

**Resource 1**

**Ofsted and the subject leader**

***‘A deep dive*… *involves gathering evidence on the***[***curriculum intent, implementation and impact***](https://cornerstoneseducation.co.uk/podcasts/how-to-achieve-ofsteds-three-is-of-curriculum/)***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 either a school review or an Ofsted inspection.

**Resource 1**: this document outlines the key areas from the Ofsted Inspection Handbook that relates directly to the role of the Subject Leader.

***Resource 1 - Annex 1***: *some additional guidance takenfrom the Ofsted 2019 Handbook*

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

**Resource 3**: ‘**Deep dive’ in a foundation subject / area** – provides advice for subject leaders across all foundation subjects in relation to what subject specific questions, they may be asked.

**Preface:**

I have included, below, those paragraphs from the Ofsted School Inspection Handbook that refer directly to a subject leader. (I have highlighted in ***bold / italics*** what I consider to be the key points.)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook> (*Updated 11th July 2022)*

I have also drawn from other publications – *which are well worth a read*: **Education inspection framework: overview of research***,* Ofsted, July 2019; [www.gov.uk/government/publications/education-inspection-framework-overview-of-research](http://www.gov.uk/government/publications/education-inspection-framework-overview-of-research)

**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>

***Andy Phillips (October 2022)***



**Resource 1**

**Before and during the inspection** all text other than that in brackets (***which is by me***), is taken from School inspection handbook July 2022 (<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>)

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

See:

***Para’s Theme***

|  |  |
| --- | --- |
| ***22 & 25*** | ***Before the inspection – clarification for schools*** |
| ***109 - 110*** | ***Inspection methodology*** |
| ***211 - 227*** | ***Ofsted’s approach to evaluating the curriculum*** |
| ***228 - 230*** | ***Talking about the curriculum with leaders*** |
| ***231 - 234*** | ***Joint visits to lessons*** |
| ***235*** | ***Work scrutiny*** |
| ***236 - 239*** | **Talking to and observing pupils in addition to joint visits to lessons** |
| ***240*** | ***Discussions with staff*** |
| ***241 - 245*** | ***Early stages of learning to read*** |
| ***246 - 247*** | ***Mathematics*** |
| ***248 - 252*** | ***Pupils with SEND in both mainstream and specialist settings*** |
| ***386 - 394*** | ***Early Years provision in schools*** |

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

**Before the inspection / clarification for schools (Para 22 - 25)**

***Para: 22***

Ofsted will not:

* grade individual lessons
* advocate a particular method of planning (including lesson planning), teaching or assessment, or expect curriculum planning to be in any specific format
* require schools to provide individual lesson plans or previous lesson plans
* require schools to provide recordings of live lessons that are delivered remotely, unless they are normally stored for staff or pupils’ future use
* require schools to carry out a specified amount of lesson observation
* take a random sample of exercise books / folders / sketchbooks / electronic files or evaluate individual workbooks or expect workbooks to be compiled solely to provide evidence for inspection
* use work scrutiny to evaluate teachers’ marking
* specify the frequency, type or volume of marking and feedback
* require schools to ensure a particular frequency or quantity of work in pupils’ books or folders
* require photographic evidence of pupils’ work (although inspectors may ask to take photographs themselves of pupils’ work, and will take all reasonable steps to anonymise these)

***Para: 25***

Ofsted does not require schools to:

* provide evidence of the monitoring of teaching, teachers’ professional development or application of the [teachers’ standards](https://www.gov.uk/government/publications/teachers-standards), other than that which is already part of the school’s normal activity
* provide evidence about each teacher from each of the bulleted sub-headings in the teachers’ standards
* provide specific details of the pay grade of individual teachers who are observed during inspection
* provide anonymised lists of teachers meeting or not meeting performance thresholds for pay progression
* provide processes for the performance management arrangements for school leaders and staff
* use the EIF to grade teaching or individual lessons
* include targets relating to the proportion of good or better teaching in the headteacher’s objectives
* set teachers’ performance targets based on commercially produced predictions of pupils’ achievement, or any other data set, from which it would then hold teachers to account

**Inspection methodology (Para 109-110)**

**Para 109.** Our framework puts a single, joined-up conversation about education at the heart of inspection, using a 3-part methodology to inspect schools on graded and ungraded inspections. Through this methodology, inspectors build a view of the quality of education, behaviour and attitudes, personal development and leadership and management:

* from their pre-inspection preparation and the educationally focused conversation with the headteacher, the lead inspector will form a top-level view – an initial understanding of 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
* inspectors will then collect and connect evidence for each of the judgement areas throughout the on-site part of the inspection
* towards the end of each day, inspectors will bring all the evidence together to draw the conclusions that will inform their final judgements

**Para 110.** Inspectors’ priority during inspections is to collect first-hand evidence.

|  |
| --- |
| Q: **Will** **Ofsted write reports for each subject inspected or one overall report?** |
| A: |

|  |
| --- |
| **Q: Even though Ofsted have a long list of ‘will not’… what as a subject leader would you want on hand to share in any discussion with an inspector?** |
| A: |

**Ofsted’s approach to evaluating the curriculum (para 211-227)**

**Para 211.** Inspectors will consider the knowledge and skills that pupils will gain at each stage through the school’s curriculum (we call this ‘intent’). They will look at the scope of the curriculum, including how carefully leaders have thought about what end points the curriculum is building towards (with reference to the national curriculum and, where relevant, the EYFS). They will also look at how leaders have broken down the content into components and sequenced that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills. Inspectors will also consider the rigour of subject-specific planning.

**Para 212**. Inspectors will consider how 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’). This includes how well the subject curriculum is presented to ensure that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. This includes the use of assessment to check pupils’ understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. It also includes whether teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

**Para 213**. Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the ‘impact’). This will include their view of how pupils are progressing through the curriculum, and their view on schemes of work or other long-term planning (in whatever form subject leaders normally use them).

**Para 214**. Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are the extent to which the school’s:

***curriculum:***

* is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
* is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those end points
* has rigour, where relevant, so that pupils learn the knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge of how the subject works (this should not prevent a topic-based or thematic approach, however)
* accounts for delays and gaps in learning that have arisen and continue to arise as a result of the pandemic
* remains as broad as possible for as long as possible, including when delivered remotely. The school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum

***teachers:***

* have expert knowledge of the subjects that they teach and are supported, where necessary, to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching
* present information clearly, promote appropriate discussion, check pupils’ understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these
* deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory. Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points
* use assessment to check pupils’ understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts
* consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment
* ensure that remote education, if needed, enables all pupils to access lessons and learn, and monitor pupils’ engagement and communicate with parents and colleagues effectively if there are concerns

***all pupils, particularly disadvantaged pupils and those with SEND:***

* acquire the knowledge and cultural capital they need to succeed in life
* make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum
* produce work of high quality
* achieve well in national tests and examinations, where relevant
* are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations
* are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers)

**Para 215.** In evaluating the quality of education, inspectors will form a top-level view of the curriculum through conversations with senior leaders and through data. They will use the official IDSR as a starting point, but will want to see the quality of education as experienced by pupils first hand and understand how well leaders know what it is like to be a pupil at the school. Inspectors’ understanding of the school’s curriculum is primarily formed through deep dives. We will look at the curriculum in all the key stages that the school has, through our deep dives. Inspectors will use 2022 outcomes cautiously and 2021/22 data will only be used to inform discussion with the schools about pupil outcomes. No schools will be marked down on the basis of the 2021/22 data alone.

**Para 216.** The number of deep dives will vary depending on the size of the school and the inspection team:

* in primary schools (and infant, junior and lower-middle schools), inspectors will always carry out a deep dive in reading and deep dives in one or more foundation subjects. In addition, inspectors will often carry out a deep dive in mathematics

**Para 217.** Deep dives gather evidence of the curriculum within a certain subject, to build an understanding of the curriculum in the school as a whole. They encompass a range of activities, including:

* talking about the curriculum with leaders
* joint visits to lessons
* work scrutiny
* talking to and observing pupils in addition to joint visits to lessons
* discussions with teachers

**Para 218.** Inspectors may not always carry out all of these activities on a deep dive. More detail on these activities can be found in the sections below.

**Para 219.** Inspectors will not grade intent, implementation and impact separately and will not grade individual lessons or teachers. 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 judgement.

**Para 220.** Inspectors recognise that there may still be some limited circumstances in which a pupil may need to learn remotely. Where this is the case, this learning will not be evaluated separately but as part of the wider curriculum. Similarly, where the school is directly deploying tutors to support education recovery from the pandemic, inspectors will consider how this supports the aims of the school curriculum, rather than evaluate the quality of the tutoring. Use of tutors will be integrated into the evaluation of both the quality of education and leadership and management and will not be inspected separately.

**Para 221**. Inspectors will not look at non-statutory internal progress and attainment data on inspections of schools. That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools’ generation, analysis and interpretation of data. Teachers have told us that they believe this will help us play our part in reducing unnecessary workload. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand. Inspectors will use published national performance data as a starting point on inspection, where it is available.

**Para 222**. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, pupils learn by connecting 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 disconnected facts. When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

**Para 223**. We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools’/trusts’ 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, and that the curriculum does not leave some pupils behind, then inspectors will assess the school’s curriculum favourably.

**Para 224**. Inspectors will recognise that some schools are going through a period of change, including when they have been brokered into a MAT or rebrokered from one MAT to another. In some 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.

**Para 225**. Inspectors will also bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be part-way 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 (taking into account any impact of COVID-19) 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. Where inspectors consider available national data, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements. Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

**Para 226**. 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.*

**Para 227**. National assessments and examinations are useful indicators of pupils’ outcomes, but they only represent a sample of what pupils have learned. Inspectors will consider any outcomes data, where this is available in published national data (this does not include teacher- or centre-assessed grades from 2020 and 2021), but it does not constitute a substitute for inspectors’ first-hand inspection activities.

|  |
| --- |
| Q: **What ‘documents’ might you find helpful to have access to re: conversations about Para 214 (in particular)?** |
| A: |

#### **Talking about the curriculum with leaders (Para 228 – 230)**

**Para 228.** Talking to relevant leaders is vital to understanding the curriculum within that subject. Inspectors understand that subject leadership works differently in different schools – especially smaller schools – and will work within that context in each school.

**Para 229.** Inspectors will want leaders to set out the scope of what they intend pupils to learn. This will include:

* the extent to which there are clear end points
* whether subject content is broken down into appropriately sized steps and sequenced to build towards those end points
* the rigour of subject-specific planning, where appropriate

|  |
| --- |
| Q: **How might you evidence this (229): in words / ‘documents’?** |
| A: |

**Para 230**. We define rigour as ensuring that the curriculum keeps to subject-specific questions, methods, conventions, rules and practices and how the subject discipline builds new knowledge. This should not prevent a topic-based or thematic approach, however. Inspectors will also want to understand the approach to teaching and assessing whether pupils have understood the content they have been taught.

**Joint visits to lessons (Para 231 – 234)**

**Para 231**. Inspectors will not take a random sample of lessons to visit. Instead, they will connect lesson visits to other evidence, such as discussions with curriculum leaders, teachers and pupils, and work scrutiny.

**Para 232.** Inspectors will discuss with leaders what lessons will be visited as part of the deep dive to see the curriculum in action. Where possible, inspectors will visit several lessons from the same curriculum area or subject, including from different year groups. They will invite the headteacher, subject leaders and/or other leaders to take part in joint visits to lessons.

**Para 233**. Lesson visits are not about evaluating individual teachers or their teaching. Teaching will not be graded. Inspectors will connect evidence from lesson visits with what they learn from other deep dive activities, to form a rounded view of the quality of education.

**Para 234.** Lesson visits are also useful for gathering evidence that contributes to the ‘behaviour and attitudes’ judgement by providing direct evidence about how behaviour is managed within individual classrooms and how pupils respond. This evidence will complement the other evidence that inspectors gather about behaviour during inspection.

|  |
| --- |
| Q: **Have you undertaken joint lesson visits with a senior leader? Have you practiced giving feedback based on the learners *(and not just teaching)?*** |
| A: |

**Work scrutiny (Para 235)**

Para 235. Inspectors will look at pupils’ work. 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.

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

#### **Talking to and observing pupils in addition to joint visits to lessons (Para 236 – 239)**

**Para 236.** Inspectors will ask to speak to groups of pupils, including about the subjects they have been looking at. They will want to understand what pupils have learned and how their teachers help them to learn new curriculum content. Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally.

**Para 237**. Inspectors will also talk to and observe pupils in a range of situations outside of normal lessons to evaluate other aspects of personal development, behaviour and attitudes, for example:

* at the start and finish of the school day
* during lunchtime, including in the dining hall, and breaktimes or playtimes
* during assemblies and tutor periods
* when moving between lessons
* during enrichment activities (including clubs and activities outside of the normal timetabled curriculum)

**Para 238.** During informal conversations with pupils, inspectors will ask them about their experiences of teaching, learning and behaviour in the school, including the prevention of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour, if they happen. Inspectors will ensure that all questions are appropriate.

**Para 239.** During the inspection, it is important that pupils are able to express their views freely to inspectors. *Therefore, inspectors must have the opportunity to speak to pupils with no other adults present.* This is particularly important when inspectors ask pupils questions about safeguarding. Inspectors will also try to ensure that they speak to at least some single-sex pupil groups to provide the opportunity for pupils to speak more freely about issues such as sexual harassment, online sexual abuse and sexual violence. See [‘Inspectors talking to pupils on inspection’](https://www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection).

#### **Discussions with staff (Para 240)**

**Para 240.** Inspectors will discuss with staff:

* how the school’s curriculum informs their choices about content and sequencing to support pupils’ learning
* how the training and support that they receive helps them to deliver the content effectively
* their workload, including whether assessment practices create any unnecessary burdens
* other matters, including those related to safeguarding and pupils’ behaviour

|  |
| --- |
| Q: **Have you rehearsed your responses to these questions with a senior leader / what did you ‘learn’ from this?** |
| A: |

**Early stages of learning to read (Para 241 – 245)**

**Para 241**. During all inspections, inspectors will be interested in how the school supports pupils who are at the early stages of learning to read, including older pupils. This is especially the case because of the disruption to learning caused by the COVID-19 pandemic.

**Para 242.** On inspections of infant, junior, primary and lower-middle schools, inspectors will carry out a deep dive to evaluate how well pupils are taught to read. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers. This will include understanding how reading is taught remotely, where applicable.

**Para 243.** Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books that are appropriate to their stage of progress. They should also draw on information from the school’s policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.

**Para 244.** Wherever possible, inspectors will listen to children read to a familiar adult in a classroom or in an open area that the pupils are familiar with. They will take into consideration the length of time a pupil has attended the school.

**Para 245.** In reaching an evaluation against the ‘quality of education’ judgement, inspectors will consider whether:

* the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
* stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
* the school’s phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils’ phonics progress term by term, particularly from Reception to Year 2
* the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme–phoneme correspondences they know, both at school and at home
* reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception
* the ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately
* the school has developed sufficient expertise in the teaching of phonics and reading

|  |
| --- |
| **Q: How do you ensure that pupil’s develop their reading skills in the subject you lead?** |
| A: |

**Mathematics (Para 246 – 247)**

**Para 246.** When inspectors look at mathematics, they will evaluate the quality of a school’s mathematics education through lesson visits, discussions with pupils and scrutiny of their work, discussions with subject leaders, and examining any published data. This will include understanding how mathematics is taught remotely, where applicable.

**Para 247.** Inspectors will consider what steps the school has taken to ensure that:

* pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms. This should also ensure that pupils are ready for the next stage, whether that is the next lesson, unit of work, year or key stage, including post-16 mathematics
* the school’s curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas
* the curriculum divides new material into manageable steps lesson by lesson
* the school’s curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life. Pupils have sufficient understanding of, and unconscious competence in, prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set
* within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils’ memories. This then allows rapid and accurate recall and frees pupils’ attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts, procedures and opportunities for problem-solving, and gain enjoyment through a growing self-confidence in their ability
* there is flexibility in curriculum planning so that the school can address identified gaps in pupils’ mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers
* there are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content
* teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning
* all teachers of mathematics, including non-specialist teachers of mathematics, have sufficient mathematical and teaching content knowledge to deliver topics effectively
* pupils’ mathematical knowledge is developed and used, where appropriate, across the curriculum

|  |
| --- |
| **Q: How do you ensure that pupil’s develop their Mathematical skills in the subject you lead?** |
| A: |

**Pupils with SEND in both mainstream and specialist settings (Para 248 – 252)**

**Para 248.** All parts of the EIF apply to state-funded and non-maintained special schools provision, PRUs, alternative provision and mainstream schools provision for pupils with SEND. However, as with all provision, SEND provision has some specific factors that should be taken into account.

**Para 249.** Pupils with SEND have a range of different needs and starting points. Pupils will have unique, individual needs, even where their needs may fall under the same umbrella term, such as autism. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

**Para 250**. Inspectors will gather and evaluate evidence about:

* whether leaders are suitably ambitious for all pupils with SEND
* how well leaders identify, assess and meet the needs of pupils with SEND, including when pupils with SEND are self-isolating and/or receiving remote education
* how well leaders ensure that the curriculum is coherently sequenced to meet all pupils’ needs, starting points and aspirations for the future
* how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education
* how well leaders include pupils with SEND in all aspects of school life
* how well leaders ensure that pupils’ outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
  + communication and interaction
  + cognition and learning
  + physical health and development
  + social, emotional and mental health
* how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life. See [‘Special educational needs and disability code of practice: 0 to 25 years’](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

**Para 251.** Because of the wide range of pupils’ needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

**Para 252.** Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risks that pupils may be drawn into harmful situations as a result of grooming, be more likely to experience abuse from other pupils or adults, and may experience additional barriers in reporting abuse and having abuse recognised by professionals. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities, including during the COVID-19 pandemic.

|  |
| --- |
| **Q: How do you ensure that the curriculum you lead meets the learning needs of pupils with SEND?** |
| A: |

**Early Years provision in schools**

**Para 386.** Inspectors are required to grade the standards of education and care in any early years provision in schools and to write about its effectiveness in the inspection report. Inspectors’ judgement on the effectiveness of early years provision will include evaluation of the provision for 2- and 3-year-olds. Inspectors will also note if any children receive additional funding.

**Para 387.** We recognise that the disruption to learning caused by the pandemic may have impacted on what children have learned. This could result in some children having a wider than usual range of starting points and gaps in their knowledge. Inspectors will pay close attention to how schools identify and address any of these delays and gaps and what the school is doing to address disruption to learning to ensure that children are well prepared for their next stage of education. Inspectors will use all their evidence to evaluate what it is like to be a child in the early years provision, taking account of the ages of the children and whether they attend part time or full time.

**Para 388.** The effectiveness of the arrangements for safeguarding children is reflected in the main judgement for the school.

**Para 389**. Inspectors will take account of all the judgements made across the evaluation schedule. In particular, they should consider:

* the extent to which leaders and staff plan, design and implement the early years curriculum
* the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND
* ***the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education***
* children’s personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy

**Para 390**. Inspectors will particularly consider the intent, implementation and impact of the school’s early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged and those with SEND.

**Para 391**. Inspectors will look at children’s learning and development over time. They will ascertain how well the curriculum is meeting children’s needs. This will be evident in the extent to which children know and remember more of the intended curriculum. Inspectors need to make careful inferences about children’s current progress by drawing together evidence from a range of sources.

**Para 392**. Inspectors will consider, taking into account any exemptions from the learning and development requirements of the EYFS, how well:

* leaders assure themselves that the aims of the EYFS are met and that it is sufficiently challenging for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured, as appropriate
* the content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling
* children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS
* staff develop children’s communication and language through singing songs, nursery rhymes and playing games
* staff develop children’s love of reading through reading aloud and telling stories and rhymes
* children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
  + playing and exploring
  + active learning
  + creative thinking and thinking critically

**Para 393**. Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and to monitor their progress.

**Para 394**. In addition, when observing provision for 2- and 3-year-olds, inspectors will consider the extent to which leaders and staff are:

* knowledgeable about the typical development and characteristics of learning for 2- and 3-year-olds, including their emotional and physical dependence on adults
* aware of the large difference in development between children who are just 2 and those approaching their fourth birthday
* responsive when children need comforting, and provide support appropriate to the individual needs of the child
* attentive to children’s care needs and use times caring for them as an opportunity to help children’s learning
* giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play
* patient and attentive when allowing 2- and 3-year-olds to express their ideas
* listening to children and responding to their verbal and non-verbal communication, rather than interrupting them

|  |
| --- |
| **Q: How do you ensure that you are aware of children’s learning in the EYFS and how their learning transitions into Year 1?** |
| A: |