



Chesswood Junior School Quality Assurance and Consistent Judgements



Introduction

The table below sets out the judgement equivalence in relation to the typical quality assurance judgements taken and applied to school performance. Different language is required to communicate the extent to which we are compliant with an aspect compared to describing achievement within a subject. However, this table provides a professional guide regarding the equivalence between ALL the different types of judgement undertaken by school leaders and governors. Governors are not permitted to formal judge the quality of teaching.

When recording judgements leaders select from the numbered list on the left and depending on the judgement application e.g. Ofsted self evaluation; the appropriate column needs to be selected.



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Consistent Judgement - Equivalence

Grade ID	School Grade	Ofsted Grade	Compliance correlation	Achievement	Self Evaluation Grade
0	No Grading	No Grading			Not Graded
1	Exemplary	Outstanding	Compliance is exemplary	Attainment and progress are significantly in excess (3%+) of challenging expectations	Met in full and significant exemplary elements
2.1	In Line Strong	Good Strong	Fully compliant with exemplary elements	Attainment and progress are in excess (2-3%) of challenging expectations	Overwhelmingly embedded and many exemplary elements
2.2	In Line	Good Secure	Fully Compliant	Attainment and progress are in line with challenging expectations	Overwhelmingly embedded and some exemplary elements
2.3	In Line Emerging	Good Emerging	Fully Compliant with small areas for improvement action	Attainment and/or progress are broadly in-line but below (2-3%) challenging expectations	Overwhelmingly embedded
3.1	Working Towards Strong	Requires Improvement Strong	Overwhelmingly compliant with notable areas for improvement action	Attainment and or progress are marginally below (3-5%) challenging expectations	Majority implemented with good capacity to sustain and improve
3.2	Working Towards	Requires Improvement Secure	Partly compliant	Attainment and progress are marginally below (3-5%) challenging expectations	Majority implemented with some capacity to sustain and improve
3.3	Below	Requires Improvement Emerging	Partly compliant with significant areas for improvement action	Attainment and/or progress are below (5%+) challenging expectations	Majority implemented with capacity to sustain and improve at some risk
4	Well Below	Inadequate	Not compliant likely urgent and significant action required	Attainment and progress are well below challenging expectations	Minority implemented, inconsistent, un-sustained
5	Requires Evaluation	Requires Evaluation	Requires Evaluation	Requires Evaluation	Requires Evaluation
5.1	Pending Outcome	Pending Outcome	An evaluation has started but there is not sufficient evidence to determine an outcome at this stage.	An evaluation has started but there is not sufficient evidence to determine an outcome at this stage.	Evaluation Started
5.2	Inconclusive Outcome	Inconclusive Outcome	Evidence is available and has been considered but further thought is required to determine an outcome	Evidence is available and has been considered but further thought is required to determine an outcome	Evidence inconclusive at this time