

The Ofsted Framework for Teaching and Learning

	Progress and Achievement	Teaching	Pupil response	Relationships	Challenge	Differentiation	Teaching Assistants	Home work
1 Excellent	As 2, but difficult ideas or skills taught in an inspiring and highly effective way, indicating excellent teaching.							
2 Very good	All pupils make considerably better progress than might be expected. Achievement is very high.	Teaching is stimulating, enthusiastic and consistently challenging, stemming from expert knowledge of the curriculum, how to teach it and how pupils learn.	All pupils are engrossed in their work.	There are excellent relationships in the classroom.	Teaching methods are well selected and time is used very productively for independent and collaborative work.	Activities and demands are matched sensitively to pupils' needs.	Well-directed teaching assistants, and paired or joint teaching, reinforce and strongly support learning.	Non-classroom-based Key Stage 4 and sixth-form activities such as private study, research and work placements, develop competencies very effectively.
3 Good	Most pupils make good progress and achieve well.	Teaching methods are imaginative and lead to...	...a high level of interest from most pupils	Adults relate well to pupils	The level of challenge is realistic and pupils are productive. Adults expect pupils to work hard	Individual needs are well catered for. Staff understand the next steps pupils need to take in their learning and provide a wide range of activities to help them learn.	teaching assistants are well deployed and make a significant contribution	Homework is challenging and extended assignments, for example in the sixth form, effectively extend what is learned in lessons.
4 Satisfactory	Most pupils' learning and progress are at least satisfactory.	Teaching is accurate; teachers have secure understanding of the curriculum and the teaching of key skills. They seek to make work interesting and varied, and...	...involve pupils productively	Relationships are constructive and there is sensitivity to the needs of individuals and groups.	Pupils understand what they are expected to do, and tasks have sufficient challenge to keep them working well, independently or co-operatively.	The school provides successfully for pupils who do not respond well to school or who have difficulties in learning.	Support staff are adequately managed and soundly contribute to pupils' learning.	Homework extends class learning well. Pupils are given scope to make choices and apply their own ideas.
A lesson cannot be satisfactory if any of the following characteristics are evident:								
5 Unsatisfactory	A significant proportion of pupils make limited progress and underachieve.	Staff have an incomplete understanding of subjects or courses, resulting in patchy coverage. Teaching is dull and fails to capture pupils' interest and enthusiasm. Activities are mundane and...	...some pupils are easily distracted and lack the motivation to work.	Greater effort is exerted on managing behaviour than learning.	Staff sights may be set too low and they may accept pupils' efforts too readily.	Because of limited tuning to individuals' needs, some pupils get little from lessons.	Support staff provide an extra pair of hands, but little effective support for learning.	
6 Poor	Many pupils underachieve and make little or no progress.	Inaccuracies in teaching show insecurity in the subject matter or in understanding how pupils learn.	Many pupils are unwilling to work without supervision, and group work is unproductive.		Teaching lacks challenge	Little or no account is taken of what pupils already know. Groups of pupils may not be able to cope, and may disengage or misbehave.	Support staff are poorly managed, lack knowledge and skills, and contribute little.	
7 Very poor	As 6, but poor behaviour due to weak teaching with no worthwhile learning outcome, indicating very poor teaching.							