Meeting of the South Bank Academies Board

12.30 - 5.00 pm on Tuesday, 26 November 2019
in Trafalgar Street, London SE17 2TP

Agenda

No.	Item	Pages	Presenter
1.	Welcome and Apologies		HT, DC
2.	Theories of learning as viewed by Ofsted	3 - 22	DC
3.	Education vision at UAE, and how learning is quality assured	23 - 28	JT
4.	Evidence-based pedagogy	29 - 52	AM
5.	Formative and summative assessment	53 - 58	JP
6.	Ofsted framework, with particular focus on governance	59 - 88	DC
7.	Lesson observations with SLT	Verbal Report	JT
8.	Conclusion	Verbal Report	FM

Date of next meeting
4.00 pm on Thursday, 5 December 2019

Members: Hitesh Tailor, Nicole Louis, Fiona Morey and David Phoenix

Apologies: Richard Flatman, Tony Giddings, Lesley Morrison, Michael Broadway, Chris Mallaband, Hilary McCallion, Beau Fadahunsi, Ed Arthur, Zakir Matin and Helena Abrahams

In attendance: Dan Cundy, Ian Brixey, Tony Roberts, Joanne Young, Safia Barikzai, Philipp Herzberg, John Taylor, Jason Phillipz, Annette Moses and Alexander Enibe

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South Bank Engineering UTC

UAE SOUTH BANK

Create your future
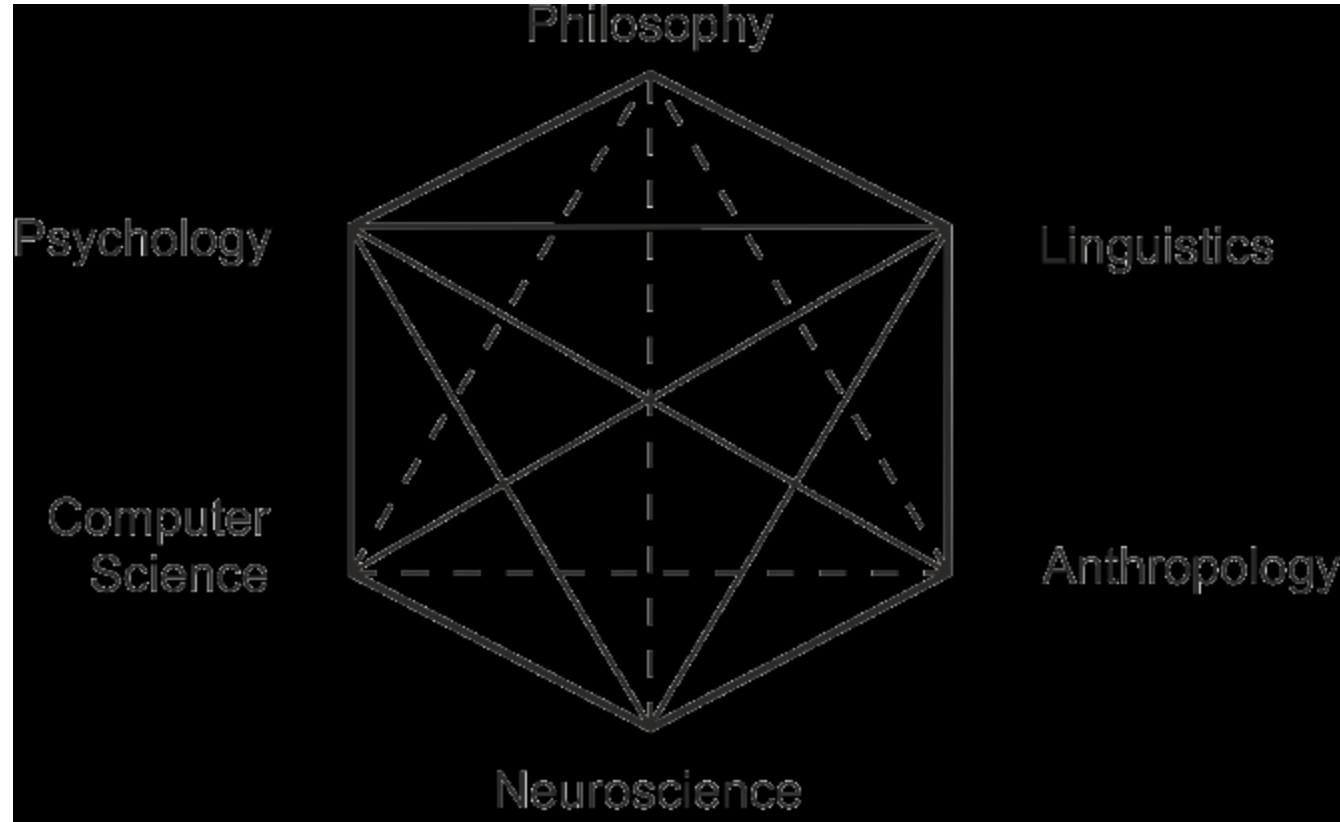
London South Bank University
EST 1892

Ofsted and cognitive science

And how it has shaped the new Education Inspection Framework.

Dan Cundy. November 2019

Cognitive science – is a 'big thing' in education

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# What is Cognitive Load Theory (CLT)? (Sweller, late 1980s)

- Relates to the architecture of the brain
- Based around the idea that our working memory – the part of our mind that processes what we are currently doing – can only deal with a limited amount of information at one time.
- Reif (2010): 'The cognitive load involved in a task is the cognitive effort (or amount of information processing) required by a person to perform this task.'

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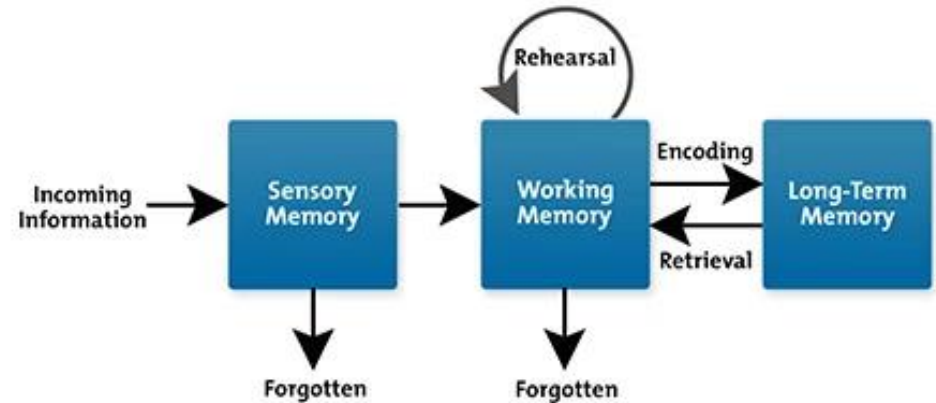
Working and long-term memory

- Working memory should be seen as short term and finite
- Long-term memory can be seen as infinite.
- The aim should be to move knowledge to long-term memory because when a student is exposed to new material, they can draw on this previous knowledge and the cognitive load is reduced.
- However, if subject knowledge is incomplete, the student is unable to fall back on the long-term memory and the working memory becomes overloaded, leading to working memory failures, which can include:

o incomplete recall

o failing to follow instructions

o place-keeping errors

o task abandonment.

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Cognitive Load Theory
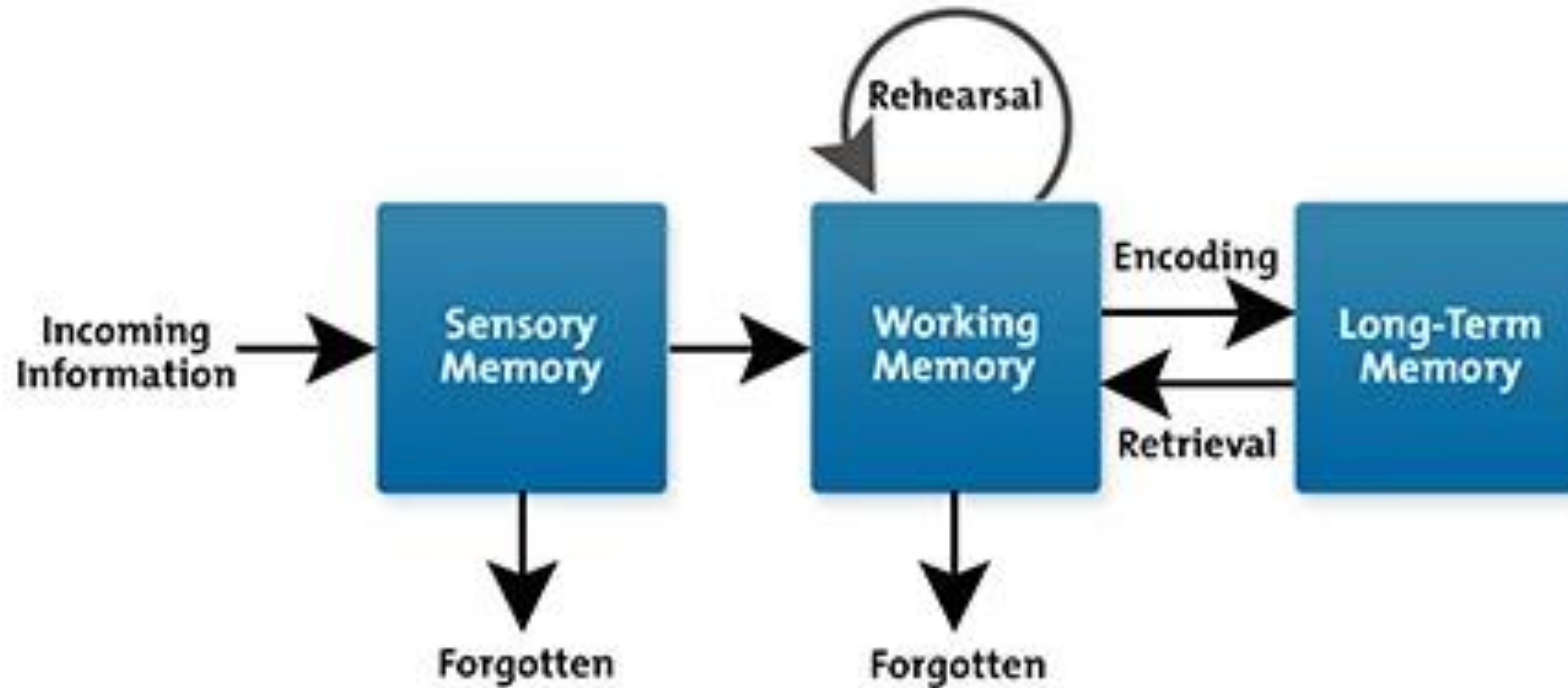
Work in schools

- Eg. Rosenshine's (2012) Principles of Instruction

- Bridge between cognitive science and classroom practice

- 10 Principles

- Shaping curriculum design, teaching and assessment practice

- UAE well ahead of Ofsted in research-informed practice

Principles of Instruction

Research-Based Strategies That All Teachers Should Know

BY BARAK ROSENSHINE

This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Each is briefly

Even though these are three very different bodies of research, there is *no conflict at all* between the instructional suggestions that come from each of these three sources. In other words, these three sources supplement and complement each other. The fact that the instructional ideas from three different sources supplement and complement each other gives us faith in the validity of these findings.

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Tom Sherrington

@teacherhead

VISUALISED BY

OLI CAV

Oliver Caviglioli
@olicav

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

❷ Present new material using small steps

❹ Provide models

❻ Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

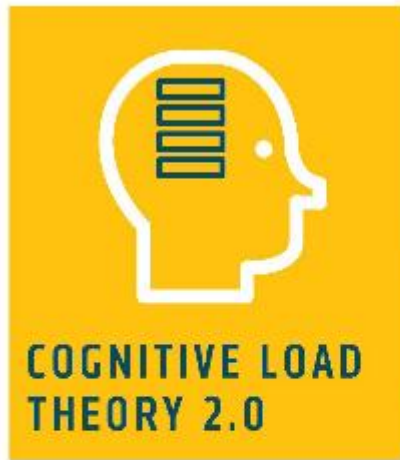**❺ Guide student practice**
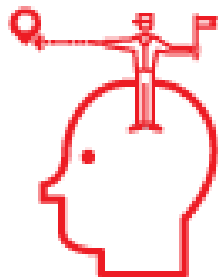
❼ Obtain a high success rate

80%

❾ Independent practice

Cognitive Load Theory proposes humans have a limited, short term working memory but an unlimited long term memory. The retention and connection of information in the long term memory transforms our ability to function.

Cognitive Load Theory is most applicable when information is new to pupils, complex and they are at a novice stage in their learning. When this is less true the theory is less applicable as the limits of working memory are unlikely to be reached.

COGNITIVE LOAD THEORY 2.0

IMPLICATIONS FOR TEACHING & COURSE DESIGN

EXPERTISE REVERSAL
As multiple interacting elements of knowledge become organised and linked together, as a pupil's learning increases, the positive effects of instruction designed for novices disappear or even reverse.

Worked Example Effect
Provide pupils with a fully worked through solution they can study

Completion Problem Effect
Partial solutions to a problem are provided with pupils required to complete the missing stages

Goal Free Effect
Provide pupils with open ended problems rather than those with a specific end point

Isolated Elements Effect
Present the elements of information/tasks individually first

Variability Effect
Replace a series of similar problems with ones that differ from each other; pupils identify similarities and differences

Collective Working Memory Effect
Collaborative tasks increase the cognitive resources available to solve complex problems

Self Explanation Effect
Supports the studying of worked examples; pupils use provided prompts to explain the approach/thinking in the solution

Self Management Effect
Pupils are explicitly taught how to design materials to study, in line with cognitive load theory.

Imagination Effect
Pupils mentally practice the concept or procedure; pupils need a secure prior knowledge of the concept or procedure

GUIDANCE FADING EFFECT
Over the course of an extended programme pupils' become more expert; information and activities that are effective for novices become a distraction and place unnecessary extraneous cognitive load on more expert learners.

NOVICE

EXPERT

Reference:
Sweller, J., van Merriënboer, J. and Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review.

Cognitive science and Ofsted

- CLT forms part of Ofsted's evidence base on effective practices in education

- Does not dictate a specific learning method (but does suggest that direct instruction is often a useful approach)

Ofsted

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'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.

This session will explore the following view of progress suggested by the evidence from research in cognitive psychology:

Progress means _knowing_ more and _remembering_ more.

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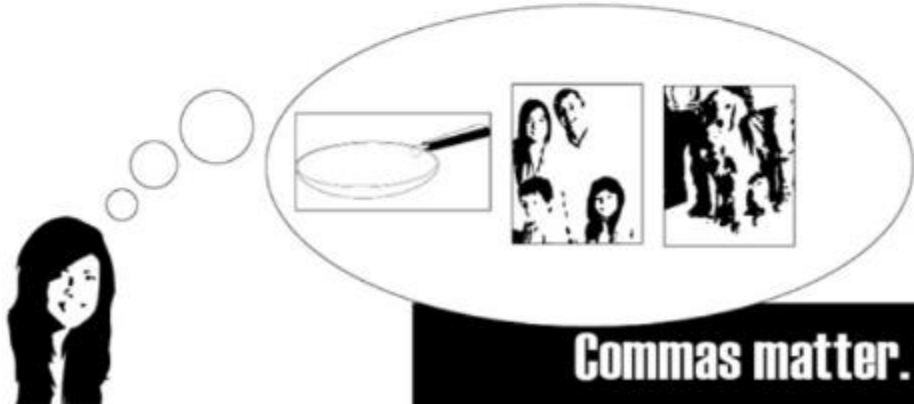# Knowledge allows comprehension ie understanding

I find inspiration in cooking my family and my dog.

A woman without her man is nothing.

I find inspiration in cooking, my family, and my dog.

A woman: without her, man is nothing.

Commas matter.

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Knowledge is generative (sticky)...

Ofsted

Connection of old knowledge to new knowledge

Hooks/old learning

New learning

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Knowledge is sticky

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Composite
For example, learning to paint effectively with colour

Ofsted

Component = understanding basic colour theory (complementary colours/colour mixing)

Component = awareness of the effects/properties of different paints media (oil/watercolour/acrylic)

Component = paint effects (stippling/ layering/ action painting/tonal/ impasto/sgraffito)

Component = ability to understand and use key art-related resources (paper/ canvas/ brushes/ easel)

Components: The building blocks that together, when known, allow successful performance of a complex task

Composite: a task that requires several building blocks or components

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Skills are dependent on relevant knowledge

Ofsted

Activity 6

A treasure hunter was going to explore a cave up on a hill near a beach. He suspected there might be many paths inside the cave, so he was afraid he might get lost. Obviously, he did not have a map of the cave; all he had with him were some common items such as a torch and a bag.

What could he do to make sure he did not g lost trying to get back out of the cave later?

Willingham, D. T. (2007). Critical thinking. American Educator, 31(3),

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Knowledge is empowering

Ofsted

Why is a focus on curriculum necessary?

1. Because knowledge allows comprehension, i.e. understanding

2. Because knowledge is generative (and thus sticky)

3. Because skills are dependent on relevant knowledge

4. Because knowledge empowers

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Ofsted mythbusting

Ofsted will not:

■ grade individual lessons

■ provide evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management

■ create unnecessary workload for teachers through its recommendations

■ routinely check personnel files, although it may look at a small sample

■ advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.

Ofsted does not require schools to provide:

■ evidence in any specific format, as long as it is easily accessible for inspectors

■ curriculum planning in any specific format

■ evidence for inspection beyond that set out in this handbook

■ photographic evidence of pupils' work (although inspectors may request to take photographs themselves of pupils' work, which will be anonymised)

■ any written record of teachers' oral feedback to pupils

■ individual lesson plans

■ previous lesson plans

■ predictions of attainment and progress scores

■ assessment or self-evaluation, other than that which is already part of the school's business processes

■ performance and pupil-tracking information

■ any specific document or plan in relation to the pupil premium other than its pupil premium strategy, and will not require any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps

■ monitoring of teaching and learning and its link to teachers' professional development and the Teachers' standards,32 other than that which is already part of the school's normal activity

■ specific details of the pay grade of individual teachers who are observe during inspection

■ evidence about each teacher from each of the bulleted sub-headings in the teachers' standards

■ anonymised lists of teachers meeting or not meeting performance thresholds for pay progression

■ processes for the performance management arrangements for school leaders and staff.

Ofsted does not require schools to:

■ do additional work or to ask pupils to do work specifically for the inspection

■ carry out a specified amount of lesson observation

■ use the Ofsted evaluation schedule to grade teaching or individual lessons

■ ensure a particular frequency or quantity of work in pupils' books or folders

■ include targets relating to the proportion of good or better teaching in headteacher objectives

■ set teachers' performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which it would then hold teachers to account

■ retrospectively apply for DBS and other pre-employment checks for staff appointed before and continuously employed since the introduction of the Disclosure and Barring Service requirements

■ take any specific steps with regard to site security; in particular, inspectors do not have a view about the need for perimeter fences

■ take any specific steps to identify or track pupils or the work of individual pupils who would be included within the calculation of government pupil premium funding, other than that required for their pupil premium strategy

■ carry out assessment or record pupils' achievements in any subject, including foundation subjects in primary schools, in a specific way, format or time

■ use any particular format for policies relating to staff behaviour or have a separate code of conduct document

■ be at similar stages of English Baccalaureate (EBacc) implementation as other schools, or provide additional information outside of their normal curriculum planning

■ produce a self-evaluation document or summary in a particular format. Any assessment that is provided should be part of the school's business processes and not be generated solely for inspection purposes.

Ofsted does not specify:

■ how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain

■ that tutor groups/form time must include literacy, numeracy or other learning sessions

■ the frequency, type or volume of marking and feedback

■ the content of, or approach to, headteacher and staff performance management

■ the format in which staff records should be maintained, beyond existing legal requirements.

Education vision at UAE and how learning is quality assured

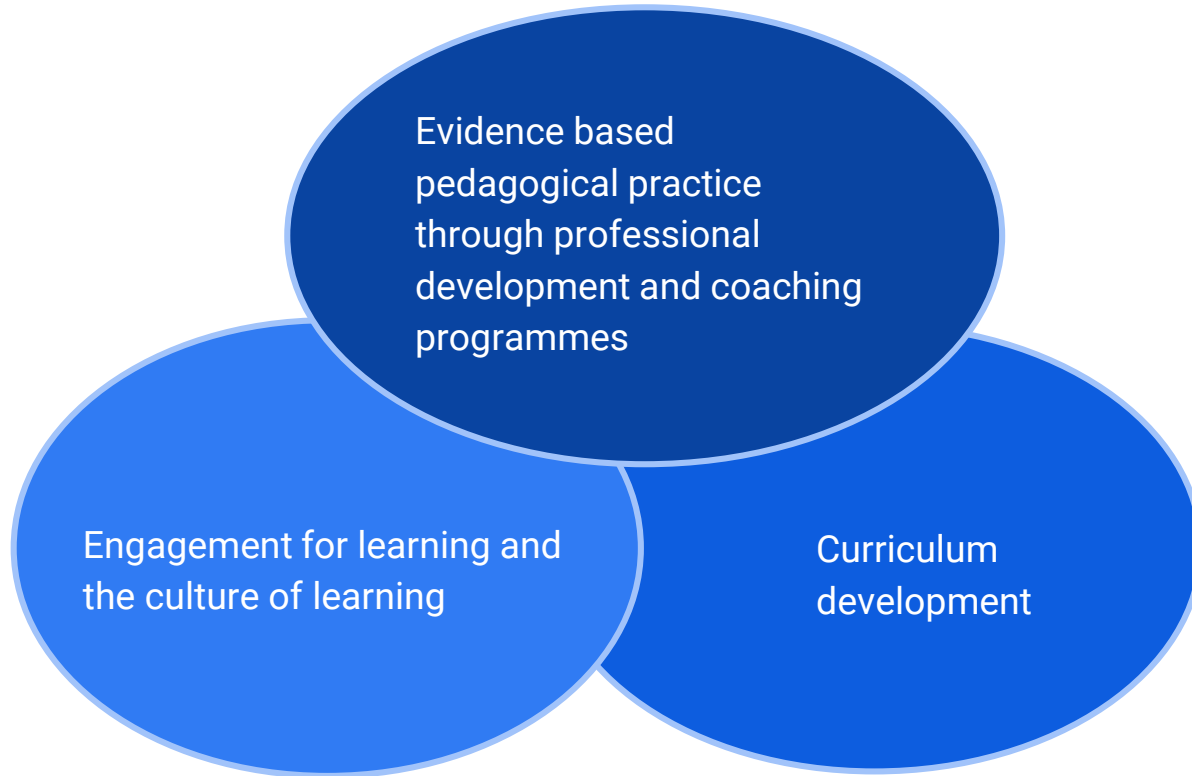John Taylor

Curriculum for years 7 to 11

- Knowledge based subject specific curriculum delivered in lessons (22 hours a week for Y7 to 10, 25 hours a week for Y11)

- A broad three year key stage 3 curriculum

- A focus on STEAM over EBACC

- Appropriate level of challenge for students through evidence based setting policy

- Enrichment through Day 10, focussed on developing confidence, ambition and social responsibility (3 hours a week for Y7 to Y10)

- Form time delivering PSHE, structured debating and silent reading and weekly assemblies (2.5 hours a week)

- After school clubs and activities, including tutoring for older students (1 to 3 hours a week, not compulsory)

- Other sporadic programmed activities including guest speakers, educational visits, London theatre and music performances, school music, drama and dance performances, reward trips, competitive sports fixtures, Duke of Edinburgh, peripatetic instrument tuition, student leadership team, careers events….

- Homework and guided revision, google classroom and learning apps

Literacy and oracy

- Library lessons in year 7 and 8

- Silent reading twice a week in form time

- Accelerated reader programme

- Tier 2 and tier 3 vocabulary specific in knowledge organisers and lessons

- Oracy lessons

- Form time debates

- Debating competitions

Teaching and learning

Evidence based pedagogical practice through professional development and coaching programmes

Engagement for learning and the culture of learning

Curriculum development

Quality assurance

- Learning walks

- Department deep dive reviews - autumn

- Student work reviews - spring and summer

- Head of department led lesson observations

- Tie in with department self evaluation, improvement planning and appraisal

- Option of leading to teacher support plan and capability

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How Cognitive Load Theory and Retrieval Practice is being used to help students at UAE

Understanding memory

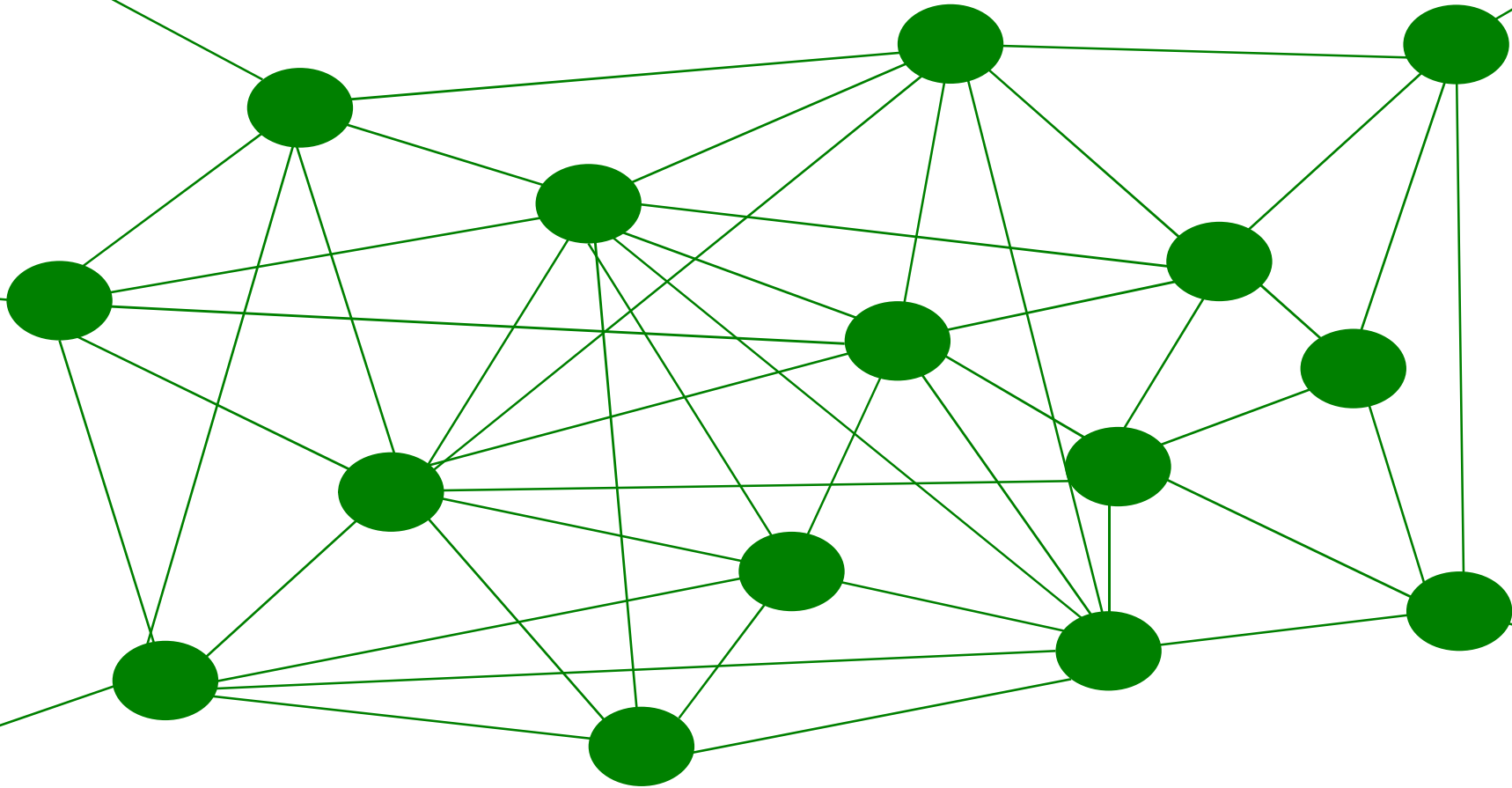**Teaching is essentially about imparting knowledge, then aiding understanding, memory and recall of that knowledge**

Understanding how memory works enables us to control it.

"The more we know about learning and how it works, the more we are able to make it happen (Willingham, 2017)
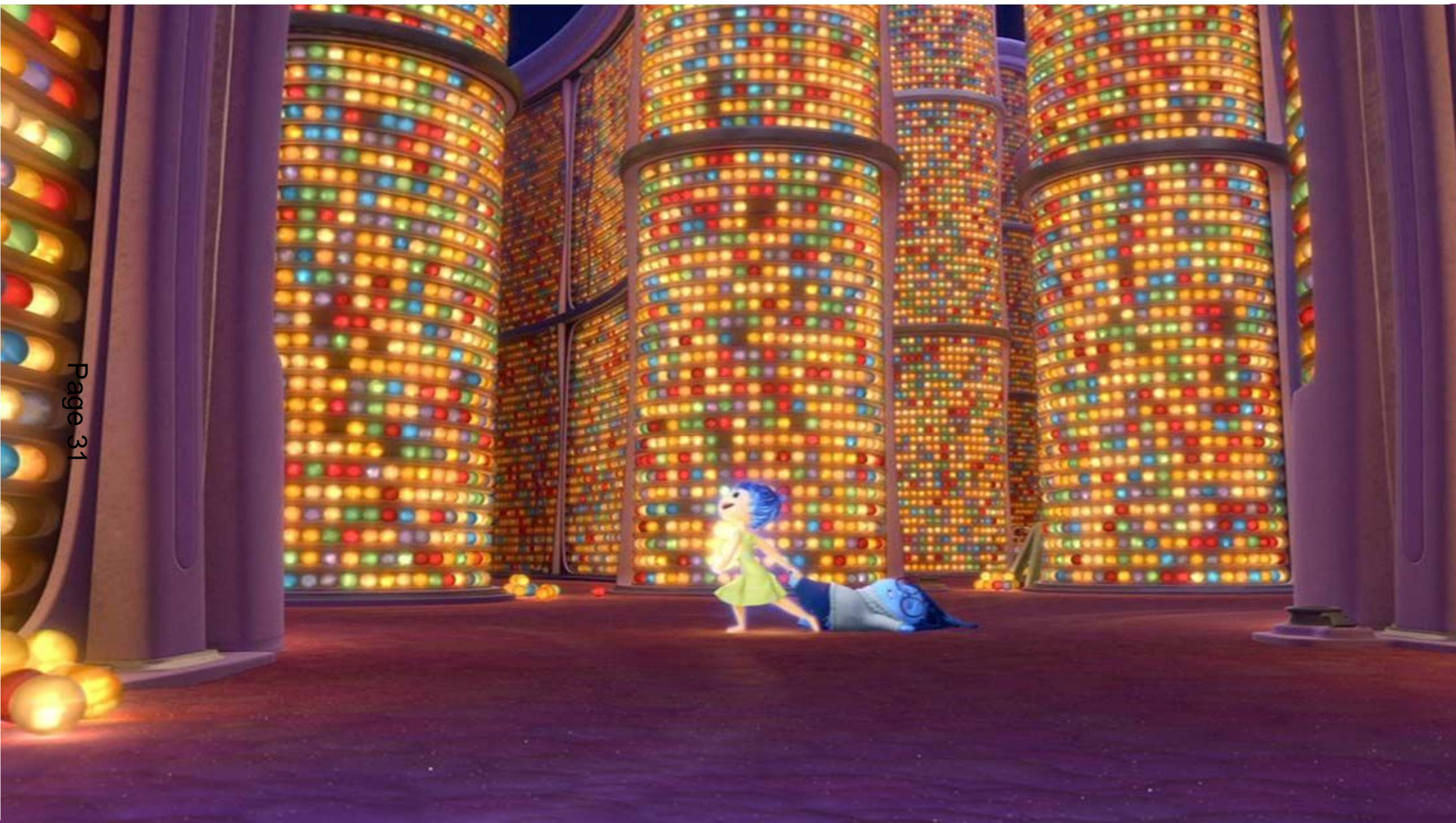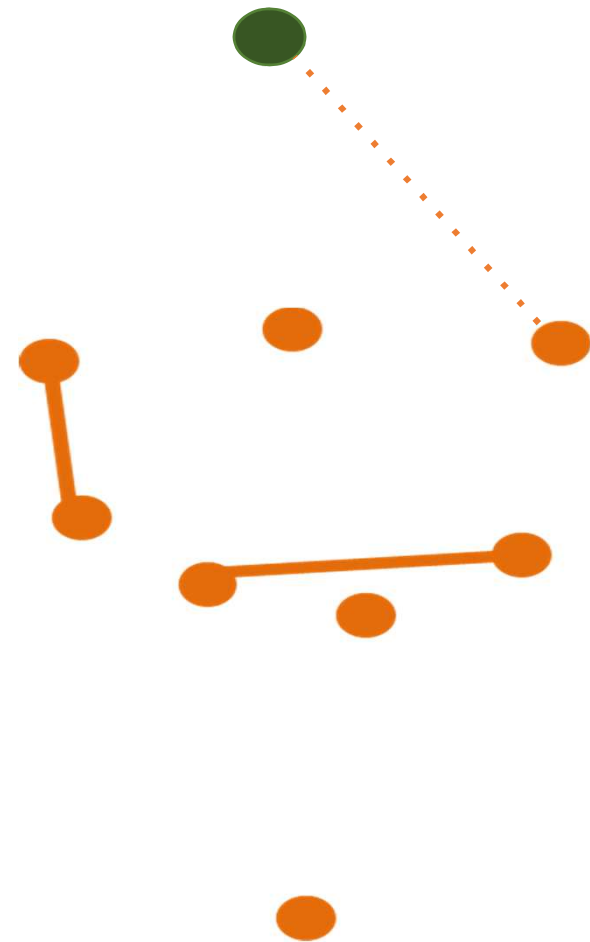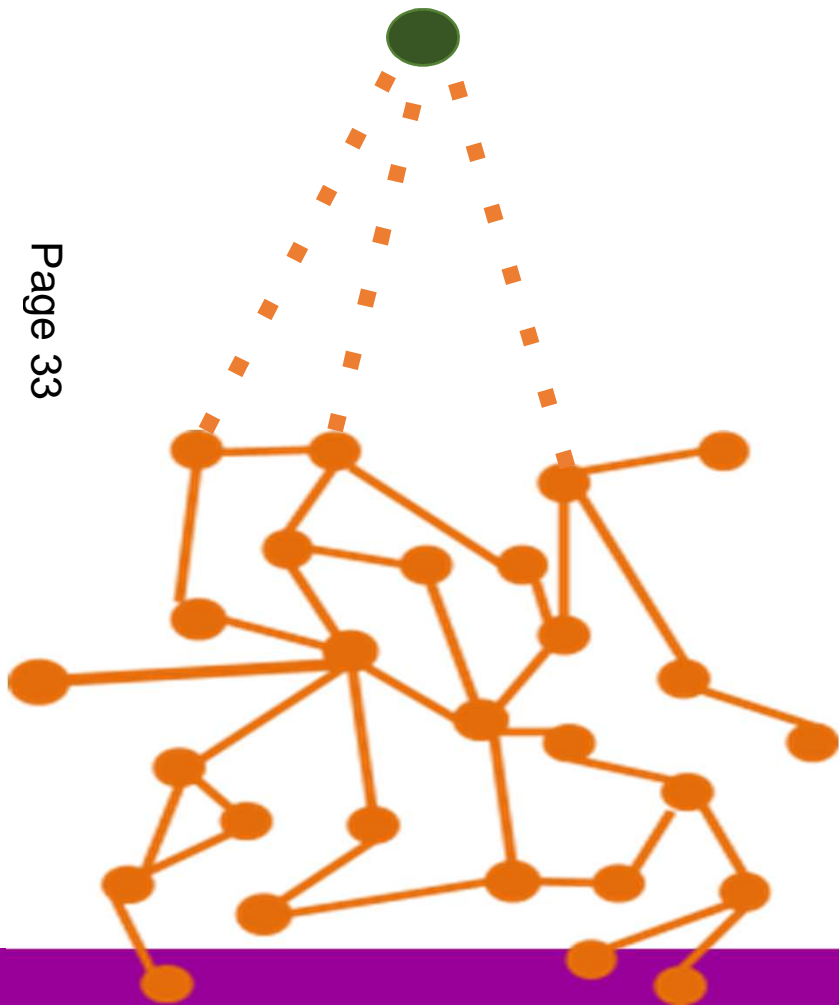
How knowledge organises in memory

Learner with well-developed schema

Learner with poorly developed schema

New knowledge

You are what you know

- Knowledge is more than just facts

- Knowledge is both what we think *about* and what we think *with*

- The more we know, the better we can think; knowing more changes us

- Learning propositional knowledge (facts) is vital for academic success

- Knowledge can be inflexible or flexible. The more flexible it is, the more useful it becomes

You *can* just look up what you need to know, but…
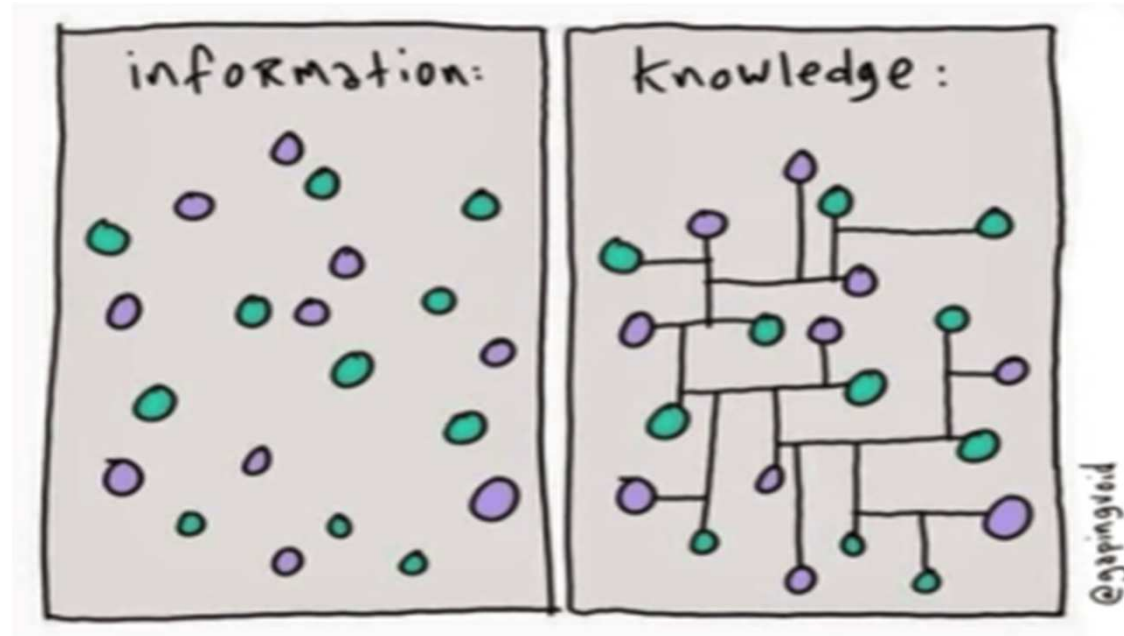
- Knowing where to find something is not the same as knowing it
- You need knowledge to understand new information.

Cognitive Load Theory

- Learning is the organisation of schema in long-term memory
- Working memory limitations restrict how much of an experience reaches long-term memory
- Students can concentrate on solving problems
- *and* they can concentrate on tasks which contribute to their schema
- but if the task is challenging, they are unlikely to manage both

Quantity

Quality

$$\text{Cognitive load} = \frac{\text{task demand}}{\text{available resources}}$$

Internal resources

External resources

Planning for cognitive load

Harry Fletcher-Wood (2018)
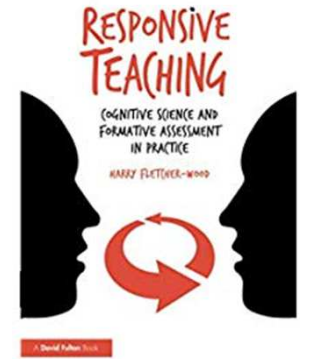
Intrinsic cognitive load- the challenge of learning complicated ideas e.g to correct grammar students have to consider the relationship between each word in a sentence.

Extraneous cognitive load- the distraction caused by tasks which occupy working memory but do not contribute to the formation of long term memories- the learning goal.

Germane cognitive load- additional cognitive load which contributes to the formation of long term memory. Integration of the new knowledge with past knowledge

How to plan for cognitive load

- Choose intrinsic cognitive load carefully, consider the effort associated with a specific topic

- Cut extraneous cognitive load: removing unproductive distractions, consider how information is presenter to a learner

- Encourage germane cognitive load: adding challenges to increase recall, the work put into creating a permanent store of knowledge

Things to consider… Still try to maintain student enthusiasm, tailor the principles to your students

Memorable teaching – Peps Mccrea

Peps notes that it is our jobs as teachers to help students build deep an durable long term memory by leveraging their working memory.

He proposes a set of 9 teaching principles that provide a framework for thinking deeply about what we do to catalyse the Matthew Effect. (John Dabell, 2018)
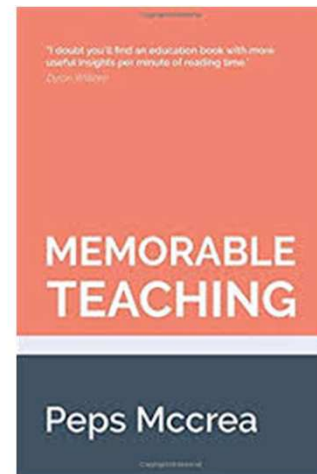
The Matthew Effect?

"For to every one who has will more be given, and he will have abundance; but from him who has not, even what he has will be taken away."

Matthew, 25:29

The 9 principles of Memorable teaching

Harness

Manage information
Streamline communication
Orient attention
Regulate load

Direct

Expedite elaboration
Refine structures
Stabilise changes

Amplify

Align pedagogies
Embed metacognition
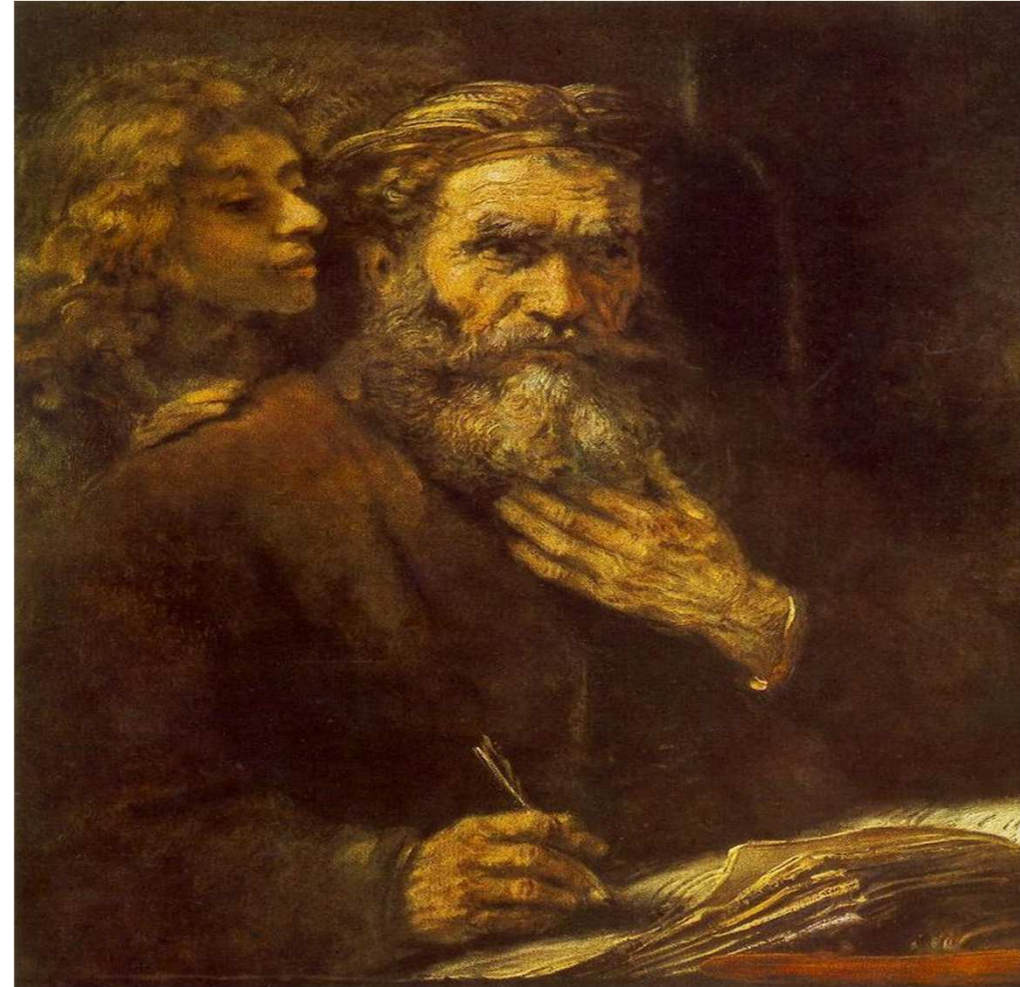
Each principle builds on the model of memory established so far, and offers further insight and implications for our practice:

1-4 how we harness working memory

5-7 how we can direct working memory in ways that build powerful long term memory

8-9 how we can amplify the impact of the previous principles
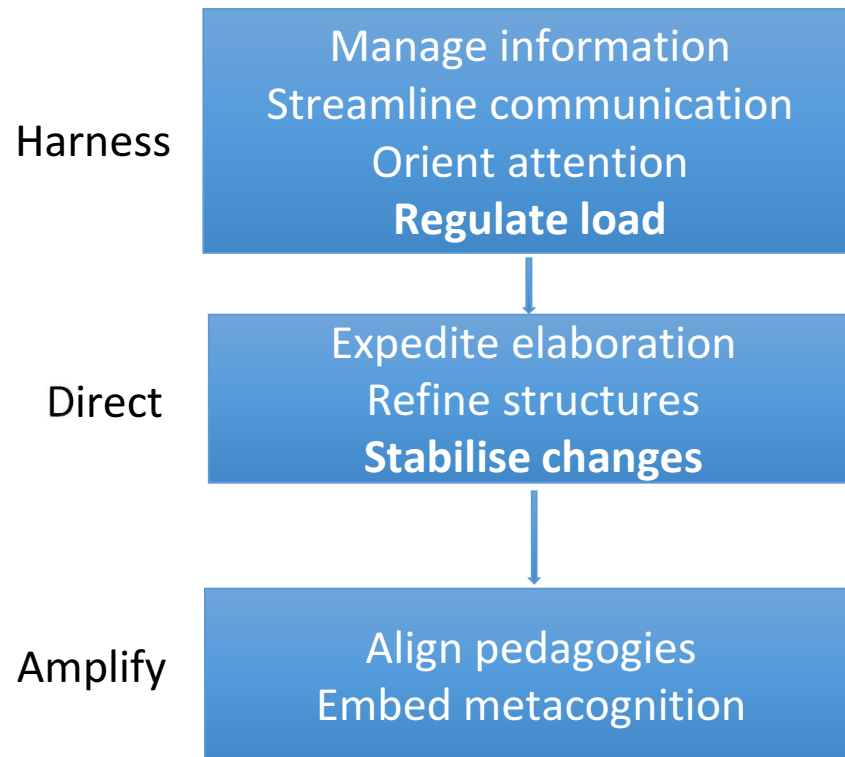
(Mccrea 2018)

The principles encompass Cognitive Load Theory and go further into exploring what we can do to enhance learning through the knowledge of memory.

https://johndabell.com/2018/01/03/9-principles-of-memorable-teaching/

Retrieval practice...

Retrieval vs Re-exposure

" Every time we draw on a memory we increase its strength and extend its longevity. This is called *retrieval* . The less assistance we provide students during retrieval, the greater the strengthening effect. This is why posing questions about a topic is more powerful than presenting that topic again. ***Retrieval beats re-exposure.***" Mccrea 2018

The Testing Effect

What's the best way to study for a test?

1	Study	Re-study	Re-study	Re-study
2	Study	Re-study	Re-study	Retreival practice
3	Study	Re-study	Retreival practice	Retreival practice
4	Study	Retreival practice	Retreival practice	Retreival practice
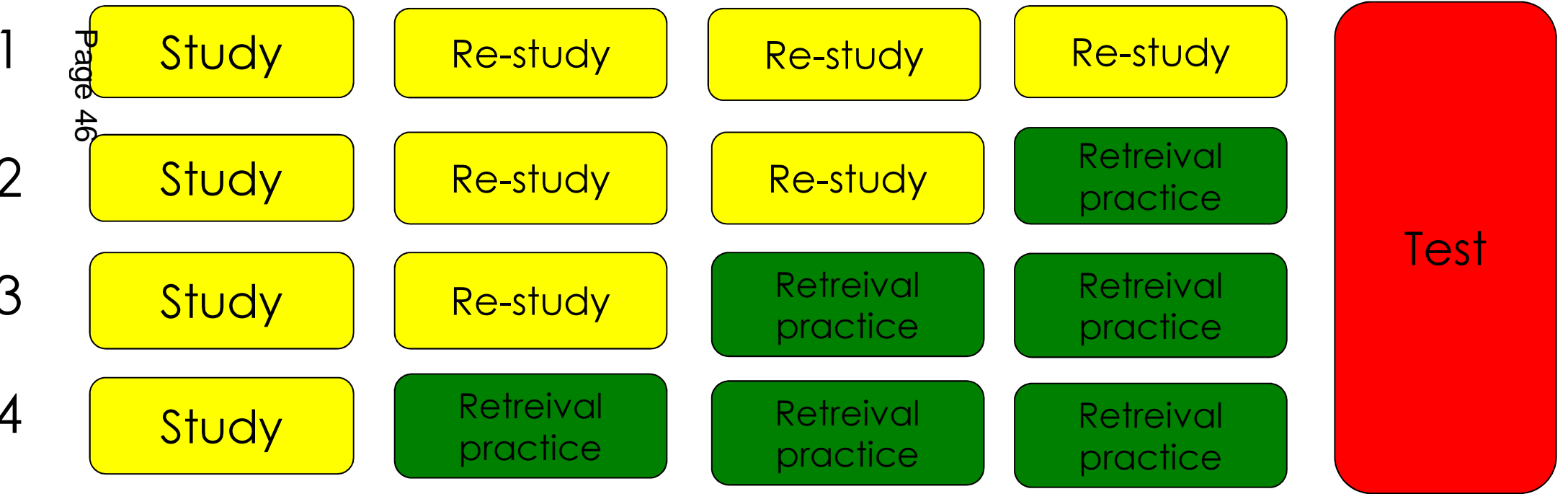
Test

The Testing Effect
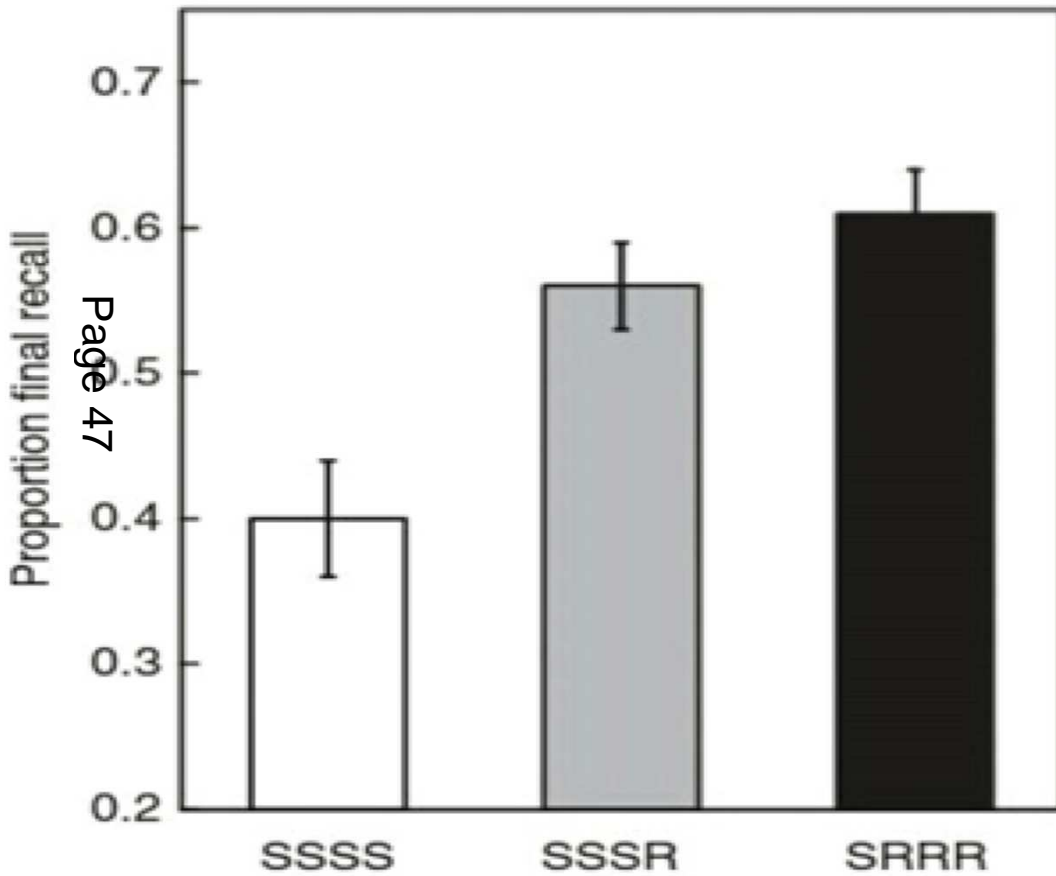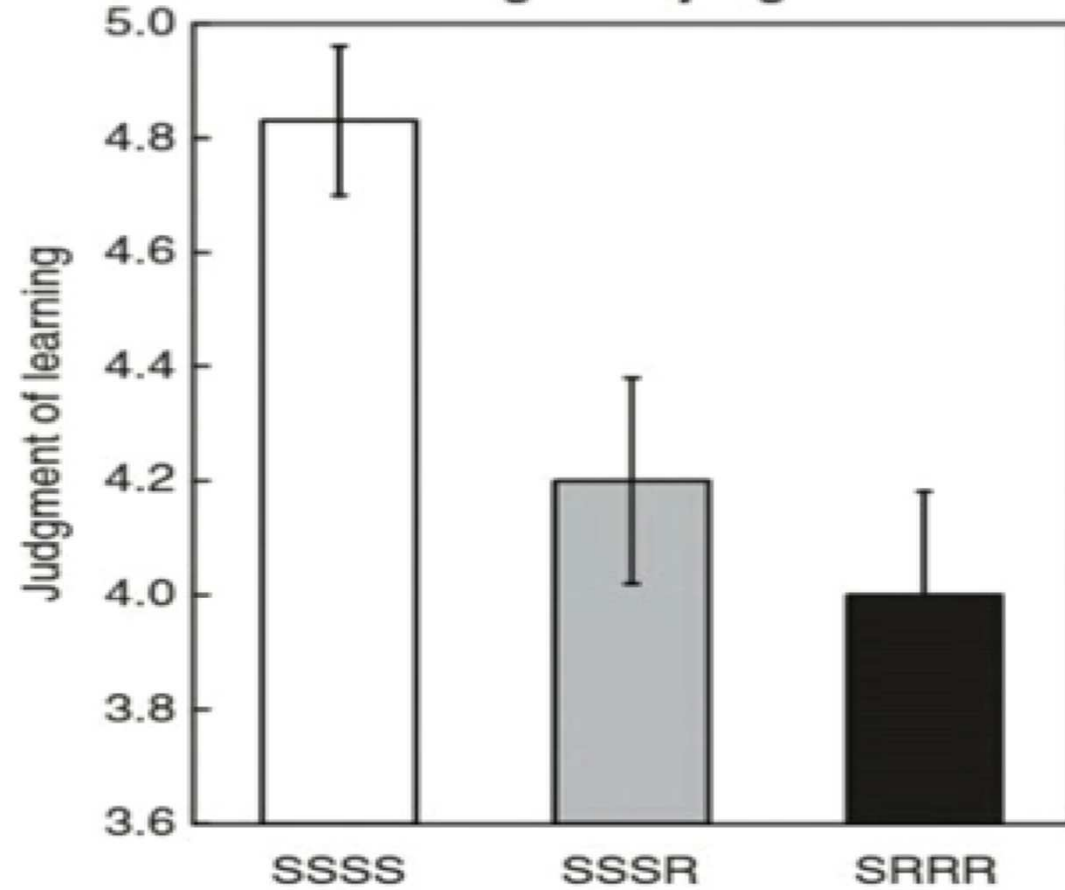
Nunes & Karpicke 2015

Retrieval practice in the classroom

All the mentioned authors talk about retrieval practice.

James M Lang writes about this in the first chapter of his book – Small Teaching. He has some useful tips for the classroom:

Give frequent, low-stakes quizzes (at least weekly)- use short answers or problem solving so that students must process or use what they are retrieving

Open lessons with questions on the previous lessons work either verbally or written

Close lessons with a short quiz or written questions or a problem connected to the learning in that lesson

Online retrieval-e.g Seneca or Tassomai

Using the syllabus to promote retrieval practice or in our case the knowledge organiser

Interleaving

Interleaving refers to the benefits of sequencing learning tasks so that similar items – two examples of the same concept, say – are interspersed with different types of items rather than being consecutive

FIGURE 1:
BLOCKED AND INTERLEAVING STUDY SAMPLES

In the 'interleaved' sequence, each instance of item 'A' is surrounded by different items; this contrasts with a 'blocked' presentation, where similar items appear together

Interleaved   ABCABCACBABCABC

START   END

Blocked   AAAAABBBBBCCCCC
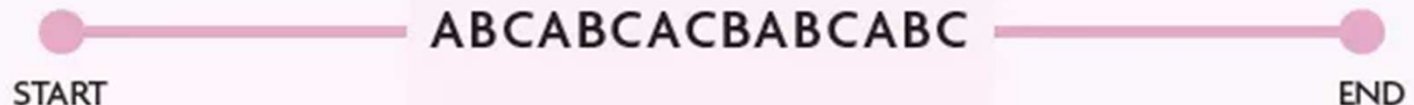
Shorter reads that take you a little further

- https://cpdbee.com/wp-content/uploads/2018/05/IfT-Learning-Curriculum-v1.2.pdf

- https://ift.education/learning-paper/

- http://www.sec-ed.co.uk/best-practice/teaching-learning-desirable-difficulties/

- https://thinkeracademy.com/desirable-difficulties/

- https://evidenceintopractice.wordpress.com/2016/01/26/germane-load-the-right-kind-of-mental-effort/

- https://www.youtube.com/channel/UCTZ5iIB2cIH_FD1yMWzzCXw

Implications for our students

We need to carefully consider our curriculum - when and how we teach top

Lessons are planned taking into consideration the intrinsic, extraneous and germane load.

Teachers use low retrieval practice quizzes in lessons, to support memory longevity and strength.

We need to understand our students and tailor the learning journey to suit them

Our aim is to produce scholars in our subject areas, who can pass exams, but who also enjoy learning and can use their knowledge in the real world

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Assessment at UAE

A summative and Formative Model

Rationale

Summative Assessment

We have a carefully researched policy that integrates Summative and Formative assessment. One is not powerful without the other. We have come from an education-wide endemic of over assessing at the summative level in the name of accuracy, planning and foresight, and whilst well intentioned, this has led to inaccurate diagnosis and intervention strategies that are at best inefficient. At their worst these strategies are ineffective, take focus away from real learning and increase workload, pressure and monitoring of staff in the wrong areas.

So now we assess summatively once a year instead of six times (except for KS4). Naturally this provides less information on it's own than previous models. But this has many advantages, namely:

- The assessment can be representative of learning over an extended period of time and therefore provide a more realistic picture of what learning has been retained by the student as it would need to be at the end of a GCSE course.
- The content can be sampled from a larger domain which means assessment materials, mark schemes are easier to come by and grading is less arbitrary.
- Teachers are not bound to teach to a test but are free to teach in an unrestricted manner to deliver content and knowledge rather than worry about internal deadlines to cover work too quickly because there is a test generated by the need to populate a SIMS column on a marksheet with a number that is all to readily accepted as factual and absolute.

However it would be foolish to leave all testing to the end of the year only to discover that students have not learned well. It is also unwise to put all of our understanding of learning into one result when we have time to diagnose problems and rectify them. Hence the need the formative assessment.

Rationale

Formative Assessment

The purpose of formative assessment is entirely different from that of summative. The clarity that summative assessment gives can only do so when it is used sparingly and matches the way endpoints (ie exams) are measured as closely as possible. This leaves a lot of time in between for learning.

Therefore the purpose of formative assessment is to provide teachers with information about how well a student has understood something as you teach it and often just after you have just taught it.

Unfortunately, in education this has often been interpreted as homogenised end of unit tests with grades. Essentially a mini summative staging point. Whilst not altogether useless it does a lousy job of telling us how well students have learned something.

Formative assessment in it's highest practice should be:

- Something that is easy to implement, low stakes and not time intensive
- Easy to feedback to students about what they have to do to improve
- Have as few steps as possible between teacher and student

Our Current Position

Last year our reporting system evolved so that we gave parents and as mentioned previously a summative judgement at the end of the year using an A-E system at KS3 and GCSE grade based at KS4. A formative comment based report was produced mid way through the year. We asked teachers to comment on what has been learned well during the year and what needs to be revisited by the students.

The formative reporting was a huge task for teachers to collate in one hit and required them to go over a lot of ground at once. Whilst the mechanism for writing the comment was made easier the inherent nature of the task was still asking teachers to refer back to diagnoses made at various stages during the year. Our mark sheets do not build a formative picture at intervals during the year so we relied on teachers own systems for providing the unchecked judgments about how well students were doing and what support they were providing.

Modifying the mark sheets is not the answer because:
- Every subject assesses differently.
- Mark sheets tend to a quantitative system which then becomes mini-summative in nature.
- The formative comment to help the student improve already exists in work and does not need duplicating in mark sheets and unduly increasing workload.

Evolving our model

So in short we needed to improve the mechanism of collating formative assessment and the ensure the process of quality assurance is rigorous.

We are doing this by:
- Staggering the deadlines for formative reporting in each year group to spread workload and avoid 'pinch' points.
- We will also introduce A-E effort in class and A-E for homework which will go on the marksheet. These are not all encompassing but are clear measurables which help us understand whether students are on track
- Analyse Mod 6 end of year summative test data against KS2 data and FFT 20 targets. We can then identify students needing further support based on precise data
- Introduce 'deep dives' into the department review process which scrutinises the quality of work produced by students with its formative response from teachers. We also look for evidence of 'interleaving' and spaced retrieval practice so that we know the teaching is having an impact.

When we do that we will be able to identify key students and groups that need support as well as what the nature of that support should be. That is one key difference between summative and formative assessment and why the latter is more powerful in this regard.

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Ofsted – new Education Inspection Framework

Dan Cundy

November 2019

Context

- Schools are accountable to government, via Department for Education

- DfE set policy and compliance framework

- Ofsted inspect against this

Context - UAE

- Good schools (UAE). Now two days, Section 8 designation. Principle is the same as before: opportunity "to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria".

- Approx every four years*

- Some good schools will be subject to Section 5 full inspection if there is significant change or following a risk assessment.

*May be inspected at any time if safeguarding issues or qualifying complaints

- May convert to section 5 at the end of Day 1.

- May expect inspection four years after May 2017 = May 2021 onwards

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Context - UTC

- RI schools

- Schools are able to request an inspection – under Section 5. May be charged for the cost – estimate £2-3000.

- Ofsted may monitor an RI school, but will not usually, especially if RI for the first time

- Re-inspection Section 5 within 24-30 months from previous inspection

- May expect inspection January to July 2021

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The Education Inspection Framework 2019

Ofsted

...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'

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The Education Inspection Framework 2019

Ofsted

- What young people learn has too often come second to delivering **performance data**.

- This data focus leads to **unnecessary workload** for teachers.

- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **lowest attaining children**.

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Curriculum is at the heart of QE

Quality of education

Intent
- Curriculum design, coverage and appropriateness

Implementation
- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact
- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

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Before the inspection

- **<u>Before the inspection the LI or HMI will devise Key Lines of Enquiry (KLEs) from:</u>**
- 1. previous inspection report (PIR)
- 2. ISDR including data on exclusions, absence etc.
- 3. Parent View – schools to gather surveys at appropriate points
- 4. LA information – eg local children's safeguarding board
- 5. website (compliance)
- 6. Check complaints history
- (all of the above can set KLEs for safeguarding too)
  - Key Lines of Enquiry

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Before the inspection

- 10.30am to 2pm on day before inspection: contact by phone to Principal, followed by email confirmation. Information requested to be provided by 8am on the day of inspection.

- 90 minute phone call the afternoon before the inspection

- Lead Inspector conversation with Principal. Two elements: 1) a reflective educationally-focused conversation about progress since last inspection and 2) a practical conversation on logistical, planning issues

- Principal must articulate context, progress (against AfIs), current strengths and weaknesses in relation to curriculum, teaching, standards, behaviour, attitudes and personal development. Helps co-construct inspection.

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Mythbusting

- Page 14 of handbook sets out what OFSTED do **not** require or expect – includes predictions of attainment and progress scores
- OFSTED **will** use:
  - IDSR – Inspection Data Summary Report
  - Inspection reports on the school
  - Surveys or monitoring letters
  - Complaints
  - Replies to questionnaires
  - Public information e.g. website
  - Information published by LA or DFE
  - Summary of school self-evaluation
  - Current school improvement plan

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During the inspection. Safeguarding

- Safeguarding comes first and all OIs will be gathering evidence throughout the inspection too.

- 3 key questions, which can be posed to any number of people:

1. Are staff sufficiently aware of how to spot and what to do?

2. do staff act in a timely and appropriate way?

3. how does the school enable pupils to understand risk and act safely?

- See the DSL immediately with some key questions prepared- similar questions will be posed to governors (triangulation)

- Note duty of schools to comply with Equality Act 2010 including Public Sector Equality Duty and Human Rights Act.

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Inspection activities

- Focus on first hand evidence – they'll talk to everyone including caterers and cleaners
- Evaluate curriculum leadership by school and subject leaders (intent)
- Observe **learning** – jointly where possible (implementation)
- Work scrutiny – jointly where possible (impact)
- Discussions with pupils
- Observations outside of lessons
- Focus on pupils with SEND, most able pupils and disadvantaged pupils

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Quality of Education judgement

- There will be three 'themes/strands' running through this judgement.

- Intent – *'**what** did you set out to do?'* **(Curriculum)**

- Implementation – *'**how** does this translate into the classroom experience'*   **(Teaching, Learning and Assessment)**

- Impact – *'what is the educational **impact**?'* **(Outcomes)**

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Intent

- High levels of ambition
- Consensus about rationale at every level of the school
- Gives all learners knowledge and cultural capital they need to succeed in life
- Curriculum is carefully planned and sequenced towards accumulating sufficient knowledge and skills for future learning and employment
- Same ambitions for almost all learners – technical, academic
- Broad for as long as possible
- Evidence of intent even where a new curriculum may not be fully embedded – one year's grace period

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Implementation

- Quality of classroom and subject experience
- Subject knowledge key
- Key concepts understood and embedded in **long term memory**
- Checking understanding effectively
- Identifying and addressing misunderstandings
- Transferable key **knowledge**
- Fluency not memorising facts
- Use of assessment – must not create unnecessary burdens on staff
- Resources and environment allow learners to focus and support intent, supporting sequencing of learning
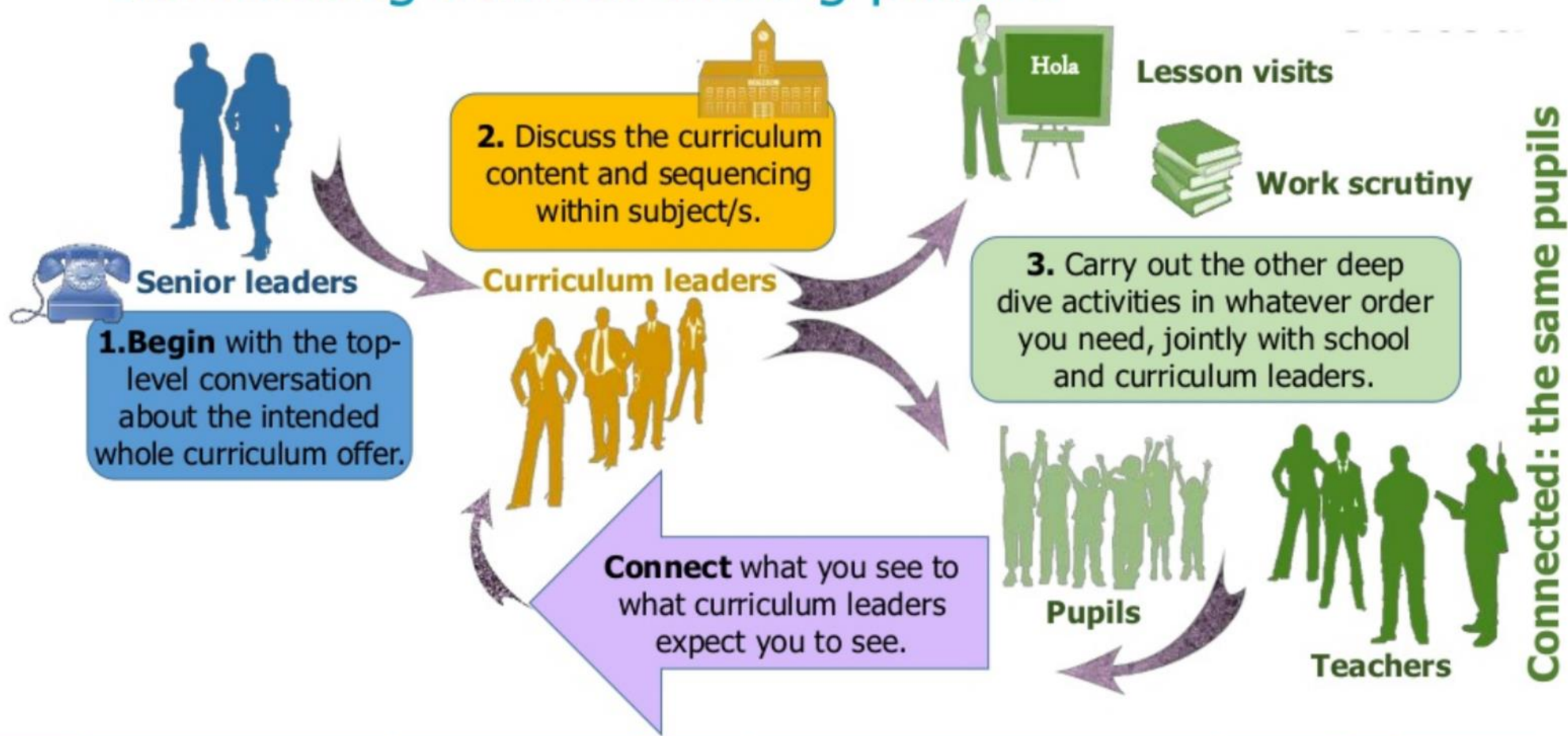- Rigorous approach to reading

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Inspecting the quality of education

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Impact

- Good levels of achievement from detailed knowledge and skills – this year, not last year. All years, not just Year 11 (and 13)

- Learners are ready for the next stage of education, employment or training

- Learners are enabled to reach destinations which meet their interests and aspirations

- Learners read widely, often and fluently

- Most disadvantaged, pupils with SEN develop knowledge and cultural capital

- Will be judged through work scrutiny, discussions with pupils about learning, listening to pupils read

- Inspectors **will not** use schools' internal assessment data as evidence – but will evaluate management actions based on intelligence from data

- Inspectors will speak to leaders about rationale for collecting the data they collect and how they use it to inform curriculum and teaching – reducing workload thread

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EBacc

The government has been very clear that the **75% and then 90% targets map out the national expected picture, not requirements for every single school. Schools in disadvantaged areas will be starting from a lower base, and many will have struggled with recruitment, especially when it comes to modern foreign languages – our inspectors will take account of this**. In the same vein, they are likely to look unfavourably on a leafy grammar that is not already securing high levels of uptake in these subjects.

So yes, we will be playing our part, as required under statute, to support government policy, but we **will not be applying a blunt instrument to do so"**.

Amanda Spielman

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Behaviour and attitudes

- Calm and orderly environment
- Clear routines and expectations
- Focus on attendance and punctuality
- Behaviour and attendance policies – consistency
- Pupil motivation and positive attitudes to learning
- Positive, respectful school culture
- Safe – bullying and discrimination dealt with

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Personal development

- Quality and intent of what the school provides
- Responsible, respectful citizens
- Fundamental British Values
- Equality of opportunity
- Inclusive environment
- Character development
- Mental health
- Physical health
- Healthy relationships and sex education
- Careers programme
- Readiness for next phase
- Use of exclusions

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Leadership and management

- What impact do leaders have? – Not just senior leaders
- What environment do they create?
- What CPD is on offer?
- How is a distributed leadership model created?
- How is teacher workload being addressed?
- What is being done to promote staff wellbeing?

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Banana skins

- Evidence of off rolling is likely to result in L+M being judged inadequate

- OFSTED's definition of off-rolling:

  - *The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interest of the school rather than in the best interest of the pupil. Off-rolling in these circumstances is a form of 'gaming'.*

- Safeguarding

- Segregation

- + Premature narrowing of curriculum

- + Enrolling students on pathways not in their best interests

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Managing the inspection team

- 'If it wasn't recorded, it didn't happen'!

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Governance

- Inspected as part of Leadership and Management, not a separate judgement

- 'Those responsible for governance' – fits variety of schools. In a MAT = trustees or SAB members depending on scheme of delegation

- Evidence gathered from meetings, first-hand evidence, responses to surveys, documents (including minutes and reports), improvement planning and strategic plans.

- Looking for evidence of purposeful visits, link role effectiveness, attendance to meetings.

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Governance

- Inspectors will meet with the Chair (of SAB/trust) and as many other governors as possible, + CEO (or delegate). May be by phone. Role of clerk to supply information requested.

- Feedback meeting at the end of the inspection will include governors. Nothing to prepare for this meeting.

- Chair. Principal will advise notification of inspection inc key lines of enquiry to ensure 'right' governors are represented on Day 1.

- Sensible to meet on evening pre-inspection!

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What is 'good'?

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse , grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils

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Further reading

- Ofsted Education Inspection Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

- Ofsted inspection handbook https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf

- Ofsted slideshare on EIF https://www.slideshare.net/Ofstednews/eif-and-deep-dives?next_slideshow=1

- Ofsted slideshare on inspection for governors https://www.slideshare.net/Ofstednews/education-inspection-framework-for-governors-july-2019

- Keeping Children Safe in Education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- Guidance on Equality Act 2010 https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pastoral-care/equality-inclusion/equality-act-2010-what-does-it-mean-for-school-governors/?marker=content-body

- Guidance on Prevent https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/pastoral-care/safeguarding/quickread-the-prevent-strategy/?marker=content-body

- How governance will be inspected https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/inspection-evaluation/inspection-framework/ofsted-2019-how-governance-will-be-inspected/

- Questions Ofsted might ask https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/inspection-evaluation/before-during-after-inspection/questions-ofsted-might-ask-governors/?marker=content-body

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