

Handout 2 – The inspection perspective

**Ofsted Lesson Observation Criteria**

Description	Characteristics of the lesson
<b>Outstanding (1)</b>	The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good and is exemplary in some.
<b>Good (2)</b>	The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning. A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.
<b>Satisfactory (3)</b>	The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively and are provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, may make good progress. Progress is inadequate in no major respect, and may be good in some respects.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>▪ The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate.</li> <li>or</li> <li>▪ Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</li> <li>or</li> <li>▪ Pupils, or particular groups of pupils, make too little progress.</li> </ul>

**Extracts taken from *The changing landscape of languages***

*An evaluation of language learning 2004/2007*

**When judging the overall quality of teaching, inspectors take into account evidence from lessons observed. They also use other evidence like:**

- quality of marking
- use of assessment to inform teaching and learning particularly for different groups of learners
- use of ICT
- encouragement for independent reading, writing or research
- opportunities for students to speak beyond their topics and spontaneously some or all of which might be weaker than the teaching in the lessons seen.

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## Examples of positive assessment practice highlighted in the Ofsted report

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“Younger students have an assessment booklet in which they regularly tick off their accomplishments and set themselves targets, or teachers help them to do so.”

“In lessons, students are regularly required to check each other’s work, discuss it and spot errors before they look at the correct copy.”

“Students were required in one lesson to identify what would make different pieces of work better so that they could achieve better grades. “

“Examples of day-to-day marking were good with clear guidance for improvement.”

## Examples of negative assessment practice highlighted in the Ofsted report

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“In Key Stage 3, in particular, progress is slower than it should be where work is insufficiently demanding, where marking and assessment do not help students to improve and where the content is not sufficiently interesting and relevant.”

“The way in which students’ work was marked was unhelpful, especially in Key Stage 3, and assessment data were not used effectively to set targets.”

“Many students knew what National Curriculum level they were working at but not what that meant or how to take the next step.”

“While almost all teachers regularly assessed listening, reading and writing in Key Stage 3, the assessment of speaking was often ignored.”

“Inspectors found discrepancies between teacher assessment in Key Stage 3 and students’ actual performance, as well as schools that did not participate in any processes of moderation and standardisation of judgements.”