



Resource 1 Ofsted and the subject leader

(Plus: Resource 1: Questions (pages 17-19))

‘A deep dive... involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. Inspecting the curriculum, Ofsted May 2019

This document is one of four that have been written to support subject leaders in preparation for a ‘Deep Dive’ as part of an Ofsted inspection.

Resource 1: this document (***Ofsted and the subject leader***) outlines the key areas from the Ofsted Inspection Handbook that relates directly to the role of the Primary School Subject Leader in an inspection.

Resource 2: *Preparing for a ‘deep dive’ is a document which aims to support a subject leader in preparation for either an internal / external ‘deep dive’.*

Resource 3: *‘Deep dive’ in a foundation subject / area – provides advice for subject leaders across all foundation subjects, with subject specific advice / guidance.*

Resource 4: Subject Leader checklist / annual monitoring & review timetable

Preface:

I have edited below those paragraphs from the School inspection handbook to refer to those bullet points that refer directly to a subject leader. (I have highlighted in **bold / italics** what I consider to be the key points.)

I have also drawn from other publications – *which are well worth a read*: **How to assess intent and implementation of the curriculum**, Ofsted, December 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf

Education inspection framework: overview of research, Ofsted, July 2019;
www.gov.uk/government/publications/education-inspection-framework-overview-of-research

As ever, if you have any comments, edits, recommendations, please do not hesitate to send them through to me at: andy@apa-ec.co.uk

Resource 1

Before and during the inspection all text other than that in brackets (*which is by me*), is taken from School inspection handbook November 2019 No. 190017)

I have highlighted below where Subject Leaders (SL) get a specific mention in the Ofsted Inspection Handbook:

See:

Para's

59

94

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171

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179 – 197

I have inserted some questions after the above paragraphs for you to add comments as you go through this resource.

Before the inspection / clarification for schools (Para 45-48)

Para: 45

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
- 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.

Para: 46

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, other than that which is already part of the school's normal activity
- specific details of the pay grade of individual teachers who are observed 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.

Para: 47

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

Para: 48

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
- the frequency, type or volume of marking and feedback

Initial contact with the school

Para: 52

(Following the initial telephone conversation with the HT) ..the inspection support administrator will then send the school a note setting out key information for leaders to be aware of before inspection. This will include:

- informing the school that inspectors may request to take photographic evidence, for example of pupils' work and displays, but that inspectors will not take photographs of pupils.

Para: 57.

Inspectors will use this conversation (*the pre inspection telephone conversation with HT*) to understand:

- the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports pupils to learn the curriculum, the standards pupils achieve, pupils' behaviour and attitudes, and the personal development of pupils
- the specific areas of the school (for example, subjects, year groups, aspects of provision) that should be focused on during inspection.

Para: 59.

This discussion (*telephone call*) will be short and focused on practical issues. The lead inspector will:

- invite the headteacher, **curriculum leaders** and other leaders to take part in joint visits to lessons and to observe the main inspection team meetings
- make arrangements for meetings with relevant staff

The approach to an Inspection

Para: 93.

Overarching approach to inspection.

This Education Inspection Framework (EIF) seeks to put a single, joined-up educational conversation at the heart of inspection. It is built around the connectedness of curriculum, teaching, assessment and standards within the 'quality of education' judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a school's activities to deliver a high-quality education for its pupils connect and work together to achieve the highest possible standards.

Para: 94.

As set out in the 'preparation' section above (paragraphs 54–55), ***inspections under the EIF always begin with in-depth discussions with school leaders and curriculum leaders about the school's curriculum.*** Inspectors ask about what leaders intend pupils to learn. What are the end points they wish them to reach, what are the key concepts that they need to understand, and in what order will they learn them?

Para: 95.

During inspection, inspectors will probe leaders' understanding further but, most importantly, they will focus on gathering first-hand evidence. ***Inspectors will visit lessons, talk to individual teachers and pupils, and look at pupils' work (in its widest sense) together with curriculum leaders to see whether it matches leaders' intentions.*** Inspectors will then draw all this evidence together from different pupils, classes and year groups.

Para: 96.

The crucial element here is the connection between different pieces of evidence. ***Inspectors will not emphasise one specific type of evidence above all others. Instead, inspectors will focus on gathering evidence that is balanced and connected.*** Our research on work scrutiny and lesson visits has shown that having a variety of types of connected evidence strengthens the conclusions that inspectors are able to reach.

Para: 97.

This evidence will always lead inspectors back to the overall quality of education on offer. ***The focus will not be on one particular lesson, book or pupil.*** Rather, the focus will be on the interconnection of all of these pieces of evidence and what they tell inspectors and leaders about whether pupils are learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more. The evidence from our substantial piloting of the EIF is that this approach enables inspectors and leaders to build up a clear picture of whether the school is meeting the criteria set out in the 'quality of education' judgement.

Q: Do Ofsted write reports for each subject inspected or one overall report?

A:

Joint visits to lessons

Para: 98.

One element of the inspection approach will be visits to lessons. ***The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.***

Para: 99.

Inspectors will not take a random sample of lessons to visit. Instead, ***they will connect lesson visits to other evidence: discussions with curriculum leaders, teachers and pupils, and work scrutiny. Inspectors will visit several lessons in which the same subject is being taught, including lessons to different year groups. Lesson visits are not about evaluating individual teachers or their teaching; there will be no grading of the teaching observed by inspectors. Instead, inspectors will view lessons across a faculty, department, subject, key stage or year group and then aggregate insights as to how what is going on in lessons contributes to the school's curriculum intentions.*** This will then provide part of the evidence for an overall view of quality of education or behaviour and attitudes.

Para: 100.

In summary, ***lesson visits are primarily useful for gathering evidence about how lessons contribute to the quality of education.*** Inspectors can use these visits to gather evidence about how well the curriculum is implemented. They do this by looking at what is going on in lessons for one or more subjects or themes, triangulating this with evidence collected through discussions with the staff and pupils involved, and scrutinising the pupils' work, wherever possible derived from the lessons visited and the relevant sequence of lessons (see below).

Work scrutiny

Para: 102.

Another element of the inspection approach will be scrutinising pupils' work. ***The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils' work.***

Para: 103.

Inspectors will not take a random sample of exercise books/folders/sketchbooks/electronic files and so on (which we refer to as 'pupils' books and other work'). Instead, ***they will scrutinise pupils' books and other work across a faculty, department, subject, key stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education.*** Inspectors will not evaluate

individual workbooks or teachers. Inspectors will not use work scrutiny to evaluate teachers' marking. Inspectors will connect work scrutiny to lesson visits and, where at all possible, conversations with pupils and staff.

Q: What sources of evidence will a SL and an Ofsted inspector do jointly?

A:

Para: 104.

Inspectors can use work scrutiny to contribute to an evaluation of whether the work that pupils do over time reflects the intended curriculum. **Work scrutiny will help inspectors to form a view of whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally.** Inspectors will synthesise what they find in order to contribute to their overall assessment of the quality of education across a faculty, department, subject, key stage or year group.

Q: What sources of evidence do you think it would be helpful for you to gather in advance?

A:

Reaching a judgement of outstanding

Para: 160.

This handbook introduces a new method of evaluating whether a school is outstanding in one or more judgement areas. Outstanding is a challenging and exacting judgement. In order to reach this standard, inspectors will determine whether the school meets all the criteria for good under that judgement, and does so securely and consistently. In other words, it is not enough that the school is strong against some aspects of the judgement and not against others, but it must meet each and every good criterion. In addition, there are further criteria set out under the outstanding judgement, which the school will also need to meet. Our aim in making this change is that schools should only be judged outstanding in a particular area if they are performing exceptionally, and this exceptional performance in that area is consistent and secure across the whole school.

The quality of education

Para: 170.

Inspectors will consider the extent to which **the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this 'intent')**. They will **also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation')**. Finally, **inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the 'impact')**.

Intent

Para: 171.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, **subject and curriculum leaders**.

Para: 172.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

■ ***The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.***

■ It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.

■ The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

■ The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

Q: What would you say are the '3' key messages behind your statement of Intent? (you may want to refer to Para 179 below)

A:

Curriculum flexibility

Para: 173.

The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.

Para: 174.

All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education. Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition.

Para: 175.

We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools' autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school's curriculum favourably.

Curriculum narrowing

Para: 176.

Our research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research also shows that this has a disproportionately negative effect on the most disadvantaged pupils. In key stage 1, inspectors need to check that pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at key stage 2. Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums.

Cultural capital

Para:178.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Q: Can you give some examples as to how 'your' subject contributes to pupil's cultural capital?
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A:

Sources of evidence specific to curriculum intent

Para: 179.

Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- ***whether leaders are following the national curriculum and basic curriculum*** or, in academies, a curriculum of similar breadth and ambition
- ***how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills***

- **how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points**
- **how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills**
- **how the curriculum has been designed and taught so that pupils read at an age-appropriate level.**

Para: 180.

Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. If leaders have an accurate evaluative understanding of current curriculum practice in their school and have identified appropriate next steps to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate ‘intent’ favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are the best fit.

Q: Do you have an accurate and up-to-date overview of www/ebi of teaching, learning & assessment in your subject?
A:

Para: 181.

Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request materials to be produced or provided in any specific format for inspection.

Q: What documents do you have to show an inspector (a pithy overview?)
A:

Implementation

Para: 182.

In evaluating the implementation of the curriculum, ***inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.***

Para: 183.

Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

Developing understanding, not memorising disconnected facts

Para: 184.

Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

Q: How do you ensure that your own subject knowledge (and that of your colleagues) is kept up to date?
A:
Q: How have you planned the curriculum such that knowledge gained in one 'topic' is then built on in the next one?
A:
Q: Can you give a 'couple of examples' (e.g. from KS1 and KS2) which demonstrate that pupils are building on knowledge from a previous

topic? (and possibly have a copy to demonstrate this)

A:

Q: How do you assess pupils' learning in your subject (i.e. the subject K, S & U and not the literacy / presentation) ?and possibly have a copy to demonstrate this)

A:

The school's use of assessment

Para: 185.

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Para: 186.

Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

Para: 187.

The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work', recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

Para: 188.

Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Sources of evidence specific to curriculum implementation

Para: 189.

The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum
- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them
- discussions with classroom teachers about how often they are expected to record, upload and review data
- observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutinising the pupils' work
- reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

Para: 190.

Inspectors should refer to the 'Lesson visits and work scrutiny' section in Part 1 of this handbook for guidance about what constitutes an appropriate sample of pupils. 191. In order to triangulate evidence effectively, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of pupils. Inspectors will also ensure that the samples of pupils they choose are sufficient to allow them to reach a valid and reliable judgement on the quality of education offered by the school overall. Guidance on how to ensure that this evidence is both sufficiently valid and reliable is set out under 'Overarching approach to inspection' in Part 1 of this handbook.

Impact

Para: 192.

When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

Para: 193.

Inspection experience and research show that the most important factors to consider are that:

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupils' work.

- All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.
- Pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations. Inspectors will also consider this.
- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers. (See paragraphs 280–282).

Sources of evidence specific to curriculum impact

Para: 197.

Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more
- nationally generated performance information about pupils' progress and attainment. This information is available in the IDSR, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')
- nationally published information about the destinations to which its pupils progress when they leave the school
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education and their adult lives.

Q: What evidence do you have re: Quality of Education (QoE) in your subject?

A:

Q: Do you have 'some' examples of pupils work (possibly annotated across the key areas of learning) in your subject to demonstrate the QoE in your subject?
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A:

Para: 198.

Inspectors will recognise that some schools are in turn-around, including when they have been brokered into a MAT or rebrokered from one to another. In these schools, the quality of education may have been poor and may now be showing significant and sustained improvement. In these situations, nationally generated performance data may lag behind the current quality of education in the school and so inspectors will view the national data in this context.

Reaching a single quality of education judgement, drawing together intent, implementation and impact

Para: 199.

Inspectors will not grade intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered and using their professional judgment.

Resource 1
Ofsted and the subject leader

Questions (to be completed in advance of Session 2)

Following Para 97

Q: Do Ofsted write reports for each subject inspected or one overall report?

A:

Following Para 103

Q: What sources of evidence will a SL and an Ofsted inspector do jointly?

A:

Following Para 104

Q: What sources of evidence do you think it would be helpful for you to gather in advance?

A:

Following Para 172

Q: What would you say are the '3' key messages behind your statement of Intent? (*you may want to refer to Para 179 below*)

A:

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Following Para 178

Q: Can you give some examples as to how 'your' subject contributes to pupil's cultural capital?
--

A:

Following Para 180

Q: Do you have an accurate and up-to-date overview of www/ebi of teaching, learning & assessment in your subject?
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A:

Following Para 181

Q: What documents do you have to show an inspector (a pithy overview?)

A:

Following Para 184

Q: How do you ensure that your own subject knowledge (and that of your colleagues) is kept up to date?

A:

Q: How have you planned the curriculum such that knowledge gained in one 'topic' is then built on in the next one?

A:

Q: Can you give a 'couple of examples' (e.g. from KS1 and KS2) which demonstrate that pupils are building on knowledge from a previous topic? (<i>and possibly have a copy to demonstrate this</i>)
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A:

Q: How do you assess pupils' learning in your subject (i.e. the subject K, S & U and not the literacy / presentation) ?<i>and possibly have a copy to demonstrate this</i>

A:

Following Para 197

Q: What evidence do you have re: Quality of Education (QoE) in your subject?

A:

Q: Do you have 'some' examples of pupils work (possibly annotated across the key areas of learning) in your subject to demonstrate the QoE in your subject?
--

A:
