

**Table 5.2** Descriptors for judging the effectiveness of family partnership working

Grades	OFSTED evidence descriptors
<b>Outstanding 1</b>	<p>Highly positive relationship with the full diversity of families.</p> <p>Families are heavily involved in decision making on key matters.</p> <p>Families are exceptionally well-informed about their child's achievement, well-being and development.</p> <p>Families are provided with family-friendly information and guidance on how to support their children's learning across the curriculum.</p> <p>All types of families are able to communicate with the educational setting through a wide range of media.</p> <p>Consistent and productive partnerships ensure that families are strongly engaged with their children's learning and school work.</p> <p>Families receive coordinated, up-to-date, accurate and timely information.</p>
<b>Good 2</b>	<p>Highly positive relationships with most types of families exist.</p> <p>Families are regularly asked for their views and these inform decision making about whole-school matters.</p> <p>Families are kept well-informed about their children's achievements, well-being and development.</p> <p>The educational setting helps families to support their children's learning in different ways.</p> <p>Effective family liaison contributes to improvements in pupils' achievements, well-being and development.</p> <p>Channels of communication are accessible and clear for families to communicate with the educational setting.</p> <p>Systems for keeping families informed about aspects of the educational setting's work run smoothly.</p>
<b>Satisfactory 3</b>	<p>There is a generally positive relationship with families.</p> <p>The views of families are regularly sought and taken account of on important issues.</p> <p>Families are provided with adequate information on their children's well-being, development and how well each child is achieving.</p> <p>There is a regular exchange of information with families.</p> <p>Some general strategies exist to help families support their children's learning.</p> <p>Clear, accessible channels exist to enable families to communicate with the educational setting.</p> <p>The educational setting generally keeps families up to date about the main events in its calendar.</p>
<b>Inadequate 4</b>	<p>Families are not sufficiently involved in supporting and making decisions about their children's learning and well-being.</p> <p>Families' views are not taken into account and they have little or no say in decisions about whole-school matters.</p> <p>Communication between the educational setting and families is poor.</p>



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