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

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