University Academy of Engineering Local Governing Body Meeting

3.00 - 6.00 pm on Thursday, 4 October 2018
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

No.	Time	Item	Pages	Presenter
4.		Matters arising	3 - 24	NL

Date of next meeting
4.00 pm on Thursday, 29 November 2018

Members: Nicole Louis (Chair), Veronica Allen, Natalie Ferer, Karen Fowler, Lesley Morrison, Zakir Matin, Tony Roberts and John Taylor

In attendance Alexander Enibe

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Lambeth Schools Partnership

SCHOOL IMPROVEMENT ADVISER REPORT

School	UEA Southbank
Headteacher	John Taylor
School Improvement Adviser	Rachael Norman
Dates of visit	Autumn: 7/11/17 Spring: 27/03/18 Summer:

2017-18

Autumn 2017

A1. Outcomes for pupils (2017, within the context of the last 3 years and reference to significant groups)

There is currently a degree of uncertainty about the accuracy of current progress data and the academy's assessment and tracking systems are under review. At the moment data is entered on the system by staff every 6 weeks and students from year 7-10 are assigned a GCSE 1-9 grade. This data shows that 66% of students are making better or expected progress towards their targets (42% green, 24% amber and 34% red) which is probably not an accurate picture. The school is also reviewing its target setting systems and may adopt FFT or a similar system after researching the various options that are available.

The new assessment system will separate formative and summative assessment and there will be 2 summative assessment points per year which will be formally reported to parents and governors. The academy is exploring various approaches to formative assessment and will have some non-negotiables within the system but there will also flexibility for departments to design an approach that is tailored to the specific requirements of their subject. Clear mechanisms will need to be devised to ensure that there is robust quality assurance of assessment in the new system.

Baseline data is currently a mixture SATs, CATs and teacher professional judgement based on work in books. This system is under review.

Once the new system is in place, the academy will be able to capture accurate assessment data and identify trends and patterns as well as tracking the progress of key groups and individuals and putting targeted interventions in place to address underperformance.

At the start of the Spring term, all of year 10 will take a formal exam which will assess topics covered thus far but will be unseen by teachers in advance. Rob Harding is leading on this and is using PIXL and other external providers to facilitate the process. This will enable the Academy to capture crucial, accurate current GCSE data for year 10.

A2. Quality of teaching, learning and assessment

The Principal and the SIA undertook a learning walk.

History year 7:
Expectations of behaviour were clear on the PowerPoint slide and being adhered to. There was clear challenge built into the lesson with the use of a "distinction" column within the assessment criteria. A system of "one page" marking is being trialled which identifies common errors and

misconceptions after reading all students work. A one page feedback sheet is then stuck into books which pinpoints the areas for improvement that apply to each individual and requires follow up actions such as redrafting to improve work and lead to progress. The Head of Humanities is in the process of devising a new marking system/policy and writing the marking section of the academy development plan. English might use a comparative marking system "no more marking".

Spanish year 9:
The lesson was well pitched and there were clearly high expectations of all students. There was an insistence on high quality responses, for example the teacher asked for an adjective and one was offered to which he replied "too easy who can give me another". He then went on to ask for an antonym of that word. The teacher was modelling excellent use of vocabulary for the students for example he used the word "loquacious" during his explanation. Behaviour for learning was excellence. Books were either not marked at all or had only been marked once since September.

Science year 8:
The lesson was focussed on "collecting acoustic data". Books had only been marked once this term and then not marked again since the 19th September. Work was poorly presented and badly set out in several books because the students were not having their work regularly checked. Biology books for another class were looked at and while these were marked more regularly and good feedback was provided, it was rarely responded to by students so the impact on progress was negligible. The marking for literacy policy was being used but corrections were not being made.

Product Design year 12:
The students were working on their individual projects and researching and designing their own lamp. They had produced mind maps, mood boards and client questionnaires as part of their evidence. They were all engaged and focussed and spoke articulately about their projects. There was a studious atmosphere in the lesson.

English year 7:
The students were working on PETAL paragraphs to write about the character of Lady Macbeth. There was insufficient challenge in the lesson as students could opt to copy the teacher example and just add one sentence of their own analysis rather than using the model to write their own paragraph. There was no marking evident in books at all and the progress trackers stuck into the front of books were blank.

Drama:
There was no teaching going on in Drama but we looked at the books and spoke to the teacher. Books in this subject were exemplary. They were all marked regularly and with diagnostic feedback that students had routinely responded to. The teacher had used a variety of assessment sheets and frameworks to reduce the marking workload but these also contained written WWW and EBI individual feedback notes for each student. The teacher was following the literacy marking policy and was using a system of colour coded worksheets to show whether assessment was teacher, self or peer. Every lesson the starter activity contains DIRT time and additional questions for students, so response to marking time was routinely built into lesson planning and was having a clear impact on progress over time as a result. In GCSE lessons, each student receives individual feedback based on assessment criteria and they also swap books to check the quality of green pen responses. The

Drama teacher does her own baseline testing for year 7 at the end of the first module. In year 9 there are 23 students and in year 10 there are 21 students showing this is a popular subject.

Maths year 10:
Books have not been marked at all. The students told me that they are used for notes and are therefore not marked by the teacher who marks assessments instead. This was the same in the lesson being taught by the Head of Maths.

The Principal is creating a professional learning community among the staff and there is a drive for the academy to become an evidence based practice institution. Staff were asked to recommend books for the professional development library and these have all been purchased; there are further plans for book groups to read a common text and then discuss the implications for their practice.

A3. Effectiveness of leadership and management

There are 509 students on roll in years 11-10 and 58 in the sixth form.
52% of students are eligible for the pupil premium.
There are 5 students with a statement or EHC plan.
15% of the intake are LA, 67% are MA and 18% HA.
9 members of the teaching staff left at the end of the last academic year and 18 new teachers started in September including the new Principal. 6 non-teaching staff members left and 11 started in September.

The Academy had an Ofsted Inspection in March 2017. The report identified the following areas for improvement:

 What does the school need to do to improve further?

- Develop the quality of teaching and learning to enable the school to achieve its ambitious targets by making sure that:
    - all groups of pupils, including the most able, are fully challenged to make even better progress in subjects
    - changes made to improve the teaching of literacy skills are fully developed.
- Ensure that as the school expands, pupils in all key stages access clear and impartial careers advice and guidance that prepare them well for the next stage of their education.
- Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their academic lives.

A very rigorous development plan is in the process of being written which addresses the key areas identified for improvement by Ofsted in addition to a range of other objectives and actions. Each

section of the plan is being written by a key leader so they have clear ownership of the plan and there is a model of distributed leadership at the Academy.

Key priorities:
1) **Key stage 4 outcomes** including monitoring and interventions: this is key for the academy as it is imperative that they capture reliable current data for GCSE groups and track progress more accurately and effectively.
2) **Key stage 5 outcomes:** Another key area as the academy needs to develop a "culture of learning" in the sixth form. From January, Meirion Lewis will take over the role of Head of Sixth Form and is leading on this area of the plan. There is currently significant underachievement in year 13 so this is a key priority requiring urgent action.
3) **Quality of teaching:** There is a clear need for the quality of teaching and marking to be consistently good or better across the academy. In order to achieve this, a teaching and learning development cycle has been created by Annette Moses. This is based on 2 pillars: PM cycle and departmental reviews. It is a rigorous system of monitoring and evaluation and will lead to rapid improvements where they are required. Departmental reviews will take place in January 2018 (in future these will take place in December). A learning walk cycle is currently being drawn up. Part of the review process involves evaluating the capacity of middle leaders to accurately self-assess and identify areas for improvement in their areas of responsibility. It is currently difficult to make an accurate judgement about the quality of teaching across the school due to lack of evidence. The quality of delivery appears to be largely good but impact is hard to assess at this point due to lack of marking (so not enough progress over time evident in books) and issues with the accuracy of the current data. There is clearly a need for significant and rapid improvement in the quality of marking in books which has not improved since the last SIA visit and work sample. Basic expectations about the frequency of marking need to be made clear to all and adhered to.
4) **Assessment, tracking and reporting:** This is a key area as the current assessment model relies heavily on summative judgements and formative assessment is not developed so is having insufficient impact on progress. There has been grade inflation in some areas and slow progress of some groups and individuals, especially the more able, across the academy.
5) **Behaviour for learning:** this is a strength at the Academy and the Principal is undertaking a restructure of student services which will enhance this further so there is greater capacity to support increased student numbers as the academy grows. The vertical tutoring system is working well at present. The new student services model will provide greater value for money and current roles will be enhanced to include social responsibility (community projects both in and out of the academy) and trips and educational visits to encourage ambition and increase opportunities for the acquisition of cultural capital.
6) **SEND restructure:** The academy is moving to a model of HLTAs who will be experts in different areas. There will be some in class support but most support will be done through withdrawal to work with individuals and small groups which will have high impact. The 12 agency staff currently employed by the school will be restructured. A significant amount of training will be required as part of this change.
7) **Ambition:** this includes educational visits, a programme of guest speakers and improved careers advice and guidance. The SIA recommends that the academy aims to achieve the Investors in Careers Quality Mark as this will help them to structure this work and provide clear, measureable outcomes.

8) **Oracy:** Working in partnership with Voice 21 to ensure that students across the academy have high standards of articulacy

9) **Community projects:** the academy has engaged the PFA and Community Southwark

10) **Curriculum:** The curriculum is under review and the academy is exploring various models. It is likely that the academy will adopt a knowledge based curriculum and a mastery model that suits mixed ability teaching. There will also be some project based learning but this will run as a separate strand and will be constantly reviewed to ensure it is having demonstrable impact on progress and that there is sufficient rigour built into lesson planning. A greater level of challenge will be brought in and the academy is endeavouring to ensure greater levels of active engagement in lessons rather than just securing passive compliance. An engagement lesson observation log taken from "Leadership Dialogues" is being used to assess current levels of engagement among students. Google classrooms is going to be introduced. Through the new curriculum students will have greater agency and decision making power over their learning journey. There will also be a greater emphasis on literacy across the school.

In addition to the SDP, a range of RAPs will be written to secure rapid improvement in key areas such as Computing.

Safeguarding at the Academy is compliant and effective as verified by Ofsted in 2017. A full safeguarding audit will also take place this term to identify any further areas for improvement to ensure that there is a culture of vigilance at the academy and that there is outstanding practice in this area.

A4. Personal development, behaviour and welfare

Behaviour for learning throughout the school is very good. A new system of managing behaviour during lesson changeover and in social spaces has been put in place to good effect and the academy is a calm, peaceful and orderly place.

The total number of incidents of poor behaviour has reduced by 11% compared to this time last year. The ratio of rewards to sanctions is 5:1 which is clearly having an impact and creating a positive learning atmosphere in which students are engaged.

The number of behaviour incidents in year 8 is a concern for the academy as it is 14% higher than the next highest year group. Key year 8 students have been assigned learning mentors by student services to offer them additional support and parental contact has been made. Low level disruption to lessons is rare and the majority of behaviour points are given for "persistent failure to follow instructions".

Since September there have been 5 fixed term exclusions for a total of 17 days. Internal exclusions have increased by 7% compared to this time last year and SEND students are disproportionately represented in this data (65% of students who have been internally excluded thus far this year have SEND). This is something that the academy has identified as an issue and is addressing as these are largely year 7 students and they will be starting a 4 week transition programme with a specialist

curriculum as a result. Rates of internal exclusion at the Academy remain lower than some neighbouring schools.

Whole school attendance is 94.60%. A new and more experienced attendance officer has recently been employed to try and improve this. Attendance of students with SEND is 89.58%, which is partly attributable to medical appointments. Attendance of FSM students is 93.82% so a new target has been set of 97% and an action plan is in place to support PA students (of which many are also PP). PA figures are too high at 14%.

Spring 2018

SP1. Outcomes for pupils. current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)

70% of students are currently on track to make expected progress in years 7-10. Currently year 10 P8 is -1.40 and A8 is 31.93. Current year 13 value added for academic subjects is +0.40 (A-Level only based on 21 A-Levels taken by 13 students according to the DfE ready reckoner).

There are 98 students in year 10 (68 boys and 30 girls).

	A8	P8
English	6.86	-1.59
Maths	6.2	-1.38
Ebac	9.95	-0.8
Other	8.92	-1.98
Overall	31.93	-1.43

	Students	Percent
5A*-C	32	32.65%
Inc EnMa 4+	25	25.51%
Inc EnMa 5+	7	7.14%
5 grade 5+	13	13.27%
In EnMa	7	7.14%

- Students are -1.43 grades below their final GCSE outcome expected grades which is a difference of 0.5 grades from where they should be according to the old target setting model. This suggests that grades were being overestimated using the previous flight path model.

- The number of strong passes in maths is below expectation

- Students with high prior attainment are not making as much progress as other groups and this becomes more pronounced in the older year groups

- Students in year 10 are making significantly less progress than all other year groups and the trend continues down the school

- Girls are making significantly more progress than boys in most subjects in years 7, 8 and 9 and there is a significant gender gap in favour of girls in Science, English and Humanities, however boys are doing better than girls in maths

- The number of standard and strong passes in Spanish is low as a results of the mark scheme that was used to grade the unseen papers so these results are not a reliable indicator of final outcomes. This result would be higher if other components (not just writing) had been included

- Transition matrices identify which students need interventions and this programme is being coordinated effectively by a member of the SLT

- Pupil premium students (who comprise 47% of the total cohort) are making less progress than non-pupil premium students across all year groups. PP students achieved 1/3 grade less than non PP

Data for years 7-9 is still based on the old assessment system which raises issues about accuracy but despite this there are some key trends emerging.

- Progress of PP students has fallen below that of non PP for the first time in all year groups. The leadership team feel that this is due to the changes in the assessment model which have exposed this as an issue. There is some overlap between PP students and other groups such as BCRB and WBRI
- Year 7 students have not made a good start in core subjects
- Progress is weaker in performing arts subjects
- Student progress in year 7 is better than that of other year groups and there is a cumulative decline. Year 8 students appear to be making better progress than year 9 students and year 9 students appear to be making better progress than year 10 students
- Girls do well in comparison to boys in years 8 and 9 and are in line with boys in year 7
- Year 9 progress in English has declined but has improved slightly in maths
- More able students are making less progress than their middle and lower ability peers which suggests there may be an issue with lack of stretch and challenge. Low ability students make more progress than other groups
- The progress of SEND students is an ongoing concern

Areas for improvement include:
- Increasing the scope of interventions programmes for year 10
- Developing reliable assessment and tracking systems for years 7-9
- Addressing underperformance of specific teachers, subjects and groups of students in years 7-9

A comprehensive interventions programme has been devised for year 10 and this is being led by a member of the SLT. Following the most recent set of exams a mock results day was held as well as parent information sessions. Students have taken part in a "droptions" process, during which they dropped one of their 11 GCSE subjects to enable the school to increase the amount of curriculum time available to teach other subjects. All students have also opted for either double or triple science, they have made this decision for themselves as one of the academy priorities is to ensure that students have genuine agency. Following this process, the whole school timetable was re-written and science now has more curriculum time and all option subjects have at least 3 hours per week.

Interventions are based on question level analysis following unseen examinations and are topic based. All interventions are based on pupil level needs rather than being targeted at particular groups of students. They take place for one hour after school on Tuesdays, Wednesdays and Thursdays (and some on Fridays but that is optional rather than directed time for teachers). Thus far this term, attendance at intervention sessions has been over 100% as they have been attended by those students who have been targeted as well as others who have attended voluntarily.

Interventions in English, maths, science music, history, geography and computer science started in February and after Easter this offer will be widened to include Spanish, engineering, drama, dance and PE. The impact of these interventions will be measured through results from summer examinations and their effectiveness will be reviewed after that.

The next step is to look into sourcing high quality 1:1 tuition for a key group of 20 students (those who are furthest away from the FFt20 end of year 11 targets) which may be from Fleet tutors or Winchmore, but the emphasis is on recruiting tutors who are high quality and can forge strong relationships with students in the longer term.

Interventions are quality assured by SLT line managers and each interventions teacher has submitted a written curriculum plan to the SLT which have been checked against question level analysis data to ensure they are addressing the right knowledge gaps.

Subject teachers also need to ensure they maintain a strong focus in lessons on explicit teaching for the specific demands of each question and examination technique as much as content.

SP2. Quality of teaching, learning and assessment

There has been a move away from a summative assessment system to a more formative approach in year 10 and years 7-9 will be moving to the new system in the summer term. All staff have had professional development sessions to support them in developing their formative assessment techniques. The school has moved from 6 to 2 data drops per year, one in January and the other towards the end of the summer term.

From September 2018 the school is moving from a 3 year to a 2 year KS4 but there will be a soft approach to this with some subjects opting to start KS4 in year 9.

Marking reviews were undertaken in November 2017 across all departments and these highlighted a need for a change in policy. A new marking policy has been developed and implemented by the Head of Humanities (all good middle leaders have been given a whole school responsibility for which they will receive an end of year bonus provided they have contributed to the whole school development plan). The new marking policy requires light marking at least every 6 lessons (marking for literacy and presentation and acknowledgment marking) and developmental marking at least once per half term.

The policy is very clear and contains a rationale, clear aims and expectations around the process of marking. Light marking and developmental marking are clearly defined and in the development of

the policy there has been a focus on high impact/low workload techniques. The appendices contains 7 clear examples of effective marking in different subject areas. Professional development sessions have been provided in order to train staff in the implementation of the new policy and to ensure that expectations are clear. Departments have been given ownership of the process as the policy is flexible and enables different curriculum areas to develop marking models that are tailored to the specific needs of their subjects. This will also lead to stronger accountability for the quality of marking within departments.

SIA/Principal learning walk:

Year 8 Design Engineering: effective use of the engagement for learning policy was leading to strong engagement and behaviour. Questioning needs further development and other aspects of teaching require further improvement. The lesson was very teacher led, which isn't in itself an issue, but as a result of this not all students were active participants in the lesson and were not necessarily making the progress of which they were capable as a result.

Year 8 Design Engineering: Students were working in silence on their Easter box designs on lap tops. Each of them had received clear peer feedback on their nets and they were improving their work in response to this. It was clear that feedback provided had been precise and students knew what their next steps were. Behaviour of all students was excellent.

Year 7 English: this lesson was a cause for concern in terms of extremely low expectations, low level tasks and lack of response to marking. Behaviour was very good. This teacher is leaving the school soon.

Year 10 English: Students were doing an assessment. Excellent marking was seen in books including marking for literacy even on student notes. Good use was made of the literacy top tip stickers. Excellent marking is not always having the impact it could on student progress as students are not routinely responding to it so corrections and re-drafts are not being done and additional questions are not always answered. The teacher needs to ensure she is building sufficient response to marking time into her lessons so the impact of her excellent marking is maximised.

Year 10 maths: this was a split class, students were working in silence while completing their assessments

Year 7 maths books: these were sampled and whilst consistent use was being made of feedback sheets there is a need to refine student comments as these are often not specific and include such phrases as "I need to get a higher grade". Do students understand exactly what they need to do to "get a higher grade" or do they need some further training in how to articulate this in response to marking?

There was no light marking evident in any maths books that were seen so mistakes are not picked up between assessments and presentation in some books is very poor and is not being addressed. Assessments are diagnostically marked and common misconceptions sheets are being used following question level analysis but there is a need for regular light/acknowledgement marking between assessments across the maths department, not least so that they are complying with the school policy.

Since the last SIA visit there have been significant improvements in the quality and quantity of marking and feedback in books and in behaviour for learning across the school. Presentation of work has also improved significantly. A lot of work has been done to ensure greater consistency in marking and feedback but there are still some areas of inconsistency and particular next steps

might include improving the quality and quantity of student response and ensuring light marking is taking place in all subjects including maths.

SP3. Effectiveness of leadership and management

Each department has written their own SEF and departmental improvement plan. The SLT have read all these plans in detail and have provided feedback to Heads of Department.

Department reviews have taken place this term. The reviews are conducted via a rigorous process which includes 2 members of the SLT observing every teacher for a minimum of 30 minutes, a student panel, a marking and feedback review and discussions with the Head of Department as well as additional scrutiny of the SEF and the DIP. Verbal and written feedback are given to the Head of Department and all teachers receive verbal and written feedback following their observations. Feedback to Heads of Department focusses on leadership and management, quality of teaching, engagement for learning and marking and feedback.

A summary of the outcomes of the departmental reviews was written in March. Key findings include:
- A need for Heads of Department to review and re-write their DIPs to address any issues identified in the review. Updated DIPs will be presented to the Principal in a meeting after Easter with the Head of Department and their SLT line manager. Heads of department will then be responsible for implementing actions as part of their appraisal targets
- The majority of teaching across the academy is strong and only 4 teachers have aspects of their practice that require improvement. Each of these teachers will be put on a support plan after Easter which will be tailored to meet their specific needs and after an agreed time the Principal will re-observe them with a view to moving to formal processes if/where necessary
- Engagement in lessons is strong and the new engagement for learning policy has had a positive impact. Some teachers need further support to ensure they are applying the policy consistently so that it becomes embedded in their practice and a member of the SLT is monitoring this
- Marking and feedback have improved since the last SIA visit but there is still some inconsistency in practice and not all subjects are complying with the new marking policy (see learning walk feedback). The SLT are already aware of this and follow up marking reviews for some departments and individual teachers will be taking place to address it
- Not all subjects are setting regular/good quality homework, this will be addressed through the adoption of an online learning platform
- There is still a lack of challenge in some lessons and outcomes data for more able pupils shows that this is having a detrimental impact on their progress. The school's curriculum development programme which will run through the summer term will address this and further CPD will be provided on teaching and learning strategies to provide more challenge for the more able. The Principal is leading a curriculum development programme INSET day on Thursday 29th March and knowledge organisers will be used to map key content. Key questions to be anwered include:

- What are we teaching?
- Why are we teaching it?
- How will we know they've learned it?
- How do we teach it?

The Principal has implemented several changes since his arrival at a rapid but realistic pace and these have already had demonstrable impact with some aspects of the academy, such as behaviour for learning, being transformed very quickly as a result. He has evaluated standards at the school accurately and his judgements are verifiable and triangulated. He has a clear understanding of what the school needs to do to improve and his actions are targeted and precise. The UAE school development plan is updated on a regular basis and the SEF is a work in progress. The development plan is strategic and detailed and covers all key elements that the school needs to improve with clearly defined outcomes and milestones. In order for the SEF to complement this document it might be helpful to add a continuum so that leaders can judge precisely where the school is on the journey from good to outstanding – this would be a more nuanced approach which would reflect the other detailed documents the Principal has produced to facilitate school improvement.

SP4. Personal development, behaviour and welfare

The new engagement for learning policy has had a significant impact on behaviour for learning throughout the school. During the learning walk undertaken by the SIA and the Principal, no off task behaviour was observed and the new system was being used consistently and effectively. Student behaviour was excellent in all lessons. The number of achievement points issued far outweighs the number of behaviour points which is a testament to the positive learning culture that has been created through the new policy.

From September 17 to March 18 there have been 29 fixed term exclusions (for a total of 75 days) and 1 permanent exclusion. The school evaluates itself as good for out of class behaviour rating and outstanding for in class engagement in learning. The SIA would concur with the accuracy of this evaluation based on her recent visit and observations. Behaviour in the internal isolation room was very good and students were working in silence.

Attendance is currently 93.69% but this is being skewed by year 12 and year 13 attendance figures.

	Attendance
Year 7	95.72%
Year 8	94.45%
Year 9	94.42%
Year 10	94.75%
Year 12	86.63%
Year 13	83.27%
Overall	93.69%

There is an issue with persistent absenteeism at the school which is being tackled appropriately by the newly appointed attendance officer and the Southwark EWO but rates currently remain high:

	PAs

Year 7	11
Year 8	20
Year 9	19
Year 10	17
Year 12	17
Year 13	10
Overall	94

Summer 2018

General updates
SU1. Outcomes for pupils: current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)
SU2. Issues arising from the data
SU3. Quality of teaching, learning and assessment
SU4. Effectiveness of leadership and management

SU5. Personal development, behaviour and welfare

SU6. Effectiveness of Early Years provision/16 to 19 study programmes

SU7. School priorities 2017-18

SU8. Agreed support 2017-18

Headteacher's SEF Judgements:			
	Autumn 17	Spring 18	Summer 18
OVERALL EFFECTIVENESS	2	2	
Pupil outcomes	2	2	
Teaching, learning and assessment	2	2	
Effectiveness of leadership and management	2	2	
Personal development, behaviour and welfare	2	2	

Autumn 2017

Date	7/11/17
SIA	R. Namau
Local Authority Officer	
Spring 2018	
Date	
SIA	
Local Authority Officer	
Summer 2018	
Date	
SIA	
Local Authority Officer	

Question prompts based on the Ofsted framework (updated 23rd August 2016)

OVERALL EFFECTIVENESS

- What is the quality of teaching, learning and assessment?
- Are all key judgements good or outstanding? One of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- Does the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enable pupils to thrive?
- Is Safeguarding is effective?

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- Have leaders and governors created a culture that enables pupils and staff to excel. Are they committed unwaveringly to setting high expectations for the conduct of pupils and staff?
- How would you judge the quality of relationships between staff and pupils?
- Do leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. Are they uncompromising in their ambition?
- Have the school's actions secured substantial improvement in progress for disadvantaged pupils. Is Progress rising across the curriculum, including in English and mathematics?
- Do Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Do Governors shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally?
- Do leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. Do they use this to keep the school improving by focusing on the impact of their actions in key areas?
- Do leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement?
- Is teaching highly effective across the school?
- Do staff reflect on and debate the way they teach? Do they feel deeply involved in their own professional development?
- Have leaders created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils?
- Does a broad and balanced curriculum inspire pupils to learn?
- Does the range of subjects and courses help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning?
- Are pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?
- Do leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour? Do leaders, staff and pupils tolerate prejudiced behaviour?
- Is safeguarding effective? Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted. Are pupils listened to and do they feel safe? Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns. Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?
- Do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Does high quality training develop staff's vigilance, confidence and competency to challenge pupils' views and encourage debate?

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- Do teachers demonstrate deep knowledge and understanding of the subjects they teach? Do they use questioning effectively and demonstrate understanding of the ways pupils think about subject content? Do they identify pupils' common misconceptions and act to ensure they are corrected?
- Are lessons planned effectively, making maximum use of lesson time and coordinating lesson resources well? Is pupils' behaviour managed effectively with clear rules that are consistently enforced?
- Do teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely? Do they introduce subject content progressively and constantly demand more of pupils? Do teachers identify and support any pupil who is falling behind, and enable almost all to catch up?
- Do teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support?
- Do teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills? Do pupils use this feedback effectively?
- Do teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come?
- Do teachers embed reading, writing and communication and, where appropriate, mathematics well across the curriculum, equipping all pupils with the necessary skills to make progress? For younger children in particular, is phonics teaching highly effective in enabling them to tackle unfamiliar words?
- Are teachers determined that pupils achieve well? Do they encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work? Do teachers have consistently high expectations of all pupils' attitudes to learning?
- Do pupils love the challenge of learning and are they resilient to failure? Are they curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills? Do they thrive in lessons and regularly take up opportunities to learn through extra-curricular activities?
- Are pupils eager to know how to improve their learning? Do they capitalise on opportunities to use feedback, written or oral, to improve?
- Are parents provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected? Are parents given guidance about how to support their child to improve?
- Are teachers quick to challenge stereotypes and the use of derogatory language in lessons and around the school? Do resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience?

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Are pupils confident, self-assured learners? Do their attitudes to learning have a strong, positive impact on their progress? Are they proud of their achievements and of their school?
- Do pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view?
- In secondary schools, does high quality, impartial careers guidance help pupils to make informed choices about which courses suit their academic needs and aspirations? Are they are prepared for the next stage of their education, employment, self-employment or training?
- Do pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life?
- Do pupils value their education and rarely miss a day at school? Are any groups of pupils disadvantaged by low attendance? Is the attendance of pupils who have previously had exceptionally high rates of absence rising quickly towards the national average?
- Does pupils' impeccable conduct reflect the school's effective strategies to promote high standards of behaviour? Are pupils self-disciplined? How common are incidences of low-level disruption?
- For individuals or groups with particular needs, is there sustained improvement in pupils' behaviour? Where standards of behaviour were already excellent, have they been maintained?
- Do pupils work with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying?

- Do staff and pupils deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language?
- Does the school have an open culture that actively promotes all aspects of pupils' welfare? Are pupils safe and do they feel safe at all times? Do they understand how to keep themselves and others safe in different situations and settings? Do pupils trust leaders to take rapid and appropriate action to resolve any concerns they have?
- Can pupils explain accurately and confidently how to keep themselves healthy? Do they make informed choices about healthy eating, fitness and their emotional and mental well-being? Do they have an age-appropriate understanding of healthy relationships and are they confident in staying safe from abuse and exploitation?
- Do pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites?
- Does pupils' spiritual, moral, social and cultural development equip them to be thoughtful, caring and active citizens in school and in wider society?

OUTCOMES FOR PUPILS

- Throughout each year group and across the curriculum, including in English and mathematics, do current pupils make substantial and sustained progress, develop excellent knowledge, understanding and skills, considering their different starting points?
- Does the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll match or is it improving towards that of other pupils with the same starting points?
- Are pupils typically able to articulate their knowledge and understanding clearly in an age-appropriate way? Can they hold thoughtful conversations about them with each other and adults?
- Do pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age? Do pupils in Year 1 achieve highly in the national phonics check?
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is progress above average across nearly all subject areas?
- How many CLA do you have? Are they making progress in line with others nationally?
- From different starting points, is progress in English and in mathematics high compared with national figures? Does the progress of disadvantaged pupils from different starting points match or is improving towards that of other pupils nationally?
- Is the attainment of almost all groups of pupils broadly in line with national averages? If below these, is it improving rapidly?
- Are pupils exceptionally well prepared for the next stage of their education, training or employment and have they attained relevant qualifications? Compared with the national average for all pupils, do higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training? Do these destinations strongly support their career plans?

EARLY YEARS PROVISION

- Is the pursuit of excellence by leaders and managers shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period?
- Does incisive evaluation of the impact of staff's practice lead to rigorous performance management and supervision? Does highly focused professional development improve the quality of teaching?
- Is Safeguarding effective?
- Have there been any breaches of statutory welfare requirements?
- Is children's health, safety and well-being enhanced by the vigilant and consistent implementation of robust policies and procedures?
- Do leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home?
- Is there a highly stimulating environment and exceptional organisation of the curriculum? Does this provide rich, varied and imaginative experiences?

- Is teaching consistently of a very high quality, inspirational and worthy of dissemination to others? Is it highly responsive to children's needs?
- Is assessment accurate and based on high quality observations? Does it include all those involved in the child's learning and development? Is provision across all areas of learning planned meticulously? Is it based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities?
- Are children highly motivated and eager to join in? Do they consistently demonstrate curiosity, imagination and concentration? Are they highly responsive to adults and each other? Do they distract others or become distracted easily themselves?
- Are children developing a good understanding of how to keep themselves safe and manage risks? Do they demonstrate positive behaviour and high levels of self-control, cooperation and respect for others?
- Do children make consistently high rates of progress in relation to their starting points and are they well prepared academically, socially and emotionally for the next stage of their education? Are almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, making substantial and sustained progress?
- Have gaps between the attainment of groups of children and all children nationally, including disadvantaged children closed or are they closing rapidly? Are any gaps between areas of learning closing?

16 TO 19 STUDY PROGRAMMES

- Do leaders pursue excellence? Have they improved provision and outcomes rapidly and reduced achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development?
- Do leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment?
- Do learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics? Do the majority make substantial and sustained progress towards grade C or above?
- Does high quality impartial careers guidance ensure that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future? Do learners understand the options available and are they informed about local and national skills needs?
- Does teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme? Does teaching enables learners who fall behind to catch up swiftly and the most able to excel?
- Are learners confident and do they conduct themselves well? Are they punctual? Do they have excellent personal, social and employability skills and do they undertake high quality non-qualification activities and work experience that matches their needs? Are attendance rates high.?
- Are learners safe and do they feel safe? Are they thoughtful, caring and respectful citizens? Do they take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain?
- Throughout the time spent on their study programmes, do learners and groups of learners make substantial and sustained progress from their starting points? Are rates of retention high for almost all groups of learners? Are any
  gaps in the progress or retention of groups with similar starting points closing?
- Do almost all learners progress swiftly to higher levels during their study programme? Do almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship?
- Is progress on level 3 qualifications in terms of value added above average across nearly all subjects?

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