

24 January 2023

Inspection Training

Session 1:

Phone Call Preparation

Polite Request

**Please do not record any of the sessions. We want
leaders to be able to speak freely about their
schools**

**An edited recording of the session will be made
available**

Introductions:

- **Jason Hughes - Primary School Advisor (presenting)**
- **Michael Hawkins - Interim Service Manager (supporting)**
- **Richard Woodfinn - Primary School Advisor (supporting)**
- **Nicki O'Flanagan - Education Improvement Support Officer (supporting)**

Suggestions

- **Please use the 'chat' option to ask questions, all questions will be answered, some by a follow up email**
- **The slides will be made available to you, please make notes as you see fit**

This session is part of a suite of training offered to support Hillingdon Schools in preparation for inspection and includes:

Session 1: Phone Call Preparation

Session 2: Curriculum Leader Preparation

Session 3: Subject Leaders Meeting Inspectors

**Session 4: Preparation for Deep Dives, Subject Leaders
Looking at Books**

Session 5: Preparation for Deep Dives for Teachers

Session 6: Bringing Everything Together

Agenda

- **OFSTED**
- **Finding information**
- **School Improvement**
- **The Phone Call**
- **Choosing subjects for deep dives**

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**What is the most important area that OFSTED
inspect?**

SAFEGUARDING

Types of Inspection

- **Section 5 inspection is graded and is for two days**
- **Section 8 inspection checks to see if the school is still good or outstanding and is usually for one day**

OFSTED

- **The intention is to increase the number of inspections that Ofsted conducts from the beginning of the academic year 2022/23.**
- **As a result, Ofsted says it plans to inspect every school in England by the end of July 2025.**
- **During 2022/23, Ofsted will inspect schools about three terms behind their ‘window’.**

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Where to get information #1

➤ OFSTED Handbook:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

Please open this document and have it to hand for the remainder of the session.

Where to get information #1 - Task

Using the OFSTED handbook:

- 1) Please find paragraphs 73-95. These detail what happens before an inspection and the purpose of the telephone conversation
- 2) Please read paragraph 82. 'Preparation carried out by the lead inspector'

Where to get information #1 – Breakout room 1

Using the OFSTED handbook:

- 1) From the list in **paragraph 82**, please choose one item that you are well aware that inspectors review and another that you are less familiar with.
- 2) Share your findings with your colleagues in the breakout room. (5 minutes)

Where to get information #2

➤ OFSTED Myth busting:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730129/Ofsted_inspections_-_clarification_for_schools_270718.pdf

Where to get information #3

<https://www.bbc.co.uk/news/education>

<https://schoolsweek.co.uk/>

<https://www.theguardian.com/education>

And a site that brings a number of these together:

<https://ukeducationnews.co.uk/>

Where to get information #4

➤ Safeguarding:

Andrew Hall-free weekly updates:

<https://www.safeguardingschools.co.uk/>

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Breakout 2

In your breakout rooms please share the following with your colleagues:

1. Your school's position in the local community, for example:

How does your school fit in?

Who are your intake? Where do they come from, feeder schools? Where do they go, destinations?

Has this changed recently? Are you prepared?

2. External influences and factors affecting your school, for example:

Academisation? DV? Refugees, SEND, EAL? Local gangs?

Breakout 2 Review

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How does your school fit in?

Who are your intake? Where do they come from, feeder schools? Where do they go, destinations?

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Breakout 3

In your breakout rooms please share the following with your colleagues:

- 1. Your school's current OFSTED grade**
- 2. Where you are in the OFSTED cycle of inspections (remembering that there is a COVID related delay)**
- 3. The areas for development identified by OFSTED at your most recent inspection/visit**
- 4. Your current top strength**
- 5. Your current main area for development**

Breakout 3 Review

School improvement is at the heart of all conversations with inspectors

Honesty is so important, if there is an issue in year X then say so, if you know it anyway you will have been doing something to remedy the issue.

Haven't you?

Breakout 3 Review

School improvement is at the heart of all conversations with inspectors

Your SEF should be critical and your SDP/SIP should support the SEF findings

Breakout 3 Review

- 1) You will be making improvements, share them and explain why they were chosen, don't forget all that you do!**
- 2) You can pick on people! Don't throw your old hands under the bus, although everyone can improve, but, ECTs are not expected to be there yet, explain the support that is in place**
- 3) You will have new subject leaders, discuss how they are supported**

Breakout 3 Review

Better you are upfront than inspectors find something that you have not highlighted.

But always fight your corner when you knew about an issue and highlight with inspectors what steps are in place

Breakout 3 Review

Although, if and when they find something you were not aware of, take it on the chin, thank them for highlighting it and assure them you will remedy the issue

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Approximate timetable for the day of the phone call:

- | | |
|-----------------------|--------------|
| 1. 7am-10.30am | Calm |
| 2. 10.30am | Panic |

**DON'T
PANIC**

The Phone Call

The inspection support administrator (ISA) will phone the school reception at approximately 10.30am

(The ISA is your point of contact outside of the inspection process)

Own the inspection

You decide when to speak to the lead inspector.

Give yourself breathing space

The Phone Call

You may have two phone calls, or a combined one dependent on the lead inspector.

- 1. School improvement/context call – 90min**
- 2. Timetables and logistics – 30min**

Own the inspection

You decide who will be in the room with you

Use a speaker phone, pass notes, help each other

Own the inspection

Prepare a narrative.

Examples are everything! The lead inspector wants to write a report and needs a flavour of the school

Inspectors also want to triangulate so please share your examples and narrative with all staff

Own the inspection

Inspectors have to be mindful that they should not be interfering with your school arrangements

Trips should go ahead

Deferments are rare

Own the inspection

**You will need to inform a number of people and
gather your thoughts**

Who? Goverors...LA....make a list!

Own the inspection

**You decide when inspectors will speak to
governors**

Always day two. Because, for example, you were unable to get them together for day one. This will give you the opportunity to rehearse the questions that they should expect but also prepare themselves for what was found on day one and respond accordingly

Own the inspection

Have the inspection on your terms

Inspectors have to be mindful that they should not be interfering with your school arrangements

Own the inspection

Inspectors will be mindful of a possible complaint against them and will check in with you regularly to ensure the inspection process is running smoothly.

Always let them know when there is an issue.

Own the inspection

Use a central member of staff, probably the Headteacher, to collate questions and answers from meetings etc.

The Phone Call #1

Possible questions:

Tell me about your approach to the use of assessment?

How do you expect teachers/trainers and subject areas/programmes to use assessment?

The Phone Call #2

Possible questions:

Where are you with your curriculum?

Is it as you wish it to be?

The Phone Call #3

Possible questions:

To what extent does the KS2/3/4 curriculum provide well for the needs of all groups of pupils?

The Phone Call #4

Possible questions:

What is the focus, rationale and impact of staff training on the curriculum?

The Phone Call #5

Possible questions:

Are there any weaker subjects? In primary phase? In KS3-5?

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Choosing Deep Dive subjects

How does the Lead inspector choose subjects?

- Sometimes its obvious e,g, a subject was mentioned in the previous report
- Or the HT makes a slip
- Or the website makes a slip and there is a outdated statutory subject information
- Or the balance of the curriculum is strange for example, History only taught in the autumn term every year...

Choosing Deep Dive subjects

NB: only mention subjects you want to have a deep dive in, do not mention any other subjects.

Inspector: Tell me about how your curriculum is sequenced?

Headteacher: Let me tell you about...YOUR CHOICE

Choosing Deep Dive subjects

Choose a subject you believe is really strong and reflects the work that leaders have done to improve that area.

Contrast that with a subject that is still in development that will showcase your journey in school improvement.

Choosing Deep Dive subjects

In primary schools reading will always be looked at
-make sure your phonics and reading leads can
answer the 7 questions from the handbook
(paragraph 245) – **Find this now**

Choosing Deep Dive subjects

In primary schools maths will often be looked at
-make sure your maths leads can answer the 10
questions from the handbook
(paragraph 246) -**Find this now**

Choosing Deep Dive subjects

Breakout Room 4

Share with your colleagues 4 additional subjects you will put forward for a deep dive.

Choosing Deep Dive subjects

Breakout Room 4

REVIEW-What subjects and why?

Any Questions?

Preparing a written narrative of school improvement for external visitors



Context of you and your subject.

Give a detailed narrative – what's your own journey to this point. Historical context & local context.

Details Details

What are you proud of – what has been achieved in the last year or 2 years? Why? Blow your own trumpet and in detail – make a list! Everything – have notes at hand

What still needs to be done? Why?

How does your subject action plan link to the School Development Plan? Why? Give an example – be specific.

EXAMPLE

How do develop non specialists?

Planning, emails, Teams MTPs, staff questionnaire. How have you developed a member of staff – give 3 specific examples and step by step. Be specific NQTs,

EXAMPLE

Nothing needs to be finished...it's a journey – JUST KNOW THE JOURNEY.

What did you find out, what did you do, what was the impact? What's next for you to develop? Be honest but reflective.

COVID

What have they missed? What are you doing about it? Are you preparing for another lockdown?

EXAMPLE

Details of Assessment – summative day to day and formative half termly Pupil Asset, marking and feedback Baseline on entry and externally validated TVI – we know that infant school's data can be inflated, so as a result we carry out our own baseline to give accurate picture of where teaching in Year 3 needs to be in core subjects. How are the needs of SEND, EAL, PP children met in your subject – how do you know? What are most able children?

EXAMPLE

Your subject

Pupil Voice

what do you do to use it? Be soecific

EXAMPLE

Pedagogy of lessons – how is your subject taught. How is key knowledge embedded? What does a lesson in your subject look like? Why? Describe a lesson in each year group – what would be seen? Give details how does it build. Specific examples

EXAMPLE

Presume they have come from a different planet – presume they know nothing.

Curriculum and Sequencing

Know the national curriculum inside out. Know where specific things are mapped in each year. How is the curriculum built in a certain way? Be specific. Explain clearly. Why is the school's curriculum built in that way – is it linked to locality – are you tapping in to relevant local knowledge? be specific

Are you using Knowledge Organisers in your subject for drip, drip knowledge and how it links before and after? What is taught in EYFS to KS1, Year 2 to Year 3 and Year 7 – how do you support transition?

Give example of a Key Concepts – has does that flow across from Year 3 to Year 6 – for examples chronology in history, sentence structure in writing, algorithms n Computing and maths.

How does learning link across subject areas – e.g. Timelines, writing, PHSE and on line safety – specific examples What does data tell you and how does this affect decision making? Why is this being taught and why now? How does it fit in to the subject development of knowledge and skills?

How are you making sure know children know more and remember more?

EXAMPLE