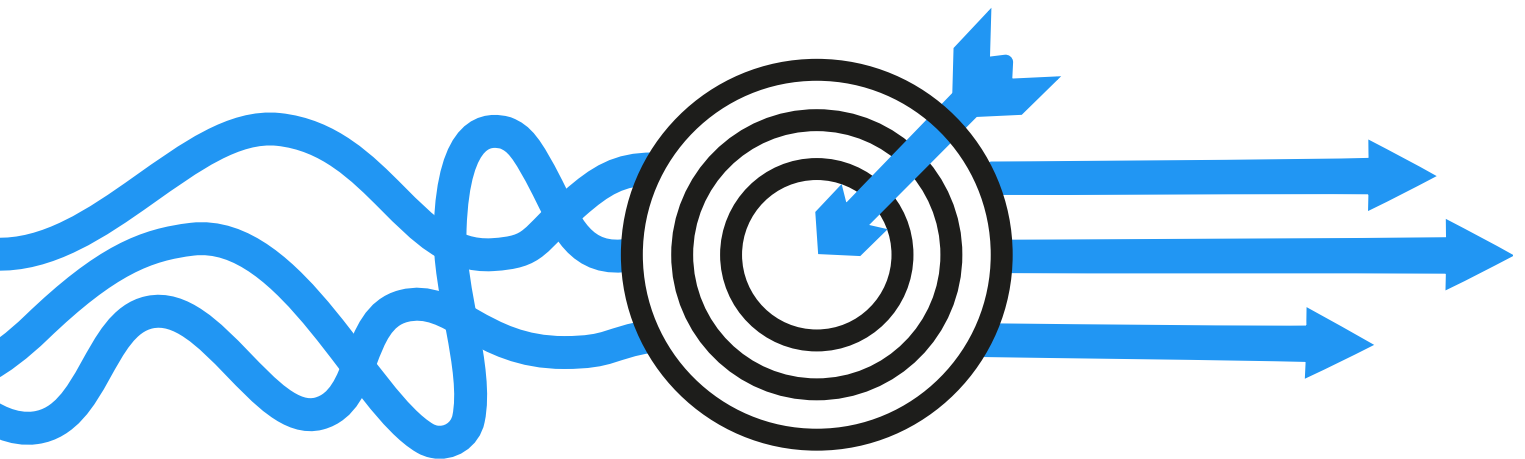


# Glowing reflection: A support pack and checklist for preparing for a successful inspection...



# Introduction

The full programme of graded school inspections has now resumed in schools and the Education Inspection Framework for schools (EIF) will maintain the 4 key judgements but with additional flexibility in recognition of the last 18 months in schools.

The EIF has been updated to reflect the COVID-19 context that schools find themselves in and the disruption it has caused to all education providers when making judgements. During the preparation phone call, the school will be asked about the specific impact of COVID-19 on their school community, how they have responded including any specific plans for the transitional period.

With all school improvement planning, schools should always do it for their own school and their own improvement journey – don't do it just for Ofsted

This pack has been put together by Clive Davies OBE of Focus Education, one of the key contributors to Inspection Coach & Improvement Hub. Clive has been involved in over 200 school inspections. His input has helped to make Inspection Coach and Improvement Hub perfect for any headteacher or management team that want to streamline their school improvement process and save time whilst ensuring that standards and expectations are high.

In this short document Clive has outlined what he thinks any school needs to consider in terms of school improvement, self evaluation and preparation for when OFSTED inevitably return.

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# 10 key points to consider in light of an Ofsted inspection

As we get back to full focus in schools, it is important that some of the messages that we learned during the pandemic are not lost. Here is a list of 10 things that Ofsted may be more alert to as they restart their visits to schools.



## Safeguarding

Ensure that your safeguarding procedures are not just up to date, but that there is heightened awareness of some unexpected disclosures from pupils, post Covid. (May take some time to come out)



## Quality of CPD

During the lockdown period, there were excellent webinars available from a range of sources, such as the Geographical Association. Many 'experts' have created short inputs to be used as introductions to staff meetings. Could this enhance your CPD offer?

## Staff WellBeing and Pupils

Be aware of staff that may be feeling under greater pressure due to issues at home and know which staff may be more affected than others. Monitor their workload. Be aware of issues of stamina amongst pupils. You may have to build in some additional short breaks for a prescribed period of time.



## Latest Research

Ensure you have been able to keep abreast of the latest research available, especially from the Education Endowment Foundation. Their outline of 'Characteristics of Strong Pedagogy' may be something that you will use to amend your monitoring of teaching and learning.



## Blended Learning

Be clear about what you have learned during the lock down period, especially in relation to remote learning. Consider what could be continued as a regular feature of day-to-day teaching and learning day.



## Relationships with Parents, Carer and the Community

In the vast majority of settings and schools, parents and members of the local community have expressed their thanks and admiration for the work done by teaching and support staff. Is this something that you are building on? Is this a chance to develop the relationship further?

## School Routines

Give consideration to what may alter as a result of the lockdown. For example, you may make decisions on offering parents and carers virtual or face to face consultations with staff. You may also decide that pupils come to school in PE kits when it is their PE day.



## Early Literacy

In almost all schools, there has been a need to focus on 'early literacy' and ensure that pupils are back on track and enjoying reading again. Consider what you have had to do and is there still some remedial work to be done.



## Adaptations to Timetable

Be clear about any adaptations you have had to make to daily timetables. For example, you may have to build in additional reading time or additional vocabulary time. Be ready to explain why this adaptation was necessary.



## Great Focus on Learning Journeys

Have you had more time to consider your progression mapping across different subjects? Have you looked for strands of learning such as the human body in science and causation in history and ensured that pupils are building their knowledge as they move through the school?

# The Inspection Framework

## Quality of Education

- Have subject leaders identified the main strands in different subjects?
  - Are teachers helping pupils to recognise learning within the strands as a continuation of an important learning journey?
  - Has there been consideration for creating a pictorial resource to help pupils recognise these strands as they move through the school, using the images to reinforce previous learning?
  - Does the progression map identify what pupils already know before outlining the new learning in the next stage of the journey?
  - Do pupils identify the learning strands as part of a journey?  
(Recognise that it may not be good enough to get pupils to identify for themselves what they already know but that teachers may have to be more proactive in teaching this as part of the first lesson in the unit of learning).
- 
- There is a growing need for subject leaders to know their subject and to keep up with any recent research into their subject. The need to belong to a forum has been enhanced, e.g. Geographical Association. In addition, belonging to a local group which meets regularly has also become very desirable or even expected.
  - Since inspection created the 'deep dive' strategy, subject leaders' role has taken on a new dimension. They are expected to know about strengths and weaknesses in their subject, including where the teaching is at its strongest, etc.
  - Do subject leaders have a clear view of the progression map for their subject and, where choices have been made, can they justify the choices taken.?
  - Give an example of one (geography) audit that subject leaders should be able to complete (this can be adapted for other subject areas).
  - Have subject leaders planned quality CPD? Teachers learning more from research is an area that schools are expected to embrace.

- Effective school organisation and structures can create the conditions for strong practice to exist in all schools through effective leadership and accountability.
- The end goal has to be for every teacher in every classroom to be maximally effective in what they teach and how they teach it.
- For that to happen, we need to mobilise for every teacher the best evidence from research at every tier.
- There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.

- Has every consideration been given to what has been learned from the remote and blended learning strategies adopted by the school?
- ‘What have we learned that we need to keep as part of our on-going practice?’
- Has this resulted in recommendations being taken forward in relation to what could be continued?
- Has full consideration been given to how virtual meetings could enhance CPD opportunities at all levels?

- What was the impact of the curriculum during remote teaching, how do subject leaders know?
- How well are pupils prepared for the next stage of education?
- How were pupils’ learning habits and skills developed during remote learning?
- How are subject leaders/ teachers assessing gaps in learning?
- What catch-up is being provided?



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[Improvement Hub](#) enables you to enter your own plans or copy existing plans into the system, then use automatically suggested actions written by our inspection team based on your self-evaluation answers.

## Behaviour and Attitudes

- What procedures have been put in place since March to support behaviour of pupils back in school?
- What were the attendance patterns within the school?
- What have school leaders done to ensure the best possible attendance for those pupils eligible to attend in person?
- How were pupils supported during remote learning?
- What has been put in place since schools returned to ensure that there is a positive school culture in place?

## Personal Development of Pupils

### Leadership and Management

- How was remote education put in place and monitored by subject leaders?
- How did school leaders adapt approaches to safeguarding during the pandemic?
- Are all staff aware of the current safeguarding arrangements?
- How were teachers and support staff prepared for remote education?
- Has enough consideration been given to the role of the subject leader and how this could be enhanced?
- Has enough consideration been given to supporting subject leaders in their role?
- Are you confident that the headteacher leads the learning and is aware of the latest research available in terms of pedagogy?
- Has the school thought of how to build on the enhanced relationship that it may have developed with parents and carers and the community?
- Has any further consideration been given to staff workload as a result of the pandemic?



[Inspection Coach](#) gives you a unique 'live view' of the OFSTED inspection framework, enabling you to upload evidence and create action plans that can be shared with staff and governors. A self-evaluation summary draft document is automatically produced for you to edit online or export to word or PDF

# Ofsted Checklist

## Things to ensure are up to date:

## Tick Box

- Website
- Knowledge of your strengths and weaknesses as a school.
- SEF and SIP up to date and SLT and governors are all working together.

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## Information to have ready to share:

- The single central record for the school.
- A list of staff and whether any relevant staff are absent.
- Whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures).
- Whether there is anyone working on site who is normally employed elsewhere in the multi-academy trust (if relevant).
- Maps of school and classroom.
- Access to the school's Wi-Fi, so that inspectors can connect to the internet.

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## Information to have available on first day by 8 am:

- The school timetable, current staff list and times for the school day.
- Any information about previously planned interruptions to normal school routines during the inspection inspecting.
- Records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation.

☐☐☐



- Records and analysis of sexual harassment or sexual violence. ☐
- Records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents. ☐
- A list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution. ☐
- A list of all pupils who have open cases with children's services/ social care and for whom there is a multi-agency plan up-to-date attendance analysis for all groups of pupils. ☐
- Documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust. ☐
- A summary of any school self-evaluation or equivalent, the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy. ☐
- Any reports from external evaluation of the school, including any review of governance or use of the pupil premium funding. ☐

#### **Once received the call/After the call:**

- Inform the LA/Trust, Chair of Governors that an inspection is happening. Liaise with the Chair of Governors and school office with regards to the availability of the Governing Body to meet with the inspectors. ☐
- Inform the site manager that an inspection is happening and agree on opening times for the school. ☐
- Have a clear contact plan in place – who will inform parents, pupils, staff and support staff. ☐
- Agree a space where the Inspection team will meet. ☐
- Arrange meeting with all staff to update them and talk through the day. ☐
- Ensure pupils, parents and staff have links to complete questionnaires. ☐

# Example Subject Leader Audit

This is an example of a subject audit for Geography that could be used by subject leaders, there are lots more like this to support SLT and subject leaders within [Improvement Hub](#), all online and able to be accessed by staff and governors.

## Curriculum Intent

How does the geography curriculum take account of the locality and context of your pupils	
In this section you are expected to show that you have excellent awareness of the pupils that attend your school. This includes having a full understanding of issues linked to their cultural capital, e.g. are your learners familiar with world wide travel? identify how this, and other experiences they have, knowledge has helped you make amendments to the geography curriculum.	
How does the geography curriculum ensure that pupils are building on prior learning and sequentially improving their knowledge as they get older	
Ensure that you have clear progression plan which starts at the foundation stage and moves on to year 6. Within the overall plan you should have created strands, such as 'place knowledge' and 'mapping' and demonstrated how the new learning supports pupils' prior learning and understanding. There is also a need to take account of personal experiences and knowledge.	

## Curriculum Intent 2

<b>How does the geography curriculum take account of the needs of all pupils, including your most disadvantaged and SEND pupils</b>	
Look for evidence of differentiation by support and challenge. On the whole, the content should be the same for all pupils. Is there any evidence of making use of learning links to self or previous geographical learning to help maximise opportunity for retention?	
<b>How do you ensure that the geography curriculum assure that pupils in Years 2 and 6 have full coverage which is not lessened by the amount of additional time given to English and maths?</b>	
This should be a quick check to ensure that, particularly in Year 6, all geography units are being covered and that the focus on reading, writing and maths SATs has not meant that geographical learning has been reduced or rushed.	

## Curriculum Implementation

<b>How do ensure that the staff's geography subject knowledge is strong and secure enough to deliver motivating and exciting lessons?</b>	
During observations or learning walks, do staff come across as confident when delivering geography? Do they take the opportunity of explaining any misconceptions or mis-understandings? Are they maximising opportunities to move into greater depth, if it is required? Are staff prepared to move away from the prepared yon if the lesson demands?	
<b>How does the geography curriculum provide opportunities for pupils to make learning links to prior learning and their own personal experiences?</b>	
Is there enough time given for pupils to retrieve learning from previous geography lessons and is this something that is consistently built into the learning? Is there any opportunity for pupils to make learning links to self experiences, such as experiences of visiting places with natural geographical features, such as lakes, reservoirs, etc?	

## Curriculum Implementation 2

How is the geography curriculum guaranteeing that pupils will remember and retain for the long term key knowledge and skills?	
Are all staff using the key, knowledge and skills outline for geography that has been agreed? Is there enough time given to retrieving previous knowledge from the subject and also personal knowledge (learning links)? is there any time afforded to reflecting on the new learning at the end of units?	
How do formative and summative assessments in geography help to recognise progress pupils are making and to identify gaps in their learning?	
Are the assessment procedures fit for purpose? Do they help to identify gaps in provision or in understanding? Are you able to justify the assessments procedures and protocols in place? How often are they reviewed? Does your assessment take account of the EEF's research stating that assessing too close to the point of teaching can be misleading?	

## Curriculum Implementation 3

How well are resources, including maps, used in geography to help pupils gain first hand information about the world and its people?	
How well are geographical resources, including maps, used by staff across the school? Is there a noticeable difference between KS 1 and KS2? How are teachers deploying teaching assistants in geography lessons? Does the school make the most of resources such as digimaps and Google Earth?	
How is the geography curriculum developing pupils' research and reading skills?	
How much opportunity is provided for pupils to carry out their own research in geography? How are pupils encouraged to gain a curiosity and fascination about the world and its people? How are pupils being encouraged to read more in geography?	

## Curriculum Implementation 4

<b>How well are staff ensuring that pupils have time to reflect on their learning in geography?</b>	
Is there enough time provided for pupils to synthesise their learning before moving on to the next unit of learning? Now is this being managed across the school? Do older pupils, in particular, put presentations together to support aspects of their geography learning?	
<b>How well do staff 'model' and 'scaffold' learning in geography?</b>	
Is there enough time provided for pupils to carry out field studies and how is this encouraged and organised? When researching, is there too much guidance provided so that pupils are not having to do the thinking and reasoning?	

## Curriculum Impact

<b>How do you know that pupils are making positive progress in geography?</b>	
How is progress measured within lessons in geography? How is progress measured over time in geography? How do you know how many pupils are attaining at the level expected for their age at the end of each year? Does this also include measurement of pupils showing specific giftedness?	
<b>Which aspect/s of the geography curriculum seems strongest, and why? Is there an aspect of geography that needs further development?</b>	
Looking at different aspects of geography, such as mapping, place knowledge or human and physical geography, is there evidence of strengths and weaknesses in any? Does this vary across key stages and across different year groups?	

## Curriculum Impact 2

<b>How do you ensure that pupils' mathematical, reading and writing skills are being enhanced within the geography curriculum?</b>	
What is the quality of writing like in geography? How are staff ensuring that the quality of writing is remaining as high as pupils' writing in English lessons? Are pupils reading widely in geography? Is there maximum opportunity taken to use mathematical skills (age related) in geography?	
<b>How well prepared are pupils to take on the geography curriculum in Key Stage 3?</b>	
Are opportunities taken by upper KS2 staff, in particular, to get to know the requirements of the KS3 curriculum? What links have there been created between the school and secondary schools to ensure that pupils are well prepared for their KS3 geography lessons?	

## Leadership

<b>What impact have you had on the geography curriculum being delivered at your school/ academy?</b>	
How have you set out to ensure geography is taught to a very high standard? How do you define high expectations? How are you providing leadership by example in geography? How do you monitor and evaluate the quality of education provided in geography?	
<b>What CPD (including research) have you received for your leadership role this year?</b>	
How do you keep abreast of the latest research into the teaching of geography at KS1 and P32? Do you (or the school) belong to the Geographical Association? How confident are you about leading geography across the whole school?	

## Leadership 2

<b>How have you communicated changes/ alterations to the geography curriculum to the staff and leadership team?</b>	
How often is the geography curriculum reviewed? How do you go about communicating any amendment or alteration to the geography curriculum to the rest of the staff, to governors and to parents?	
<b>What are your priorities for next year? How have you identified these?</b>	
How do you go about identifying what has gone well and what has not? How do you set about creating a priority list? How do you collect evidence to support your findings?	



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