

## **Personal, Social, Health and Economic (PSHE) Education Survey Visits**

### **Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools**

Subject feedback letters, following survey visits, normally contain separate judgements on:

- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the curriculum in the subject
- the quality of leadership and management of the subject
- the overall effectiveness of the subject.

In coming to these judgements, inspectors will use the relevant criteria and grade descriptors from the 2012 Section 5 evaluation schedule as they can be applied to individual subjects. Key elements of these descriptors are set out in the left-hand columns in the following pages though inspectors may refer to the whole section 5 evaluation schedule where appropriate. Alongside them (for achievement, teaching, the curriculum and leadership and management) are supplementary, subject-specific descriptors which provide additional guidance for PSHE education. These descriptors should be applied in a way which is appropriate to the age of pupils involved. Except where otherwise indicated, descriptors are intended to be used on a 'best fit' basis.

It is important to note that this guidance is intended only to inform the judgements made by specialist inspectors carrying out subject survey visits. It is not for use on Section 5 whole-school inspections.

## Grade descriptors:<sup>1</sup> achievement of pupils in PSHE education

	Generic	Supplementary subject-specific
1	<p><b>Outstanding</b></p> <p>Almost all pupils, including, where applicable, disabled pupils and those with special educational needs, are making rapid and sustained progress in the subject over time given their starting points. They learn exceptionally well and as a result acquire knowledge quickly and in depth, including in the sixth form and areas of learning in the Early Years Foundation Stage. They develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills that will ensure they are exceptionally well prepared for the next stage in their education, training or employment. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages for all pupils with many above average. In exceptional circumstances, where standards of attainment of any group of pupils are below those of all pupils nationally, the gap is closing dramatically over a period of time.</p>	<p>Pupils demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others. They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources. Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being. Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and respect. They have a strong understanding of the principles which underpin positive parenting. They understand extremely well how to keep themselves and others healthy and safe and are very well aware, for example, of the dangers of substance misuse. Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders; how to develop resilience and resist peer pressure; and where to go to seek further help and advice. All understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language. Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability.</p>
2	<p><b>Good</b></p> <p>Pupils are making better progress than all pupils nationally in the subject given their starting points. Groups of pupils, including disabled pupils and those with special educational needs, are also making better progress than similar groups of pupils nationally. Pupils acquire knowledge quickly and are secure in their understanding of the subject. They develop and apply a range of skills well, including reading, writing, communication and mathematical skills that will ensure they are well prepared for the next stage in their education, training or employment. The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. In exceptional circumstances, where attainment is low overall, it is improving at a faster rate than nationally over a sustained period.</p>	<p>Most pupils demonstrate good levels of independence; they think critically, articulate their learning and views with confidence and work constructively with others. They are able to evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources. Pupils understand well the factors associated with health and well-being. Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, sexual consent and respect. They have a good understanding of the principles which underpin positive parenting. They understand well how to keep themselves and others healthy and safe. They understand well the dangers of substance misuse, and how to recognise and deal with mental health problems such as stress or eating disorders, how to resist peer pressure, and where to go to seek further help and advice. All understand the impact of bullying on others including racist, disablist, homophobic and transphobic language. Pupils are making good progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability.</p>
3	<p><b>Satisfactory</b></p> <p>Pupils are progressing at least as well in the subject as all pupils nationally given their starting points. Groups of pupils, including disabled pupils and those with special educational needs, are also making progress in line with similar groups of pupils nationally. Pupils generally learn well in the subject, with no major weaknesses. They acquire the knowledge, understanding and skills, including those in reading, writing, communication and mathematics that will ensure they are prepared adequately for the next stage in their education, training or employment. The standards of attainment of the majority of groups of pupils are likely to be in line with national averages for all pupils. Where standards of groups of pupils are below those of all pupils nationally, the gaps are closing overall. In exceptional circumstances, where attainment is low overall, it is improving over a sustained period.</p>	<p>Pupils demonstrate some level of independence; they are able to communicate their views with growing confidence and work with others. They are able to evaluate and challenge their own and others' views, using a range of sources, although sometimes such views may be based on limited evidence or not fully explained. Pupils understand the factors associated with health and well-being appropriate to their age and capability. They have a satisfactory understanding of relationships, sexual development, sexual consent and respect. They have an adequate understanding of how to keep themselves and others healthy and safe in relationships and know about positive parenting. They understand the dangers of substance misuse and how to recognise and deal with mental health problems such as stress or eating disorders, however they may not have developed the skills of resilience, understand how to cope with peer pressure or know where to go to seek further help and advice. Most understand the impact of bullying on others including racist,</p>

<sup>1</sup> Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

		disablist, homophobic and transphobic language. Pupils, appropriate to their age, are making satisfactory progress in developing understanding and relevant skills in relation to business, enterprise, money management, the world of work and employability.
<b>4</b>	<p><b>Inadequate</b></p> <p>Achievement in the subject is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Pupils' learning and progress, or the learning and progress of particular groups, is consistently below those of all pupils nationally given their starting point.</li> <li>■ Learning and progress in any key stage, including the sixth form, lead to underachievement.</li> <li>■ The learning, quality of work and progress of disabled pupils and those with special educational needs show that this group is underachieving.</li> <li>■ Pupils' communication skills, including in reading and writing and proficiency in mathematics overall, or those of particular groups, are not sufficient for the next stage of education or training.</li> <li>■ Attainment is consistently low showing little, fragile or inconsistent improvement, or is in decline.</li> <li>■ There are wide gaps in attainment and in learning and progress between different groups of pupils and of all pupils nationally that are showing little sign of closing or are widening.</li> </ul>	Pupils rarely demonstrate independence or take initiative; they struggle to articulate their own and others' views. Although they may know the factors associated with health and well-being, many do not appreciate their importance. Appropriate to their age and capability, pupils have a weak understanding of relationships, sexual development, sexual consent and respect. They are limited in their understanding of how to keep themselves and others healthy and safe in a relationship or how to parent well. Although they may know about the dangers of substance misuse and how to recognise and deal with mental health problems such as stress or eating disorders, many do not appreciate the importance of these issues and/or do not know where to go to seek further help and advice. Few appreciate the impact of bullying on others including racist, disablist, homophobic and transphobic language. They have made inadequate progress in developing understanding skills in relation to business, enterprise, money management, the world of work and employability.

### Grade descriptors:<sup>2</sup> the quality of teaching in PSHE education<sup>3</sup>

	<b>Generic</b>	<b>Supplementary subject-specific</b>
<b>1</b>	<p><b>Outstanding</b></p> <p>Much of the teaching in the subject is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress. All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills. Appropriate and regular homework contributes very well to pupils' learning. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.</p>	<p>Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE. Clear learning objectives are complemented by explicit and appropriate learning outcomes. Teachers use a very wide range of imaginative resources and strategies to stimulate pupils' interest and active participation and, as a result, secure rapid and sustained progress. Highly effective and responsive teaching ensures the needs of all pupils, including the most able are met. Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments. Teachers communicate very high expectations, enthusiasm and passion for PSHE. They know how well their pupils are achieving, build on their previous knowledge and provide effective feedback to help them to improve further. They ensure that pupils have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE.</p>
<b>2</b>	<p><b>Good</b></p> <p>As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those who have special</p>	<p>Teachers demonstrate confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE. Lessons are characterised by appropriate learning objectives and outcomes and teachers use a wide range of resources and strategies to stimulate pupils'</p>

<sup>2</sup> Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

<sup>3</sup> These grade descriptors describe the quality of teaching in the subject taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

	<p>educational needs, are achieving well in the subject over time. Teachers have high expectations of all pupils. Teachers use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. They use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs so that pupils learn well. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities. Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. Teaching consistently deepens pupils' knowledge and understanding and teaches them a range of skills including literacy and numeracy skills. Appropriate and regular homework contributes well to pupils' learning. Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.</p>	<p>interest and active participation. As a result, good progress is secured across all aspects of PSHE. Teaching is effective in ensuring the needs of all pupils, including the most able are met. Teachers are confident and skilled in discussing sensitive and/or controversial issues and discussion is a strong feature; pupils are encouraged to investigate, express opinions and listen to others. Consequently, pupils are developing critical skills and learning how to evaluate information and make informed judgments. Teachers communicate high expectations and enthusiasm for PSHE. They know how well their pupils are achieving, are able to help them improve, and ensure that pupils have their attainment and progress in PSHE recognised.</p>
<p><b>3</b></p>	<p><b>Satisfactory</b></p> <p>Teaching results in most pupils, and groups of pupils, currently in the school making progress in the subject broadly in line with that made by pupils nationally with similar starting points. There is likely to be some good teaching and there are no endemic inadequacies across year groups or for particular groups of pupils. Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress. Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge. Teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teaching strategies ensure that the individual needs of pupils are usually met. Teachers carefully deploy any available additional support and set appropriate homework and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs. Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.</p>	<p>Teachers demonstrate a sound understanding of effective learning in PSHE. The majority of lessons are characterised by appropriate learning objectives and outcomes and teachers use a range of resources and strategies to stimulate pupils' interest. As a result, satisfactory progress is secured in most areas of PSHE, although there may be some weaknesses. Monitoring of learning usually takes place during lessons but pupils' prior knowledge and understanding is not always assessed rigorously and may result in some unnecessary repetition of work and/or lack of challenge. Teachers are confident in discussing sensitive and/or controversial issues but do not always adhere to clear and consistent ground rules to ensure emotional safety for everyone in the class. Discussion is a feature of teaching and learning, although not all pupils have the opportunity to fully participate and help develop their skills of articulation and communication. Teachers know how well their pupils are achieving in PSHE lessons and provide encouraging verbal feedback. However, they do not always provide feedback on how to improve or consistently and formally identify attainment and progress in PSHE.</p>
<p><b>4</b></p>	<p><b>Inadequate</b></p> <p>Teaching in the subject is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> <li>■ As a result of weak teaching, pupils or groups of pupils currently in the school are making inadequate progress.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including those who have special educational needs and/or disabilities.</li> <li>■ Pupils cannot communicate, read, write or use mathematics as well as they should, as appropriate, in the subject.</li> <li>■ Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.</li> </ul>	<p>Teachers demonstrate a poor understanding of effective learning in PSHE. Lessons objectives are unclear and/or inappropriate and teaching fails to stimulate pupils' interest. As a result progress is inadequate in most aspects, although there may be some areas where progress is satisfactory. Teachers rarely monitor pupils' prior knowledge and understanding, resulting in low expectations and learning activities that are not sufficiently well matched to needs, particularly for the most able. Teachers avoid discussing sensitive and controversial issues or do so inappropriately so that they are unable to ensure the emotional safety of the class. There are too few opportunities for independent learning and discussion fails to develop pupils' skills of judgment, articulation and communication. Assessment of attainment and progress in PSHE does not inform teachers' planning.</p>

## Grade descriptors: the curriculum in PSHE education<sup>4</sup>

	Generic <sup>5</sup>	Supplementary subject-specific
1	<p><b>Outstanding</b></p> <p>The curriculum in the subject provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on pupils' behaviour and, where appropriate, their safety, and contributes very well to pupils' achievement and, where appropriate, to their spiritual, moral, social and cultural development.</p>	<p>The imaginative and stimulating PSHE curriculum is skilfully designed to match the full range of pupils' needs, interests and aspirations and to ensure highly effective continuity and progression in their learning across all key stages. The programme is explicit, comprehensive and coherent. The statutory elements of sex and relationships education (SRE) are fully met. The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives. The curriculum provides a very strong platform for pupils' future economic well-being. Local data is fully taken into account when planning. The school and wider community provide high quality and wide-ranging enrichment activities for pupils to apply and extend their social and personal skills. Where suspended timetable days are used they complement the PSHE programme extremely well because they are based on accurate understanding of pupils' needs and informed by clear and appropriate learning objectives. Pupils and teachers are fully engaged in influencing the content and evaluating the quality of the curriculum. The subject makes an outstanding and sustained contribution to pupils' spiritual, moral, social and cultural development and reinforces well a range of personal and thinking skills.</p>
2	<p><b>Good</b></p> <p>The curriculum in the subject provides well organised, imaginative and effective opportunities for learning for all groups of pupils including disabled pupils and those who have special educational needs, promotes positive behaviour and, where appropriate, their safety, and provides a broad range of experiences that contribute well to the pupils' achievement and, where appropriate, to their spiritual, moral, social and cultural development.</p>	<p>The PSHE curriculum is well designed to match the range of pupils' needs, interests and aspirations and to ensure effective continuity and progression in their learning across all key stages. The programme is comprehensive and coherent, and statutory elements of SRE are fully met. The programme for personal well-being enables pupils to lead safe and healthy lives. The curriculum provides a strong platform for pupils' future economic well-being. Local data is taken into account when planning and the school and wider community provide a range of opportunities for pupils to apply and extend their social and personal skills. Where suspended timetable days are used they complement the PSHE programme well because they are informed by clear and appropriate learning objectives. Pupils and/or teachers are engaged in influencing the content and evaluating the quality of the curriculum. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and reinforces a range of personal and thinking skills.</p>
3	<p><b>Satisfactory</b></p> <p>The curriculum in the subject is generally matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points.</p>	<p>The PSHE curriculum is generally matched to pupils' needs and ensures continuity and progression in their learning. Statutory elements of SRE are fully met although some elements of the non-statutory programme may be superficial. The programme for personal well-being enables pupils to lead adequately safe and healthy lives; and the curriculum provides a satisfactory platform for pupils' future economic well-being. The school and wider community provide a range of opportunities for pupils to apply and extend their social and personal skills although these are not accessed by all pupils. Where suspended timetable days are used they have clear learning objectives but learning outcomes are not always assessed. Pupils and/or teachers are sometimes engaged in influencing the content and evaluating the quality of the curriculum. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.</p>

<sup>4</sup> The generic grade descriptors are drawn from the leadership and management section of *The evaluation schedule for the inspection of schools and academies, January 2012*

<b>4</b>	<p><b>Inadequate</b></p> <p>The curriculum in the subject fails to meet the needs of pupils or particular groups of pupils.</p>	<p>The PSHE curriculum does not enable progression in learning and fails to meet the needs of all pupils. The programme for personal well-being is insufficiently coherent to enable pupils to lead adequately safe and healthy lives, and/or provides an inadequate platform for pupils' future economic well-being. The statutory elements of SRE are not fully met. The school and wider community provide too few opportunities for pupils to apply and extend their social and personal skills. Where suspended timetable days are used the planning lacks coherence and does not support a comprehensive and coherent entitlement for pupils. Pupils and/or teachers are rarely engaged in influencing the content and evaluating the quality of the curriculum. The subject makes an inadequate contribution to aspects of pupils' spiritual, moral, social and cultural development.</p>
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**Grade descriptors:<sup>6</sup> quality of leadership and management of PSHE education**

	<b>Generic</b>	<b>Supplementary subject-specific</b>
<b>1</b>	<p><b>Outstanding</b></p> <p>The pursuit of excellence in all activities relating to the subject is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils including disabled pupils and those who have special educational needs, over a sustained period of time. Actions are based on a deep and accurate understanding of performance in the subject. Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.</p>	<p>Leadership is informed by a high level of PSHE expertise and vision. The subject is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials. There is an excellent track record of innovation. Statutory requirements in SRE are fully met. The monitoring of teaching and learning in PSHE is rigorous; subject reviews, self-evaluation and improvement planning are well-informed by current best practice. Subject leadership inspires confidence and a whole-hearted commitment from pupils and staff. There are highly effective strategies to share good practice and secure high quality professional development. PSHE has a very high profile in the life of the school and is at the forefront of whole-school initiatives. Highly effective strategies to promote inclusion ensure that all pupils engage fully in activities to promote their personal and social development, Discrimination, including prejudiced-based bullying is tackled with vigour. Very strong links exist with partner schools, parents, carers and external agencies to reinforce the very high standard of PSHE education.</p>
<b>2</b>	<p><b>Good</b></p> <p>Key leaders and managers consistently communicate high expectations and ambition in the subject. They model good practice and demonstrably work to monitor, improve and support teaching, encouraging the enthusiasm of staff and channelling their efforts and skills to good effect. As a result, teaching is improving and is at least satisfactory, with much that is good. Planned actions based on accurate self-evaluation to overcome weaknesses have been concerted and effective. As a result, achievement has improved or consolidated previous good performance.</p>	<p>Leadership is well informed about the characteristics of best practice in PSHE. The subject is well resourced in terms of curriculum time, staff training, management time and the use of external services and materials. There is a good track record of innovation. Statutory requirements in SRE are fully met. Teaching and learning in PSHE is monitored well through observation and review which informs effective self-evaluation and improvement planning. Subject leadership inspires confidence from pupils and staff. There are effective strategies to share good practice and secure appropriate professional development. PSHE has a high profile in the life of the school. Discrimination, including prejudiced-based bullying is tackled well. Good links exist with partner schools, parents, carers and external agencies to reinforce the high standard of PSHE education.</p>
<b>3</b>	<p><b>Satisfactory</b></p> <p>Key leaders and managers provide a concerted approach to improvement in the subject. Planned actions by leaders and managers have improved the quality of teaching so that very little is inadequate. Capacity to secure improvements in the subject is demonstrated by a trend of sustained improvement in achievement although a few significant</p>	<p>Leadership is aware of current developments in PSHE and incorporates these within its practice. Statutory requirements in SRE are met. Subject leadership inspires confidence from pupils and staff. Provision for PSHE is monitored and reviewed regularly and there is a sound understanding of the strengths and priorities for improvement. There is some sharing of good practice, with modest access to subject-specific professional development.</p>

<sup>6</sup> Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.

	weaknesses remain.	Strategies to promote inclusion are in place but do not always secure the active engagement of all groups of pupils. Equality is promoted and discrimination, including prejudiced-based bullying, is tackled. Links exist with partner schools, parents, carers and external agencies to reinforce an adequate standard of PSHE education.
<b>4</b>	<p><b>Inadequate</b></p> <p>Leadership and management of the subject are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Leaders and managers are not taking effective steps to secure satisfactory and better teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Despite remedying a few small areas of weakness, perhaps recently, improvements are fragile, too slow or depend on external support.</li> </ul>	Leadership is not well informed of current developments in PSHE. Statutory requirements in SRE are not met. Provision for PSHE is not regularly monitored or reviewed. Self-evaluation is weak and is not informed by subject review or understanding of good practice in the PSHE. Opportunities for professional development in the subject are limited and, as a result, some staff lack the confidence and expertise to deliver it effectively. Opportunities to engage in activities to promote their personal and social development are not taken up by particular groups of pupils. Bullying, including the use of prejudiced-based language is not consistently or effectively tackled. PSHE has a low profile in the school.

### Grade descriptors:<sup>7</sup> the overall effectiveness of PSHE education

<b>Outstanding (1)</b>	Practice in the subject consistently reflects the highest aspirations for pupils and expectations of staff. Best practice is spread effectively in a drive for continuous improvement. Teaching in the subject is likely to be outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. Thoughtful and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development in the subject enables them to thrive. Consequently, pupils and groups of pupils have excellent experiences in the subject, ensuring they are very well equipped for the next stage of their education, training or employment.
<b>Good (2)</b>	Effective action is taken in the subject to enable most pupils to reach their potential. Pupils benefit from teaching that is at least good. This promotes very positive attitudes to learning and ensures that achievement in the subject is at least good. Leadership and management of the subject play a significant role in this and are good overall. Deliberate and effective action is taken to promote the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences in the subject so that they are well prepared for the next stage in their education, training or employment.
<b>Satisfactory (3)</b>	Achievement, the quality of teaching and learning and leadership and management of the subject are all likely to be at least satisfactory with some significant good practice. Reasonable steps are taken to promote pupils' spiritual, moral, social and cultural development. Pupils and groups of pupils have a generally positive experience in the subject and are not disadvantaged as they move to the next stage of their education, training or employment.
<b>Inadequate (4)</b>	Overall effectiveness in the subject is likely to be inadequate if any of the following apply. <ul style="list-style-type: none"> <li>■ Achievement is inadequate.</li> <li>■ The quality of teaching is inadequate.</li> <li>■ The curriculum is inadequate.</li> <li>■ Leadership and management are inadequate.</li> <li>■ There are important weaknesses in the promotion of pupils' spiritual, moral, social and cultural development resulting in a poor climate for learning in the subject where pupils or groups of pupils are unable to thrive.</li> </ul>

<sup>7</sup> Grade descriptors are not to be used as a checklist but should be applied adopting a 'best fit' approach.