who need it.

Leadership and management

- Leaders and managers have a reasonably accurate picture of the strengths and weaknesses of the provision but have not identified some important shortcomings and so have not resolved them.
- Children with special needs are generally identified. Efforts to support them are generally appropriate but may lack incisiveness or rigour.
- The curriculum is broadly appropriate but does not ensure every child makes the progress he/she should.
- Safeguarding is effective.

Requires significant improvement (4)

The early years provision is likely to require significant improvement if **one or more of the following applies**.

- 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. Many start Year 1 without the skills and knowledge they need.
- Low attainment of any group shows little sign of rising. Gaps between different groups show little sign of closing or may be widening.
- Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that significantly hinders children's learning and/or puts them and others at risk.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to

ensure that children are kept safe and that their health and welfare are promoted.

- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Strategies for engaging parents about their child's learning and development are very weak. As a result, parents do not know what their child is learning or how they can help them improve.
- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in a very narrow curriculum and weak teaching that is not matched to children's needs.
- 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.
- Safeguarding is ineffective.

Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. The school's curriculum and culture make a very positive impact on pupils' personal development.
- Leaders focus on consistently improving outcomes for all pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for Jersey premium pupils. Progress for these pupils is improving across the subjects of the curriculum, including in English and mathematics and is at least in line with that for other pupils.
- Leaders have a deep, accurate understanding of the school's effectiveness, informed by internal evaluation processes, including gathering the views of pupils, parents and staff. They use their evaluations to keep the school improving by focusing on the impact of their actions in key areas. Leaders monitor and improve their plans to ensure improvements are made effectively and efficiently.
- Leaders use incisive performance management that leads to professional development and actively supports teachers' improvement.
- Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development are at the heart of the school's work. Its curricular provision encourages pupils to with tolerance and understanding in and our modern multicultural society
- Leaders promote equality of opportunity exceptionally well for both pupils and staff. As a result, the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external agencies to support pupils who are at risk.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training ensures staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress and personal development of all pupils at the school.
- Leaders are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in the progress of pupils who receive the Jersey premium. Their rate of progress is improving well, including in English and mathematics.
- Leaders have an accurate and comprehensive understanding of the quality and effectiveness of education at the school. This helps them plan, monitor and refine actions to improve key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the professional development provided by the school. It is having a positive impact on their teaching and pupils' learning.
- Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote values which enable pupils to live with tolerance and understanding in our modern multicultural society.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Fair (3)

- Leadership and management are not yet good.
- Safeguarding is effective.
- Leaders make their expectations clear to pupils and staff and this has had some positive effects. There are positive relationships between leaders, staff and pupils. Leaders' expectations and example leads to a generally tolerant and supportive ethos, which support the progress of the great majority of pupils at the school.
- Leaders' actions had led to some tangible improvements in outcomes for pupils and the quality of provision. The school's actions have begun to improve the progress of pupils who receive the Jersey Premium, including in English and mathematics.
- Leaders have a fairly accurate understanding of the quality and effectiveness of education at the school. They use this knowledge to plan for improvement, although some important shortcomings have either not yet been tackled or have not yet been resolved.
- Teachers value the professional development provided by the school, which has had some effect on improving their knowledge and skills. As yet, there is only a limited impact upon pupils' learning.
- Leaders and governors use performance management effectively to improve teaching. They show some convincing evidence of particular improvements.

- Teaching is mainly good across the school but some weaknesses persist and so pupils' progress is only fair.
- The curriculum provides a range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in most aspects of their education. The curriculum makes a solid contribution to pupils' behaviour and welfare and spiritual, moral, social and cultural development. Some aspects are not as strong as they should be.
- Leaders promote values to enable pupils to live in a modern, multicultural society. They also make a generally effective contribution to pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a generally positive school culture. Staff and pupils understand the need to prevent any form of direct or indirect discriminatory behaviour and show general success in doing so.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and there is some evidence that most staff encourage open discussion with pupils about relevant issues.

Requires significant improvement (4)

Leadership and management are likely to require significant improvement if one or more of the following applies.

- Capacity for securing further improvement is limited and the improvements leaders and any governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle weak teaching, learning and assessment. The current quality of teaching impairs the progress of pupils, including those who are disadvantaged, disabled or have special educational needs.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of pupils, including those who receive the Jersey Premium.
- The unbalanced and poorly implemented curriculum fails to meet the needs of pupils or particular groups of pupils.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in a modern, multicultural society.
- Leaders are not taking effective steps to secure good behaviour from pupils and do not ensure a consistent approach to discipline.
- Leaders, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views. As a result, some pupils' learning and personal development are compromised.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet requirements, or they give serious cause for concern. Insufficient action may have been taken to remedy shortcomings following a serious incident.
- Leaders are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

Appendix 4

Policy Expectations

Expectation	Evidence
<p>The school's policy includes these headings:</p> <ol style="list-style-type: none"> 1. The Rationale 2. Expectations of the Observer and the Observee 3. Formal observations 4. Feedback and reflection 	<p>During the Professional Partner's (PP) organisation visit this policy will be reviewed and discussed.</p> <p>The Headteacher and Senior Leaders of the school have evidence of the quality of teaching to support their self-evaluation.</p> <p>Evidence will be seen of its development through the SDP.</p>
<p>All schools will share the PRA process and their Observation Policy. (See JCGP Performance Review and Appraisal)</p>	<p>All staff understand the process and see observations as supportive and developmental.</p>
<p>The school's Observation Policy will be reviewed each year.</p>	<p>It will be reviewed internally and externally.</p> <p>Termly visit by PP will evidence the impact of its use through the Jersey Schools Review Framework and SDP.</p>
<p>The Observation Policy will be one of the key policies which will contribute to school improvement.</p>	<p>The policy applies to all staff and evidence shows they are all working together to improve teaching and learning.</p>
<p>The policy will support high quality teaching and learning.</p>	<p>Strategies are in place to support the improvement of teaching and learning.</p> <p>School's monitoring evidence indicates percentage of high quality teaching in the school.</p>
<p>It will ensure good outcomes for pupils and underpin learning.</p>	<p>Interventions, support programmes and action plans, evidence needs analysis and development of teaching skills.</p>
<p>Every member of staff will have one or more formal observation during an academic year.</p>	<p>'Proportionate to need' will be determined by discussion and, as appropriate, to the objectives set and whether the teacher works full or part time.</p>
<p>All staff involved in formal and informal observations are well trained and support others in developing their skills.</p>	<p>All staff are confident and view observations as supportive. High quality teaching is secure.</p>
<p>Retain agreed paperwork.</p>	<p>Used to celebrate high quality teaching and learning.</p>

APPENDIX 5

TEACHERS' STANDARDS 2012

Requirements

The eight standards reflect current thinking about accountability and the pursuit of excellence. They are grouped under these main headings:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.