

**7 February 2023**

**Inspection Training**

## **Session 2:**

# **Subject Leaders Meeting Inspectors**

## **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**

**Thank you for your feedback from Sessions 1 and 2**  
**We hope to have addressed your comments.**  
**No breakout rooms today.**

**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**

- **Audience:** Senior leaders, curriculum leaders and subject leaders
- **Remit:** The deep dive process and meeting inspectors

# Agenda

- **National Curriculum**
- **School action plans leading to subject action plans**
- **Subject review docs**
- **Subject related pedagogy**

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- **The Curriculum**
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# Where will inspectors obtain your Curriculum information?

- **Your website – what does your website say about your subject?**
- Lessons, discussions with teachers and children etc.
- School development plans etc.

**(Although they wont ask to see subject development plans)**

# The Curriculum

- **Inspectors will discuss the curriculum content and sequencing, with subject leaders**

**(the national curriculum)**

# The Curriculum

- **Support for subject leaders**
- **Support for small schools**

# Why is your curriculum designed the way that it is?

## ➤ What is special about your school?

For example, Girls, Reading, Gypsy, Roma, Traveller (GRT). Eid

# Why is your curriculum designed the way that it is?

- **What is it about your pupils and the local area that means your curriculum is designed the way that it is?**
- **Can you tell the story of your school?**

# Why is your curriculum designed the way that it is?

- **This is not tokenism**
- **If you have made a decision to alter your curriculum because of your cohort then celebrate that...**

# Why is your curriculum designed the way that it is?

- **Can you tell the story of your school and subject?**
- **Can you discuss your school's ethos and values?**
- **Can you use the language of school development?**

**For example:**

**ETHOS, AMBITION, RESEARCH, REFLECTION etc.**

# A Knowledge based curriculum

- Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know”

**How are your children supported in building their knowledge?**

**Rhymes, songs, mnemonics, chanting, making connections, spellings, practice...**

**Do these form part of your curriculum? Are they explicit?**

# A Knowledge based curriculum

- **In short, a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught.**
- **It's not rocket science!**
- **We've been doing it for years**

# Sequencing

The sequencing of the curriculum is more than the ordering of its component parts – it is about the relationships and connections between them, and the deeper understanding that the sequence allows children to access.

It is more than simply this, follows this, follows this – it is a narrative, it tells the story of the subject, it is a conversation between its parts.

# Sequencing

**Reducing cognitive load is essential to giving children the opportunity to gain knowledge.**

**Using retrieval tasks for example. Prior to using technical vocabulary.**

# Sequencing

**When talking to inspectors be clear on how knowledge is built. Have some fantastic examples, use something that interests you.**

**For example, six figure grid references....**

# Sequencing. You have 24 hours notice!

- **Find out what is being taught in your deep dive subjects  
Day 1 and Day 2**
- **Think about the topics and how they are sequenced within  
the curriculum (not just in that year group-or key stage)**
- **Use these as examples in your discussions on the  
sequencing of the curriculum - triangulation**

**For example, negative numbers might be being taught in Year 6, that comes from:**

- An understanding of place value – beginning in KS1
- Measuring temperature – KS2 Science

**And is leading to:**

- Using negative numbers in KS3 and KS4

- **As a middle leader, how do you ensure your school curriculum gives equal opportunities for all learners including SEND and disadvantaged children etc.**
- **Where's your evidence?**

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**What is the top area for development at your school?**

**What is the top area for development at your school?**

**Does everyone know?**

**Have your priorities been shared?**

**What is the top area for development at your school?**

**Have your school's top priorities been shared?**

**Who should you share them with?**

**What is the top area for development at your school?**

**Governors? Pupils? Parents? Teachers?**

# **What is the top area for development at your school?**

**It is not a secret that you will be developing an area...**

**It is **good and outstanding** leadership that can accurately assess areas for development, share them and act on them.**

**Honesty...**

# **What is the top area for development at your school?**

- **Where does your subject fit into the school priorities?**
- **How do the whole school priorities shape your subject and your subject action plan?**

COVID

**Year 7 pupils '22 months behind expectations'**

# COVID

**Amanda Spielman (Chief Inspector of schools)  
wrote on 5<sup>th</sup> September 2022:**

...I want to draw attention to children in secondary school: the Year 7s and Year 8s whose disrupted education means they are still catching up on skills they should have learnt at primary school.

# COVID

**Amanda Spielman (Chief Inspector of schools)  
wrote on 5<sup>th</sup> September 2022:**

Many of these children still have gaps in the phonic knowledge that is the foundation of fluent reading. Phonics teaching is well-established in primary schools but is not necessarily expected of secondary school teachers.

# COVID

**Amanda Spielman (Chief Inspector of schools)  
wrote on 5<sup>th</sup> September 2022:**

These children need extra teaching so they can read accurately and fluently, and must be taught in a way that doesn't patronise them or knock their confidence.

# OFSTED FRAMEWORK

- **Reading will always be a deep dive in primary schools**

**Do you have a reading policy?**

**Inspectors will listen to pupils read.....**

# The Education Inspection Framework (EIF)

- **Early Reading has a section in the School Inspection Handbook, currently paragraph 245 from the handbook:**

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

- **The framework highlights what inspectors will concentrate on in primary school settings**
- **There are 7 statements suggesting what inspectors will consider when making an evaluation against the 'quality of education' judgement**

## Paragraph 245.

In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

1) the school is **determined** that every pupil will learn to **read, regardless of their background, needs or abilities**. All pupils, including the weakest readers, make **sufficient progress** to meet or exceed age-related expectations

2) stories, poems, rhymes and non-fiction **are chosen** for reading to develop pupils' vocabulary, language comprehension and **love of reading**. Pupils are familiar with and **enjoy** listening to a wide range of stories, poems, rhymes and non-fiction

3) the school's phonics programme **matches or exceeds the** expectations of the **national curriculum** and the EYFS early learning goals. The school has clear expectations of pupils' phonics progress term by term, particularly from Reception to Year 2

4) the **sequence of reading books** shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils **sufficient practice** in reading and re-reading books that match the grapheme–phoneme correspondences they know, both at school and at home

## Paragraph 245.

In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

5) reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception

6) the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately

7) the school has developed sufficient expertise in the teaching of phonics and reading

# The Education Inspection Framework (EIF)

- **Mathematics has its own section in the School Inspection Handbook, paragraphs 246 and 247**
- **The framework highlights what inspectors will concentrate on in all school settings**
- **There are 10 statements suggesting what inspectors will consider when making an evaluation against the 'quality of education' judgement**

## **Subject Action Plan:**

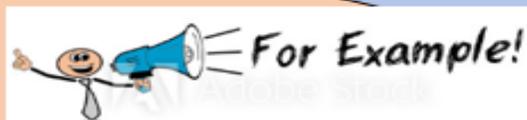
- **Linked to whole school priorities**
- **Record what you do**
- **Celebrate your achievements**
- **Be honest and reflective**
- **Write it all down!**

## **Subject Action Plan:**

- **IMPORTANCE OF CREATING A NARRATIVE**
- **YOUR SUBJECT'S JOURNEY, YOUR IMPACT AND YOUR VISION**
- **KNOW YOUR JOURNEY**

# Preparing a written narrative of school improvement for external visitors

START HERE



## 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

**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

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

Your subject

## Pupil Voice

what do you do to use it? Be specific

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

# Subject leadership

- **Are you effective?**
- **Do you have an impact?**
- **How do you know?**
- **Where's the evidence?**

Spring 2

<b><u>Week Beginning</u></b>	<b><u>Tasks Undertake</u></b>	<b><u>Impact / Outcome</u></b>
24/02/20		
02/03/20		
09/03/20		
16/03/20		
23/03/20		
30/03/20		

# Subject Leaders folder

- **Do you have a folder for your subject with all your documents?**
- **Is everything there?**

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# Subject Review Documents

- **OFSTED have produced subject review documents**
- **Have you seen them?**

**For example, recently science:**

**<https://www.gov.uk/government/publications/research-review-series-science>**

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# Subject specific pedagogy

- **How is your subject taught?**
- **How should it be taught?**
- **What does the latest research say?**

# Any Questions?