**Pre-Inspection Phone Call**

**EXAMPLE of one filled in**

**Questions and Answers – Section 1**

**A reflective, educationally focused conversation about the school’s progress since the last inspection.**

**Remember to use evaluative language when talking about the impact of your leadership actions.**

* The impact has been...
* This has led to…
* Because of... this meant that...
* Data indicates that... because...
* The progress of...compared with national shows that...
* The impact was....as a result of...
* Evidence from...showed us that...
* Feedback from...resulted in...

|  |  |  |
| --- | --- | --- |
| **Question** | **Model Answer** | **Evidence**  |
| 1. **What actions have you taken to address the areas for improvement highlighted in your most recent Ofsted inspection report?**

*Take each improvement point in turn, outline the action you took and outcomes for each.* | **Brief Overview****Action Point 1**- Reinforce the importance of regular attendance for some pupils and parents. Example***Actions and Impact –*** *we have updated the attendance policy which now has three stages of contact for those falling below 96%. Office manager and head meet weekly to discuss pupils on list. This ensures that any pupil falling below this is picked up immediately and appropriate support can be put in place if needed.**Impact waiting to be measured due to only being put in place March 2022.**Attendance for year to date (10/03/2022)**Attendance – 92.4% (incl. Covid)**Authorised – 6% (incl. Covid)**Unauthorised – 1.6%* *Late – 0.45%**Persistent Absentees – 24.3% (incl. Covid)* | * Attendance policy
* Attendance records
* Attendance folder
* HTs report
 |
| 1. **Can you describe the impact your actions have had on outcomes for pupils?**
* SEND
* PP
* LAC
* Boys
* Girls
* EAL

*Take each point in turn, outline the action you took and outcomes for each group.* | **Brief Overview**This question is more specific and requires you to provide clear evidence and explain the impact of any actions the school has taken on outcomes for specific groups of pupils. Remember that the lead inspector will have looked at the published data for your school, so prepare to justify your point and guide them to individual pupils or groups of pupils in specific year groups, should your published data suggest that outcomes have not been significantly affected by your actions. **Take each point in turn, outline the action you took and outcomes for each.** |  |
| 1. **How did you ensure that the actions you planned and implemented, from the previous inspections, were shared with and implemented consistently by all staff?**

*How you have held staff to account?**How do governors know if the actions have been effective?* *SIP, Planning and Policies, Performance Management, Governors – they were part of process if improvement* | **Brief Overview*** EXAMPLE

**School Improvement Plan** * **Attendance Policy –** the attendance policy was updated in September 2021 and then amended in March 2022. This has been shared with Governors, staff and parents and is available to view on the school website. This ensures that all parties are aware of their responsibilities and has led to more collaborative working.
* **Governors –** Governors are informed of attendance data through the Head’s report which is shared at LGC meetings. LGC members challenge the head on data and ask for clarification.
* **Staff Meetings** – attendance issues are highlighted when discussing safeguarding. Children of concern are minuted and then checked by HoS and office manager. This has ensured that no children are being missed and attendance is being challenged.
 | * SIP
* Attendance policy
* Staff meeting Agendas and Notes
* Head’s report
* LGC minutes

Case study of a child being addressed for attendance issues |
| 1. **Where will I see evidence in your school’s practice that you have taken effective action to address the previously identified improvement areas?**

*Where will they see it, in detail, groups, classes?* | **Brief Overview**Evidence can be found in our attendance data through Arbor. Before Covid-19 attendance was good (above average). Covid has had a massive impact on data*Attendance for year to date (10/03/2022)**Attendance – 92.4% (incl. Covid)**Authorised – 6% (incl. Covid)**Unauthorised – 1.6%* *Late – 0.45%**Persistent Absentees – 24.3% (incl. Covid)*However, since Feb half term 2022 to date (10/03/2022) whole school attendance is 98.2% |  |
| 1. **Can you tell me what your school’s curriculum is like?**

**Can you describe its purpose and why you have structured the curriculum in this way?** *This is the* ***INTENT*** *question.**Definition of Learning**Children you are trying to create**Context issues**Barriers to Learning**Cultural Capital**Knowledge, vocabulary, Skills**Curriculum maps – progressive with key concepts for each subject* | **Brief Overview**The focus is on your school’s curriculum intent. You need to have a thorough understanding of the curriculum. Make sure you explain in detail how your curriculum is structured and why it is structured in this way. * **Curriculum audit** - As a school we undertook a review of the curriculum we offer to the children. This involved looking at the best research and information available on how children learn most effectively. We discovered that the 2018 curriculum was providing support for colleagues in a small school setting but not providing the progression in knowledge and ambition. It was more ‘activity-led’ than learning-led so we redeveloped this with our sister school Stogursey to build capacity and have teachers in the same phase working together.
* **Barriers to Learning** – we have identified that the most significant barriers to effective learning for our children was the subject knowledge of teachers. CPD has been/is being put in place to support the subject knowledge of teachers and Teaching assistants. Children are passive learners and need to take more ownership for their learning. As part of this, we have introduced loops for learning. This has led to the children becoming more engaged with their learning journey and teachers planning learning experiences linked to what the children want to find out.
* **Definition of learning -** As a school we have determined that our definition of learning is a **change to the long-term memory**. This means that the way we implement our curriculum maps involves secure and repetitive teaching of the key concepts. Each unit has built in practise, retrieval and reinforcement of the key concepts to ensure knowledge sticks in the long-term memory. We believe to reduce cognitive load in achieving this, we should deliver the content in small steps.
* **Long term memory -** for learning to stick in the long-term memory we teach knowledge in meaningful contexts and in a connected way. The children are given many opportunities to practise, embed and retrieve the knowledge so that it moves and sticks in their long-term memory.
* **Subject Key concepts -** We identified key concepts from NC for children to be fluent in every subject and these form the basis of our progressive and well sequenced curriculum maps. Our curriculum is taught to create geographers, historians etc and not just for the purposes of covering the NC. Teachers have agreed in this trial period with subject leaders, the core substantive knowledge and leaders have also agreed the main disciplinary knowledge and how it progresses through each phase of the school.
* **Subject Knowledge** – Some teachers have taken the enhancement SKTM in Maths, ongoing curriculum work now focuses on other subjects and working with our sister school, Stogursey, who have access to WSOA-funded project groups, we are developing networks around English, Science, RSHE, and Maths. This is enabling us to provide all teachers and TAs (where appropriate) with relevant and up-to-date subject knowledge.
 | * Subject Action Plans
* Staff meeting Agendas and Notes
* Curriculum maps
* Senior teacher – meta-cognition CPD
 |
| 1. **How do you ensure that your curriculum is designed so that all non-core subjects are taught?**

*The lead inspector will be looking for evidence that your school offers a broad and balanced curriculum with children receiving the full range of subjects across the school.* *Tell them it hasn’t been narrowed, speak to children, look in books**KS1 might look different to KS2*  | **Brief Overview**The lead inspector will be looking for evidence that your school offers a broad and balanced curriculum. All areas of your curriculum will be assessed, and inspectors will be checking to ensure the curriculum has not been narrowed. – * **First thing you say** – Our curriculum has not been narrowed here in any subject, group or age range. We believe that every subject is important; every subject is taught well and not degraded or used simply to practise English and maths. We understand that not all children can excel in English and maths but will be passionate and excel in other subjects. We ensure that we know every child’s passion and strive to ensure they have quality teaching in every subject.
* **School vision and values** – the school vision ‘Together we flourish and achieve’ along with the 6 core values (respect, trust, hope, persevere, courage, protect) underpin everything we do at Spaxton. The children can speak with confidence about these.
* **Holistic approach** – we ensure we are developing the whole child. This involves building on each individual child’s strength and preparing them for lifelong learning and developing global citizens.
* **Timetables** – if you look at our timetables every subject is timetabled across the school, including in the SATs years.
* **Work sampling** – if you look in a range of books from every year group you will see that the children get the full and complete range of subjects all year round.
* **Pupil Voice** – children in every year group will be able to talk to you enthusiastically about their achievements in geography, science and PE, for example and not just the standard core subjects.
 | * Timetables
* Long and Medium Term Plans
* Children’s work in books
* Pupil Voice interviews (learning walks)
* Website video
* SIAMS SEF
 |
| 1. **How do you ensure that all pupils, especially the most vulnerable, have access to the broad curriculum?**

*This is all about your SEND and disadvantaged pupils.* *You need to highlight how your school enables all pupils to access the full curriculum, with particular reference to pupils with SEND and disadvantaged pupils.* *Barriers to learning identified and curriculum examples of where you overcome barriers such as aspirations**Implementation, responsive teaching ensures the majority of children’s needs are met in the classroom.* | **Brief Overview**This question is all about your SEND and disadvantaged pupils. You need to highlight how your school enables all pupils to access the full curriculum, with particular reference to pupils with SEND and disadvantaged pupils. * **Barriers to learning –** we have identified the most significant barriers to learning for each SEND pupils and the teachers strive to overcome these barriers for every child. The majority of our children with SEND have specific learning difficulties (global delay, visual impairments) which makes accessing the learning difficult. Other barriers include: persistent absence and effect of COVID19 lockdown and access to outside agencies.

Despite, attainment of SEND and PP pupils not being in line with the rest of the cohort, they are making accelerated progress above non-SEND/PP pupils.

|  |  |  |
| --- | --- | --- |
| SEND Dec 21 | Attainment | Progress |
| Reading | 36.4% | 90.9% |
| Writing | 0% | 90.9% |
| Maths | 45.5% | 90.9% |

|  |  |  |
| --- | --- | --- |
| PP Dec 21 | Attainment | Progress |
| Reading | 54.5% | 90.9% |
| Writing | 27.3% | 100% |
| Maths | 45.5% | 100% |

* **Implementation** – our experienced and well skilled staff implement the sequenced and progressive curriculum maps well. They accurately assess where children are and plan well for the next learning steps. They respond and adapt their teaching to ensure every child can make progress and achieve the intended learning outcome for each session.Our staff are also working hard to implement the PP strategy.
* **Inclusion –** we ensure that every classroom is highly inclusive and ensure that SEND pupils and disadvantaged pupils are having the majority of their needs met in the classroom, through high quality first teaching which identifies their needs and works rigorously to overcome any barriers which may exist.
* **Interventions –** we are developing our intervention programme to ensure children are rapidly identified and gaps in learning are plugged. We are working closely with our sister school, Stogursey, to share knowledge and expertise.
* Our interventions are currently reactive to learning taken place that day but focused interventions need to take place to close existing gaps.
 | * Children’s work in books
* PPMs
* Data relating to SEND and Disadvantaged
* Inclusive practice learning walk
* SEND self-audit for teachers
* Case study (Leyon/Chloe)
 |
| 1. **How do you make sure that non-core subjects are developed across the school to ensure the sequence of learning?**

*Skilled and knowledgeable subject leaders create curriculum maps which are progressive and ensure that the key concepts of every subject are taught for children to become procedurally fluent in each subject. A key element is ensuring that we build on prior learning.**Subject leaders lead the design, implementation and monitoring of their curriculum map, worked with specialists to ensure key concepts for subject were taught in depth.* | * **Curriculum audit** - As a school we undertook a review of the curriculum we offer to the children. This involved looking at the best research and information available on how children learn most effectively. We discovered that the 2018 curriculum was providing support for colleagues in a small school setting but not providing the progression in knowledge and ambition. It was more ‘activity-led’ than learning-led so we redeveloped this with our sister school Stogursey to build capacity and have teachers in the same phase working together.
* **Barriers to Learning** – we have identified that the most significant barriers to effective learning for our children was the subject knowledge of teachers. CPD has been/is being put in place to support the subject knowledge of teachers and Teaching assistants. Children are passive learners and need to take more ownership for their learning. As part of this, we have introduced loops for learning. This has led to children become more engaged with their learning journey and teachers planning learning experiences linked to what the children want to find out.
* **Definition of learning -** As a school we have determined that our definition of learning is a **change to the long-term memory**. This means that the way we implement our curriculum maps involves secure and repetitive teaching of the key concepts. Each unit has built in practise, retrieval and reinforcement of the key concepts to ensure knowledge sticks in the long-term memory. We believe to reduce cognitive load in achieving this, we should deliver the content in small steps.
* **Long term memory -** for learning to stick in the long-term memory we teach knowledge in meaningful contexts and in a connected way. The children are given many opportunities to practise, embed and retrieve the knowledge so that it moves and sticks in their long-term memory.
* **Subject Key concepts -** We identified key concepts from NC for children to be fluent in every subject and these form the basis of our progressive and well sequenced curriculum maps. Our curriculum is taught to create geographers, historians etc and not just for the purposes of covering the NC. Teachers have agreed in this trial period with subject leaders, the core substantive knowledge and leaders have also agreed the main disciplinary knowledge and how it progresses through each phase of the school.
* **Subject Knowledge** – Some teachers have taken the enhancement SKTM in Maths, ongoing curriculum work now focuses on other subjects and working with our sister school, Stogursey, who have access to WSOA-funded project groups, we are developing networks around English, Science, RSHE, and Maths. This is enabling us to provide all teachers and Tas (where appropriate) with relevant and up-to-date subject knowledge.
 | * SIP
* Curriculum Maps
 |
| 1. **Which areas of your curriculum are a strength and are there any areas you need to improve?**

***Deep Dives*** *– pick the ones with strong leaders** ***Intent*** *– how they put together curriculum map or are going to in future.*
* ***Implementation*** *– what monitoring has told them about strengths and areas to improve.*
* ***Impact –*** *have they checked the impact of their curriculum map. Children’s progress towards end points.*
 | **Brief Overview**This question will be to identify where they are going to deep dive – be careful what you say and make sure that the subject you say is strong and the one which needs to improve, **both** have strong leaders. My advice would be to put forward a strong subject and one which is improving rapidly. MFL- The reasons you would say a subject is a **strength** would be as follows:1. **Subject Leader** – the subject leader is strong and passionate about the subject. They have excellent subject knowledge and the leadership skills required to improve standards of teaching and learning in the subject.
2. **Curriculum Map** – we have a well-designed sequential and progressive curriculum map which contains the key concepts children need to become fluent in the subject. It also has clearly identified end points outlining what you expect children to know and be able to do at the end of each year group.
3. **Skilled Teachers Implementing the Curriculum Map** – the curriculum map has been shared with all of the staff (just me as I am the only one who teaches it!) along with ideas about the most effective content pedagogy for the subject. As a result, teaching of the subject is strong.
4. **Evidence of Progress** – you have a good evidence base showing that children are learning more as a result of your curriculum map which is being implemented effectively by teachers. This includes school led lesson observations, work sampling and pupil voice.

RSHE- The reasons you would say a subject **need to be improved would** be as follows:1. **Subject Leader** – Laura is new to the role, is experienced in self-evaluation and monitoring **BUT** they have a clear understanding of the strengths and weaknesses in their subject and know exactly how they are going to improve standards.
2. **Curriculum Map** – is under construction and not completely finished.
3. **Skilled Teachers Implementing the Curriculum Map** – teachers might not be so confident delivering this subject and are undergoing CPD (whole school Trauma-Informed training, RSHE curriculum project work with Jon Tomsett).
4. **Evidence of Progress** – evidence is patchy but beginning to gather a range of evidence across the school.
 | * SIP
* Curriculum Maps
* CART
* Monitoring Records
* Subject specific curricular information document
 |