

7 March 2023

Inspection Training

Session 6:

Bringing everything together (summary)

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)**
- **Caroline Ryder – SEND education 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 (1)

- **Summary of previous sessions**
 - i) Metacognition and Knowledge**
 - ii) Deep Dives**
 - iii) Questions**
 - iv) Documents**

Agenda (2)

- **School Improvement**
- **Further planned training**
- **Questions**

Agenda (1)

- **Summary of previous sessions**
 - i) Metacognition and Knowledge**
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**What is the most important area that OFSTED
inspect?**

SAFEGUARDING

Metacognition - definitions

Occurring in the neocortex, metacognition is our ability to know what we know and know what we don't know.

Metacognition - definitions

Metacognition is often considered to have two dimensions:

1. **Metacognitive Knowledge** (useful cognitive strategies)
2. **Metacognitive Regulation** (controlling and monitoring cognitive processes)

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”**

A Knowledge based curriculum

Knowledge v Skills

(Reading - Maths - Biology - Music - Maths)

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?

- **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**

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- **It's not rocket science!**
- **We've been doing it for years**

- **Factual and procedural knowledge**
- **Working and long term memory**
- **Cognitive overload**

A Knowledge based curriculum

Disciplinary v Substantive KNOWLEDGE

A Knowledge based curriculum

Substantive knowledge

- Is basically the specific, **factual content** for the subjects, which must be connected into a careful sequence.
- It is the **building blocks**, the **substance** of your subject

A Knowledge based curriculum

Substantive KNOWLEDGE

How are children at your school gaining substantive knowledge – any examples?

Vocabulary

- Subject specific vocabulary is substantive knowledge
- How do you develop subject specific knowledge?
- How could you further improve subject specific vocabulary retention?

A Knowledge based curriculum

Disciplinary Knowledge

This is best described as **the action** taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge.

A Knowledge based curriculum

Disciplinary Knowledge

- For example, in history this might mean **using** evidence to construct a claim.
- Meanwhile, in science it might mean **testing** hypotheses.
- In music, it might mean **reading** and **writing** notation.

A Knowledge based curriculum

Disciplinary Knowledge

How are children at your school gaining disciplinary knowledge? What does that look like? Do you have examples?

Agenda (1)

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Deep Dive activity

- **Discussion with senior leaders-generally phone call**
- Discussion with curriculum leaders
- Visit to a connected sample of lessons
- Discussions with teachers
- Discussions with pupils
- Scrutiny of pupils' work

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? Governors...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.

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)**

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)**

Deep Dive activity

- Discussion with senior leaders-generally phone call
- **Discussion with curriculum leaders**
- Visit to a connected sample of lessons
- Discussions with teachers
- Discussions with pupils
- Scrutiny of pupils' work

Where will inspectors obtain your Curriculum information?

- **Your website**
- **Development plans etc.**
- **Phone call**
- **Day 1 curriculum meeting**

Lessons, discussions with teachers and children etc.

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?

- **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?

➤ **What are you preparing your children for?**

**Destinations, the next stage in their education,
examinations, work**

Why is your curriculum designed the way that it is?

➤ **Are you following the National Curriculum?**

Coverage?

Subject Action Plan:

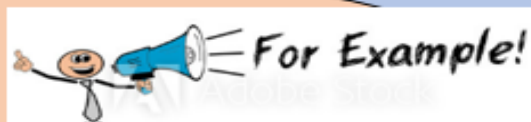
- **Linked to whole school priorities**
- **Record what you do**
- **Celebrate your achievements**
- **Be honest and reflective**
- **Write it all down!**

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 Action Plan:

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

Subject specific pedagogy

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

Deep Dive activity

- Discussion with senior leaders-generally phone call
- Discussion with curriculum leaders
- **Visit to a connected sample of lessons**
- Discussions with teachers
- Discussions with pupils
- Scrutiny of pupils' work

Deep Dive activity

➤ Visiting lessons:

Talking to pupils, looking at books, observing pedagogy

(TA outside of the lesson)

Deep Dive activity

- Discussion with senior leaders-generally phone call
- Discussion with curriculum leaders
- Visit to a connected sample of lessons
- **Discussions with teachers**
- Discussions with pupils
- Scrutiny of pupils' work

Deep Dive activity – meeting teachers

Which teachers?

This is an opportunity for inspectors to talk to teachers around all aspects of the Inspection framework

Deep Dive activity – meeting teachers

But, more than likely:

**Safeguarding
Well being
Behaviour
SEND**

Deep Dive activity

- Discussion with senior leaders-generally phone call
- Discussion with curriculum leaders
- Visit to a connected sample of lessons
- Discussions with teachers
- **Discussions with pupils**
- **Scrutiny of pupils' work**

Children's Work

Examining children's work can be used as an alternative as well as a supplement to visiting lessons for:

- **Teachers under competency**
- **Sickness**
- **Nerves...**

Why do inspectors look at children's work?

- **As part of the deep dive process**

Children's Work

Examining children's work can be used to find evidence of **systemic issues** within a school.

For example, if writing is being considered to be an issue in years 3 and 4 then looking at children's work across the foundation subjects could provide further evidence to back up this line of inquiry. (the quality of writing in History and Geography)

Why do inspectors look at children's work?

- They are looking at the **'IMPLEMENTATION'** of the curriculum under the quality of education judgement (Teaching & Assessment)

Why do inspectors look at children's work?

- They are looking at the 'IMPACT' of the curriculum under the quality of education judgement (Outcomes)

Why do inspectors look at children's work?

- To test how the curriculum already **described** is translated into the classroom.

On inspection have your previous discussions with inspectors described your curriculum accurately?

- For example, yes, we cover the national curriculum!

Where will inspectors find examples of children's work?

- Your website
- Your social media presence
- Assemblies
- Displays in corridors
- Displays in classrooms
- In books

Question: where else?

Where will inspectors find examples of children's work?

Question: – how do you celebrate children's work?

How do inspectors choose the work to be reviewed?

A spectrum across the deep dive subjects:

- **From highly organised with specific children's work chosen in the various deep dive subjects**
- **To killing three birds with one stone. For example, visiting lessons, talking to children and looking at their work (my preference-examples)**

Progress

- **What does progress in children's work look like?**

Please take a few moments to consider this

Progress

- In fact inspectors can find out so much from children's work, not just progress. For example, the quality of marking and the quality of handwriting.

What else can inspectors find from looking at children's work?

Sequencing

- As well as progress, by examining children's work inspectors will also have the opportunity to scrutinise other aspects of the deep dive process

For example, **sequencing**

Sequencing

- **Is it clear how topics are being developed?**

For example, in English; how does the chosen text relate to the writing technique being introduced.

Does what is being taught build on prior learning?

Sequencing

- Is it clear where prior learning features in current learning? (although this will not always be possible)
- Consider where and when this will and will not be possible

Coverage

Through work scrutiny, inspectors can examine how knowledge is being built and if there is full coverage of the National Curriculum or examination specification

Marking and assessment

OFSTED do not have a preferred method for marking, assessment and feedback.

Marking and assessment

But whatever your policy states it needs to be happening!

IS IT?

IS IT REALLY? ARE YOU SURE??

Whatever system you use the proof is in the pudding!*

Marking and assessment

Do your marking and assessment procedures:

- **Make a difference?**
- **Ensure progress?**
- **Enable children to further their access to the curriculum**
- **Consider staff workload?**

Marking and assessment

- Is a child's work perfect? **What does that say?**
- Is everything incorrect? **What does that say?**
- Is the work well presented? **What does that say?***

Marking and assessment

- **Is the marking correct?**
- **Are misconceptions being addressed?**
- **Have the narrative – example, SPAG**

Handwriting

(yr 2 handwriting – linked to maths)

Agenda (1)

- **Summary of previous sessions**
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Questions

How much attention will an inspection team pay to attendance?

Which specific documents, relating to equalities, will be expected?

Questions

Will they openly identify any key areas for further investigation and make you aware in advance? on the initial call?

Does the question, "How does your school fit in?" link to place in community?

Questions

Will Ofsted tell you the subjects that they will deep dive before they come in or is this something they share on the day?

The Ofsted research reviews talk about schools focusing too much on substantive knowledge over disciplinary knowledge. Do you have any advice on this matter?

Questions

Is the priority in a deep dive about understanding and identifying the journey / sequence - in how we meet the NC but also go beyond broader knowledge and link connections back to PS and forward to Post16?

If so is it more about the confidence to know, articulate and understand this rather than the right response?

Questions

How much do Ofsted review the provision of curriculum and adaptation of ordinary available provision in relation to support for children with SEND?

You mentioned knowledge organisers there - in your experience, what do the best knowledge organisers look like? How have you seen them used most effectively?

Questions

How useful are the leaked Ofsted inspector guidance for schools?

how much book work is expected in mainly practical subjects such as Music and Drama?

How will Ofsted organise a book scrutiny outside of observations?

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- **Summary of previous sessions**
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Reminder: LATEST OFSTED FRAMEWORK

➤ **Intent, Implementation, Impact**

How inspectors test the curriculum and therefore the quality of education

Reminder: LATEST OFSTED FRAMEWORK

- **How it is adapted, taught and assessed and called IMPLEMENTATION.**

Reminder: LATEST OFSTED FRAMEWORK

- **Inspectors will consider children's outcomes based on the education that they have received.**
- **Called IMPACT.**

Information supplied (in LEAP)

- Possible phone call questions
- Possible Curriculum questions
- Possible deep dive questions
- Middle leader subject folder contents pages

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’.**

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 #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/>

Agenda (2)

- **School Improvement**
- **Further planned training**
- **Questions**

School Improvement

- **Honesty**
- **SEF**
- **SIP/SDP**
- **Subject action plans**

Agenda (2)

- **School Improvement**
- **Further planned training**
- **Questions**

Further planned training

- **Reading and phonics**
- **Revisit deep dives?**

Agenda (2)

- **School Improvement**
- **Further planned training**
- **Questions**

Any Questions?