

## Extracts of Ofsted Criteria for School Inspections (2015) and Implications for Geography

<b>LEADERSHIP AND MANAGEMENT</b>		
<b>Outstanding</b>	<b>Inadequate</b>	<b><i>Some Implications for Geography</i></b>
<p><i>Progress is rising across the curriculum.</i></p> <p><i>The Broad and balanced curriculum inspires pupils to learn.</i></p> <p><i>Pupil's spiritual, moral, social and cultural development and, within this the promotion of fundamental British values, are at the heart of the school's work.</i></p>	<p><i>The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain</i></p>	<p>Geography is part of a broad and balanced curriculum. It contributes to SMSC and British values so according to these Ofsted criteria has a serious place at the heart of a school curriculum.</p> <p>Geography provides pupils with the necessary skills and knowledge to better understand other peoples and cultures and critically examine values – life in a modern Britain. It prepares children for a range of possible futures. It also needs to be adequately assessed.</p>
<b>TEACHING LEARNING AND ASSESSMENT</b>		
<p><i>Teachers demonstrate deep understanding of the subjects they teach. They use questioning effectively and identify pupils' common misconceptions.</i></p> <p><i>Teachers are quick to challenge stereotypes. Resources and strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experiences.</i></p>	<p><i>Teaching does not develop pupils' knowledge, understanding and skills effectively.</i></p>	<p>Subject knowledge matters and high quality CPD in geography is essential and a vital part of an Outstanding judgement.</p> <p>Geography enables pupils to learn about other people and cultures outside of their own experience and develops an understanding of diversity, people and places. Geography employs skills such as critical thinking, using debate and questioning to challenge stereotypical assumptions.</p>
<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>		
<p><i>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points.</i></p> <p><i>They understand how to keep themselves and others safe in different situations.</i></p> <p><i>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</i></p>	<p><i>Prejudiced and discriminatory behaviour, both direct and indirect, are frequent.</i></p>	<p>Geography offers meaningful material for debates in real life contexts. Fieldwork is a statutory component of geography in the National Curriculum and pupil involvement in risk assessments helps them to develop ways to stay safe in different environments.</p> <p>Geography offers relevant opportunities for active application of the knowledge and skills learnt. It helps avoid tokenism and gives pupils a real voice and opportunity for decision - making.</p>
<b>OUTCOMES FOR PUPILS</b>		
<p><i>Throughout each year group and across the curriculum, including in English and mathematics, pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills.</i></p>	<p><i>Progress in any key subject or key stage indicates that pupils are underachieving considerably.</i></p>	<p>Progress in geography matters if pupils need to evidence progress across the curriculum. Geography should be assessed as a subject in its own right but also has much to contribute to the development of key subjects by providing meaningful contexts for learning.</p>
<p>Extracts in italics from <a href="https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015">https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015</a></p>		