

Geography survey visits

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

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

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

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2013 school inspection handbook as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not intended for use on section 5 whole-school inspections.

Grade descriptors – the overall effectiveness of geography education provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on the professional judgement of the inspection team. The exception is that teaching in geography must be outstanding for overall effectiveness to be outstanding.

Outstanding (1)

- Geography teaching is outstanding and, together with a rich and relevant geography curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in geography may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in geography and these ensure that they are very well equipped for the next stage of their education, training or employment.
- Pupils' high levels of literacy, appropriate to their age, contribute to their outstanding learning and achievement.
- Practice in the subject consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- The subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Good (2)

- Pupils benefit from geography teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement in geography is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in geography that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential in geography.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Requires improvement (3)

- Geography in the school requires improvement because one or more of the key judgements for achievement; behaviour and safety (in geography); the quality of teaching; the curriculum; and the quality of leadership and management of geography requires improvement (grade 3).

Inadequate (4)

Geography in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- the achievement of pupils in geography
- the behaviour and safety of pupils in geography
- the quality of teaching in geography
- the quality of the curriculum in geography
- the quality of the leadership in, and management of, geography

Grade descriptors – achievement of pupils in geography

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic ¹	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ From each different starting point,² the proportions of pupils making expected progress³ and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the Pupil Premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them. ■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. ■ The achievement of pupils for whom the Pupil Premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics. ■ Pupils read widely, and often across all subjects to a high standard. ■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment. ■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the Pupil Premium provides support and the most able is consistently good or better. ■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Pupils have excellent knowledge of where places are and what they are like. They have excellent understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated. ■ Pupils have an extensive base of core geographical knowledge and vocabulary. ■ Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts. They reach clear conclusions and are able to develop reasoned argument to explain their findings. ■ Pupils show exceptional independence; they are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others. They show significant levels of originality, imagination or creativity in their understanding and skills within the subject. ■ Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised. ■ Pupils develop passion and commitment to the subject and exhibit a real sense of curiosity in finding out about the world around them and the people who live there. ■ Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

¹ The descriptors are set out in full in the *School inspection handbook*.

² Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

³ Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English. Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

Generic ¹	Supplementary subject-specific guidance
<p>gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</p>	
<p>Good (2)</p> <ul style="list-style-type: none"> ■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the Pupil Premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving. ■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well. ■ The achievement of pupils for whom the Pupil Premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics. ■ Pupils read widely and often. ■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, is generally good. ■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period. 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Most pupils have a good knowledge of where places are and what they are like. They have a good understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated. ■ Pupils have a good basis of core geographical knowledge and vocabulary. ■ Pupils are able to use data and information sources to search and select, organise and investigate, and refine and present information well. ■ Pupils explore hypotheses which enable them to show good geographical understanding. They are able to reach conclusions and develop generally well-reasoned arguments to explain their findings. ■ Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others. They demonstrate some originality, imagination or creativity in their subject work. ■ Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques. ■ The majority of pupils enjoy the subject and can explain its value. Most are interested in the world around them and in contemporary issues in society and the environment, and realise that geography helps us to understand them.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Pupils' achievement requires improvement as it is not good. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Some pupils may have a good knowledge of where places are and what they are like, others are less clear. They have some understanding of the ways in which places are interdependent and interconnected and how physical and human environments are interrelated. ■ Pupils have reasonable core geographical knowledge. They make use of some geography-specific terminology, although their subject-specific vocabulary is limited. ■ Pupils are able to use data and information sources to search and select, investigate and present some findings, often in a simple format. ■ Pupils are generally dependent on their teachers but can occasionally work independently and

Generic ¹	Supplementary subject-specific guidance
	<p>take the initiative in developing their work. Occasionally, pupils show creative or original responses in their subject work.</p> <ul style="list-style-type: none"> ■ Most pupils acquire and use some basic fieldwork and other geographical skills, such as numerical and quantitative skills, appropriate to their age, but only at a basic level. ■ Pupils are able to reach short conclusions and are able to provide some reasons to explain their judgements. They are generally interested in the subject and the world around them.
<p>Inadequate (4)</p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement. ■ For pupils for whom the Pupil Premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement. ■ Pupils' learning and progress in any key subject⁴ or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving. ■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the Pupil Premium provides support, and/or the most able, are underachieving. ■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment. ■ Attainment is consistently below floor standards⁵ or is in decline and shows little, fragile or inconsistent improvement. ■ There are wide gaps in the attainment and/or the learning and progress of different groups. 	<p>Inadequate (4)</p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Pupils' knowledge of places is weak and confused. They have a very weak understanding of the ways in which places are interdependent and interconnected and how physical and human environments are interrelated. ■ Pupils have weak core geographical knowledge and vocabulary. ■ Pupils rarely learn independently and rely heavily on the teacher to provide answers. ■ The range of geographical skills and techniques to support their presentations is inadequate and often used inappropriately. ■ Too many pupils fail to work effectively unless closely directed by an adult and they give up easily and often fail to complete work. ■ Most pupils do not make adequate progress in their acquisition and application of fieldwork and other geographical skills. ■ Pupils do not enjoy geography or find it challenging or stimulating.

⁴ 'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

⁵ Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4. Current figures are given in *Subsidiary guidance*.

Grade descriptors⁶ – quality of teaching in geography

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, are making rapid and sustained progress. ■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. ■ 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. ■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. ■ Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school. ■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains. ■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework, that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Teachers communicate enthusiasm and passion about geography to pupils. ■ They use specialist geographical vocabulary/terminology confidently and use their excellent knowledge to ensure that pupils have very good understanding of key geographical concepts. ■ The outside environment – including through fieldwork – is used extremely well to secure high-quality learning. Lessons are carefully structured. A range of innovative resources – especially those linked to topical issues – are used regularly and very effectively to explore a wide range of geographical topics at a range of scales and across a variety of places. ■ Pupils are engaged and places are brought to life with the aid of multimedia resources. Work in lessons builds on previous learning to ensure progression in geography. ■ Pupils' interest and a sense of wonder are stimulated through tasks which also help them to make sense of a complex and dynamically changing world. ■ Very effective use is made of geographical enquiry to encourage questioning, investigation and critical thinking about issues affecting the world and peoples' lives, now and in the future. ■ Pupils' understanding of diverse places and landscapes is routinely strengthened. ■ Maps, at a variety of scales, are used frequently as a matter of routine and are an intrinsic part of learning in geography. This ensures that pupils have good spatial awareness and are very secure in their ability to locate the places they are studying. ■ Very effective use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate, and refine and present information skilfully and independently. ■ Teachers have high expectations and a high level of confidence and expertise, in terms of both their specialist and up-to-date knowledge and their understanding of effective learning in the subject.

⁶ These grade descriptors describe the quality of teaching in the subject as a whole, 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.

Generic	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> ■ Teaching ensures that pupils are able to make use of their prior learning in moving their geographical understanding forward; as a result lessons are stimulating and often innovative, with geographical rigour at their core.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, make good progress and achieve well over time. ■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. ■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. ■ Reading, writing, communication and mathematics are taught effectively. ■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. ■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve. ■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons. 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teachers have a clear understanding of the value of geography and communicate this to pupils effectively. ■ They plan and teach effective lessons, making use of specialist expertise. An appropriate range of teaching strategies promote good learning across all aspects of the subject. Teaching is informed by knowledge of current good practice in geography ■ Good use is made of the outside environment and fieldwork to support learning. ■ A range of topical multi-media resources is available to support learning to develop a good understanding of a range of places and geographical issues. ■ Tasks set interest pupils in the study of places and help them to make sense of some of the complexities of a dynamically changing world in which they live. ■ Lessons build up geographical knowledge, skills and understanding over time. ■ Good use is made of geographical enquiry to support questioning, investigation and thinking about issues affecting the world and people's lives. ■ Frequent use is made of maps to a variety of scales to support learning well. This ensures that pupils are secure in their ability to locate the places they are studying. ■ Good use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate, and refine and present information well.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teaching requires improvement as it is not good. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teachers understand how to maintain most pupils' interest in geography. ■ Teachers show some geographical expertise. Pupils show a basic understanding of the geographical concept or issue they are studying, because teachers' questioning may elicit basic answers rather than promote more in-depth discussion and explanation. ■ Lessons do not build sufficiently on previous learning. Tasks set – including through fieldwork

Generic	Supplementary subject-specific guidance
	<p>– are sometimes mundane and lack challenge.</p> <ul style="list-style-type: none"> ■ Resources, including maps, are used and pupils have some idea of where the places they are studying are located. Multi-media resources are available to support learning but are not always used to their full potential. Insufficient use is made of topical issues to strengthen pupils’ understanding of 21st-century geography. Only a narrow range of places are studied. ■ Teaching promotes pupils’ skills in geographical enquiry through questioning and investigative activities. Some use is made of ICT and Geographical Information Systems (where relevant) to promote learning, but opportunities for pupils to use data and information sources to search and select, organise and investigate, and refine and present information are limited. ■ There may be excessive and inappropriate emphasis on a narrow range of examination questions or test skills in secondary schools and an overemphasis on skills in primary schools at the expense of real geographical learning.
<p>Inadequate (4)</p> <p>Teaching is likely to be inadequate where any of the following apply:</p> <ul style="list-style-type: none"> ■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, are making inadequate progress. ■ Pupils cannot communicate, read, write or apply mathematics as well as they should. ■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs. ■ Learning activities are not sufficiently well matched to the needs of pupils. 	<p>Inadequate (4)</p> <p>Teaching is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> ■ Teaching fails to challenge or interest pupils in geography. Teaching over time does not build up pupils’ geographical knowledge sufficiently. As a result, pupils’ geographical knowledge of the topic is weak. Pupils may be unclear about why they are doing a particular task. ■ Pupils’ use of geographical language and terminology is limited or insecure and their learning may be fragmented or confused because teachers fail to use resources or teaching strategies which secure effective geographical learning. ■ Pupils’ skills in geographical enquiry are insufficiently developed. Pupils have little opportunity to discuss, ask their own questions, challenge ideas or think for themselves. ■ Little use is made of fieldwork to support learning. There is considerable variation in the frequency and quality of fieldwork experiences between classes. ■ The context of lessons may be geographical but the focus may not be sufficiently rooted in geographical learning, with the result that subject-specific gains are minimal. ■ Insufficient or inappropriate use is made of maps. Little use is made of data and pupils are insecure in collecting and analysing them. Presentation skills are poor.

Generic	Supplementary subject-specific guidance
	<ul style="list-style-type: none"><li data-bbox="807 248 1417 376">■ Low-level tasks are set which are inappropriate to the pupils' ages and/or abilities. As a result, the work in their books shows limited progression over time.<li data-bbox="807 387 1417 483">■ Activities occupy pupils rather than extend their learning; opportunities for extended, analytical writing are minimal.<li data-bbox="807 495 1417 546">■ Little use is made of Geographical Information Systems (where relevant).

Grade descriptors – quality of the curriculum in geography

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Outstanding (1)

- The imaginative and stimulating geography curriculum is skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.
- The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are clearly embedded in the planning.
- The curriculum provides consistently high-quality opportunities for pupils to develop and consolidate the key geographical skills of enquiry, graphicacy and geographical communication.
- Fieldwork is well planned and clearly identified as an integral part of the schemes of work. Pupils experience fieldwork on a regular basis, with activities that offer clear progression rather than repetition and include diverse landscapes and varied locations.
- The contribution of geography to learning and understanding about current and relevant local, national and global issues is at least good in all major respects, and is exemplary in significant elements.
- Excellent links are forged with other agencies and the wider, as well as the global, community to provide a wide range of enrichment activities to promote pupils' learning and engagement with the subject.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in geography.
- Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.

Good (2)

- The geography curriculum is broad, balanced and well informed by current initiatives in the subject. It is designed to match a range of pupils' needs and ensure effective continuity and progression in their geographical learning.
- The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are clearly identified in the planning. The curriculum provides frequent opportunities for pupils to develop and consolidate key geographical skills of enquiry, graphicacy and geographical communication.
- Opportunities for fieldwork are clearly identified and all classes participate in the experience in a variety of locations; it is well used in building up pupils' understanding of related geographical concepts and is linked well into the teaching programme.
- Awareness of current and relevant local, national and global issues is planned into the geography curriculum.
- Good links are forged with other agencies and the wider and global community to provide a range of enrichment activities to promote pupils' learning and their engagement with the subject.
- Links with other subjects in the school strengthen pupils' achievement in geography.
- Opportunities to promote pupils' social, moral, spiritual and cultural development are planned and delivered systematically.

Requires improvement (3)

- The geography curriculum secures the pupils' broad and balanced entitlement in the subject and meets any statutory requirements which apply. It provides for a range of pupils' needs and ensures that they make satisfactory progress in their learning.
- The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are identifiable within the planning.
- The curriculum provides some limited opportunities for pupils to develop and consolidate aspects of key geographical skills of enquiry, graphicacy and geographical communication.
- Some opportunities for fieldwork are identified in the planning, although these may not always be adhered to and there may be variation in fieldwork experiences between classes. Fieldwork in examination classes may be formulaic and focused on meeting examination criteria. Learning about current and relevant local, national and global issues is a part of the geography curriculum, but may not be planned for in such a way as to progressively build up pupils' understanding

of the key concepts.

- Some links are forged with other agencies and the wider community, although the range of activity provided to enrich pupils' interest and learning may be quite limited.
- Links with other subjects contribute to pupils' achievement in geography.
- The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.

Inadequate (4)

The curriculum in geography is likely to be inadequate if **any** of the following apply.

- The geography curriculum does not ensure pupils' entitlement to the subject, may not meet statutory requirements and does not secure continuity in their learning.
- It is unclear how the key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are to be progressively developed.
- The curriculum provides insufficient and inconsistent opportunities for pupils to develop and consolidate aspects of the key geographical skills of enquiry, graphicacy and geographical communication.
- There is little reference in the planning to fieldwork opportunities, with cohorts of pupils getting no or very limited fieldwork experience over a key stage. Fieldwork is not perceived as being important except for meeting examination requirements.
- Learning about current and relevant local, national and global issues is fragmented and is not easily identified in the planning.
- Opportunities to promote pupils' social, moral, spiritual and cultural development in geography are missed.
- There are no links between geography and other subjects in the school.
- Enrichment activities have minimal impact in promoting enjoyment and achievement in geography.

Grade descriptors – quality of leadership in, and management of, geography

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. ■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. ■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance. ■ There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy. ■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving. ■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development. ■ The school's actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising rapidly, including in English and mathematics. ■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. ■ The school's arrangements for safeguarding 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Leadership in geography is informed by a high level of subject expertise and vision. ■ There is a strong track record of innovation and success. ■ Out of classroom learning is seen as an entitlement within the subject and is highly promoted by the subject leaders. ■ Subject reviews, self-evaluation and improvement planning are well informed by current best practice in the subject and in education generally. ■ Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues. ■ There is a shared vision and effective strategies to share good practice and update teachers' subject knowledge through high-quality professional development in the subject. ■ Geography has a very high profile in the life of the school and is at the cutting edge of initiatives within the school. ■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.

Generic	Supplementary subject-specific guidance
<p>pupils meet statutory requirements.</p> <ul style="list-style-type: none"> ■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. ■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. 	
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition. ■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff. ■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective. ■ The well-thought-out policies ensure that pupils make at least good progress in literacy. ■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated. ■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters. ■ The school's actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising, including in English and mathematics. ■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. ■ The school's arrangements for safeguarding pupils meet statutory requirements. ■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources. 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Leadership is well informed by current developments in geography. ■ Subject reviews, self-evaluation and improvement planning are clearly focused on raising attainment and improving the provision for the subject. ■ There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice and access subject training. ■ Out of classroom learning is seen as an essential component of the subject. ■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.

Generic	Supplementary subject-specific guidance
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Leadership and/or management require improvement because they are not good, but are demonstrating the capacity to secure improvement in the school. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Leadership is aware of some current developments in geography, but incorporation of these within its practice may lack sufficient focus. ■ Provision for the subject is monitored and reviewed regularly. However, this is limited in terms of rigour and robustness. The strengths and priorities for improvement lack sufficient clarity to accelerate improvement. ■ Out-of-classroom learning may be evident but there is a lack of consistency across the school. ■ There is some sharing of good practice in geography. However, this is not consistent and is often dependent on the enthusiasm of individual teachers. ■ There is modest access to subject-specific professional development, although all teachers do not necessarily participate. ■ The subject contributes to whole-school priorities, including literacy and numeracy policies.
<p>Inadequate (4)</p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements. ■ Improvements which have been made are unlikely to be sustainable, too slow or are dependent on external support. ■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision. ■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. ■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour. ■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. ■ The progress in English or in mathematics of 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Geography leadership is not well informed about current initiatives in the subject. It lacks the authority and drive to make a difference. ■ Key statutory requirements for the subject, such as fieldwork, are not met. ■ Self-evaluation is weak and not informed by good practice in the subject. ■ Opportunities for professional development in the subject are limited and, as a result, some staff lack the confidence and expertise to deliver geography effectively. ■ Geography has a low profile in the life of the school. ■ The subject makes a minimal contribution to whole-school priorities, including literacy and numeracy policies.

Generic	Supplementary subject-specific guidance
<p>pupils for whom the Pupil Premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school.</p> <ul style="list-style-type: none"> ■ Poor literacy is not being tackled urgently and this is impeding pupils' progress. ■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources. ■ The school's strategies for engaging with parents are weak and parents express little confidence in the school. ■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. 	