

EIF 2019 – inspection judgements

Overall Effectiveness

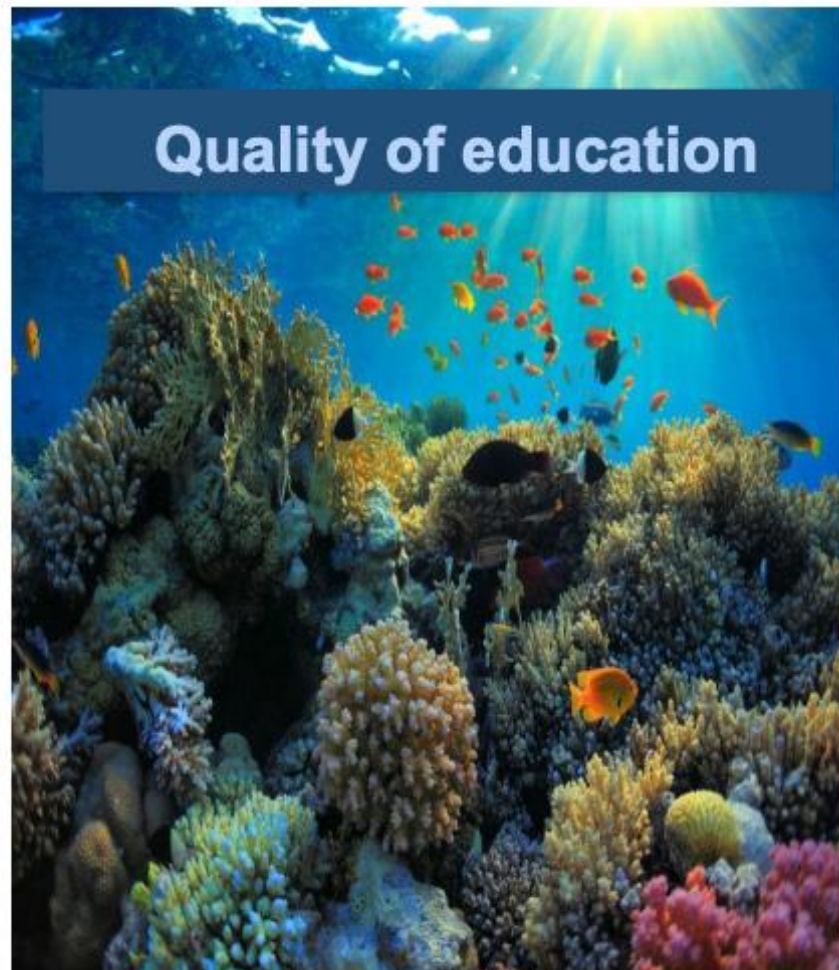
Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

The quality of education: the overall picture



Quality of education

Intent

- Curriculum design, coverage and appropriateness.

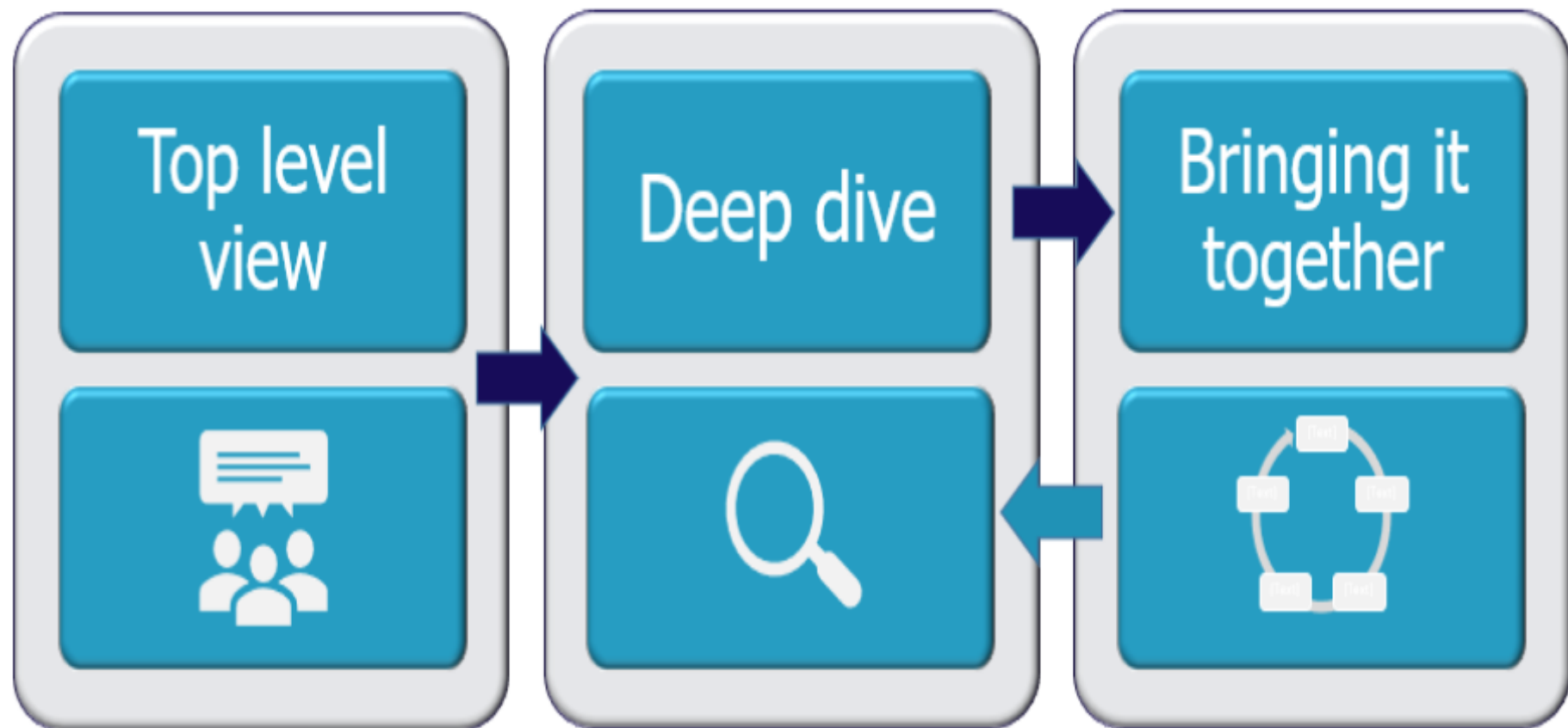
Implementation

- 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

Inspection model for quality of education



What subjects should be selected for deep dives?

- At least **four** deep dives.
- **Reading** will always be a deep dive in primary.
- Deep dives must include **at least one foundation subject**.
- Deep dive subjects must be on the **curriculum** (for example, not personal development or careers).
- Use published, **validated** data and top-level discussion. Identify what might be strong/weak.
- **Agree** subjects with headteacher (sampling from areas leaders say are strong/weak/developing and those indicated by published data).

What will be included in the deep dives?



Getting past the general to the specific

Some questions inspectors can ask:

- How do leaders know if pupils learn the curriculum?
- To what extent do leaders understand that the curriculum is the progression model?
- What are the reasons for differences in subject effectiveness across the school?
- How do leaders quality assure the curriculum and in what ways, and what difference is it making?
- Can leaders explain the focus, rationale and impact of staff training on the curriculum?

Key messages for work scrutiny

- This is a step change: work scrutiny is **not** about judging progress, but it **is** about seeing whether the planned curriculum has been taught in practice.
- What is the scope of the planned curriculum, and is it being covered?
- **A key question:** Are pupils drawing upon a wide range of prior knowledge?
- Evidence will not just be in books – particularly for subjects such as music, drama, art and PE.

Discussions with teachers

- Discussions with a **group** of staff from **the same subject** are an effective way of understanding teachers' curriculum and pedagogical choices.
- This works well where the discussion includes **all or most of the staff seen teaching** during the inspection.
- Ideally it will involve all those staff from the deep dive – including those who have not been seen teaching, but will have contributed (e.g. others in a subject department/phase/key stage).
- Discussions should explore how teachers are helped to improve their **subject knowledge, alongside their pedagogical knowledge**. How are specialists and non-specialists supported?

Discussions with pupils

- As part of a 'deep-dive', **inspectors should select a group of pupils** to talk to. Most of these pupils will be drawn from lessons visited.
- Inspectors have found it helpful to talk with **pupils in two or more year groups** in a meeting, so that subject progression and learning over time can be gauged.

Reading

- Inspectors will listen to several low attaining pupils in years 1-3 and examine the school's policies and phonics assessments
- Evidence of ambition and a strong culture of reading across the school
- Investment in the teaching of reading from the beginning of reception; investment in the development of expertise in the teaching of phonics and reading
- Be prepared for questions such as: how do you select the books? How often do teachers read to children? How do you encourage parents to be involved in their children's reading?

'Inspectors will not look at non-statutory internal progress and attainment data'

- Ofsted will **proceed** with inspectors **not** looking at non-statutory progress and attainment data
- Inspectors will ask what **leaders understand** about progress and attainment in the school, and will then say 'let's see that first-hand, together'
- Inspectors will **consider the actions taken** by schools **in response to their understanding** of progress and attainment, and the impact of these actions

