Ofsted Questions and Answers – AHT – Leadership and Management

Question	Possible Answer and Notes	Examples
How does the leadership and management demonstrate an ambitious vision for the school? a. How is this communicated to staff, parents and pupils?	Every question has a comprehensive and detailed model answer. If you scroll down, you will see some example answers. We couldn't include them all for the obvious reason ⁽³⁾	





How are high expectations for teachers communicated and monitored?

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What are the school -wide strategies for improving teaching, learning and assessment?

a. How have you evaluated the effectiveness of these actions?

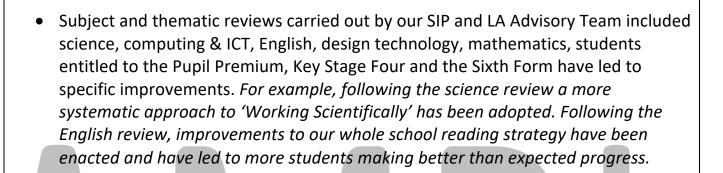
- Highly skilled subject leaders designed the curriculum intent, in terms of the key knowledge, skills and vocabulary they expect students to learn progressively across each key stage in the school. They have excellent content and pedagogical content knowledge about their subject area and have successfully disseminated this to the school staff. As a consequence, 75% of staff report greater confidence when teaching the non-core subjects.
- Because of their deep curriculum knowledge, every subject leader is well placed to
 oversee the implementation of the curriculum map and any changes that need to
 be made. We are very much a self-improving organisation and know we must
 continually update and adapt to give the students the very best.
- Subject leaders monitor and evaluate the implementation of their curriculum map
 in the school regularly through lesson observations, work sampling and speaking to
 the students. They have a good understanding of how students learn best in their
 subject and facilitate CPD to support where they find a need.
- All curriculum leaders and teachers completed a six-hour course during 2022 year on effective curriculum design which has been followed up in training sessions. SLT line managers use evidence-based curriculum research to support subject leaders with reviewing and improving curriculum design, pedagogy, and assessment.
- Since January 2022, the school staff training has focussed on developing staff
 understanding of the quality of their teaching and assessment, in terms of
 developing basic pedagogy and subject specific pedagogies. SIP reviews and follow
 up SLT reviews demonstrate a significant improvement in the quality of teaching,
 which is having a positive impact on learning, especially starter tasks reviewing



previous learning, quality teacher questioning, responsive and adaptive teaching, formative assessment, checking students understanding and dealing with misconceptions.

- In addition, lesson observations, book scrutiny and discussion with students about their subject knowledge, indicates that students are producing more work and subject knowledge is becoming more secure. The school leaders work with subject leaders to examine the latest research on effective teaching within subject disciplines to review and improve curriculum design, pedagogy, use of assessment and resources.
- A main priority of the SIP has been to ensure subject leaders have the knowledge and skills to lead and improve progress and standards in their subject. We are delighted that ten middle leaders have successfully completed the NPQML qualification over the past two years, with an additional seven staff are now undertaking NPQTL.
- We believe in growing the leaders of the future. Our middle leaders are having a wider impact on the strategic direction of the school with seven middle leaders seconded to SLT positions for one term during the academic year 2022-23, leading major whole school projects to help them develop the skills and confidence to become senior leaders. Two of these colleagues have progressed onto positions as Teaching and Learner Lead and Behaviour Lead. During the academic year a total of 14 colleagues are receiving intensive coaching from the Teaching Lead to help them develop their teaching and classroom management skills. Early indications are that the first four teachers to be involved are responding positively and starting to improve aspects of their classroom practice.





- Our team of ECTs are vital to the success of the school and succession planning for the future. Our ECT Lead carefully planned a supportive programme of training, induction, and coaching for ECTs. As a result, our 15 ECTs are becoming more confident and effective teachers and feel well supported by the school.
- **School Improvement Plan** our school improvement plan outlines the priorities for improving teaching, learning and assessment across the school. These are identified by analysing data and information gathered through monitoring systems in school.
- Monitoring and Self Evaluation we have comprehensive systems of monitoring and self-evaluation carried out by members of the SLT and individual subject leaders. Lesson observations, planning monitoring, work sampling and gathering pupil voice are all used to gather evidence about the quality of teaching and learning across the school.



Subject Leaders — subject leaders work with class teachers to improve their understanding of progression and how to sequence learning in their subject. They ensure teachers have the necessary knowledge and skills to teach their subject well.		understanding of progression and how to sequence learning in their subject. They ensure teachers have the necessary knowledge and skills to teach their subject
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How are the schools' strengths and weaknesses evaluated? a. What's the role of middle leaders in evaluating the strengths and weaknesses of the school? b. What's the role of governors in evaluating the strengths and weaknesses of the school?



How was the current school improvement plan (SIP) developed, including the choice of priorities?

SAMPLE



How is the impact of the SIP evaluated by: • Governors? • Senior leaders? • Middle leaders?



How have you used the PE and sport premium?

- a. What was the impact of this?
- b. Can you show how governors have held the school to account for this?





How has leadership capacity been strengthened?



How does the governing board challenge and contribute to the school's strategic aims?



How do governors routinely track the progress of different groups of pupils?



What are current governing board priorities and how are these being addressed?



What sort of information does the leadership team use to identify areas of strength/weakness?



Can you show how governors have held the school to account for its use of:

- Pupil premium funding?
- SEND funding?

AMPLE



How are the requirements of the **Equality Act 2011** being addressed?





SAMPLE



Ofsted Questions and Answers – Whole School - Curriculum

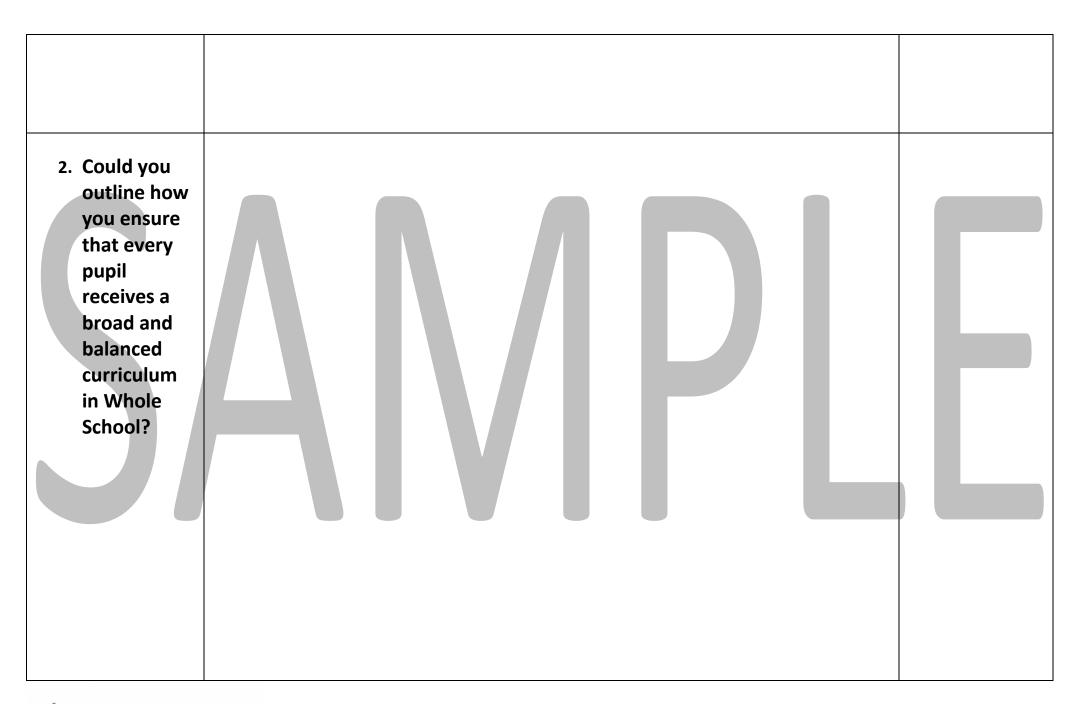
Intent

Question	Possible Answer and Notes	Examples
1. How did you design your curriculum in Whole School? Possible sub-questions:	Every question has a comprehensive and detailed model answer. If you scroll down, you will see some example answers. We couldn't include them all for the obvious reason ©	
 a) Why have you designed it in that way? b) What are the basic principles and rationale behind your decisions? c) What research did you use when designing your curriculum? 		



d) How do you share the basic principles of the curriculum with all stakeholders?

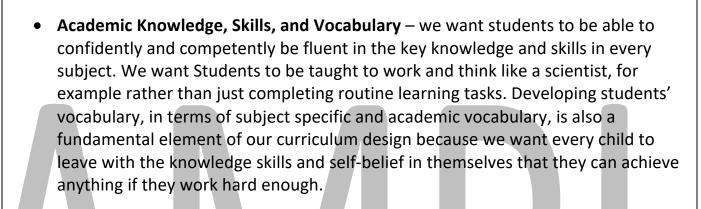






What do you want	 Curriculum Design – our curriculum has two key elements in its design. The first 	
pupils to know,	element is developing students' academic knowledge, skills and positive attitudes	
understand and be	towards their learning is vital for Students to be socially mobile, improve their life	
able to do by the time they leave	chances and be successful at the next stage of their learning and in life. The second element of our curriculum is to help students to develop well personally,	
Whole School?	socially, and emotional, taking particular care to ensure their well-being and mental health are prioritised.	
	 The aim of our curriculum is to produce the scientists, doctors, artists, technologists, professional sports people and musicians of the future. Our guiding principle is high ambition for all our students, regardless of background, and to believe that anything is possible with hard work and determination. We do not just 	
	provide a curriculum to cover the National Curriculum, our curriculum provides student with the knowledge and skills they need to work and think like a professional scientist, musician etc	
	 Every subject curriculum plan has been well researched to ensure it is ambitious, well sequenced, coherent and provides students with the knowledge, skills, and cultural capital they require to be successful lifelong learners and happy productive 	
	citizens. Every subject leader has shared the content and progression with subject teachers to ensure progression and sequence is understood and to identify any gaps in teacher subject knowledge, which are then filled by subject leaders providing CPD and support.	





- Every subject leader has identified the key concepts, knowledge, and skills, that students need to be fluent and 'automatically' apply to be competent in each subject. This knowledge needs to be embedded in their long-term memory, so needs to be taught building in lots of practise, applying and retrieving to ensure they remember their learning.
- Every subject leader has ensured that the curriculum map identifies greater depth in all foundation subjects. This means we have identified more able musicians, artists etc and provided them with additional resources and opportunities to flourish.
- Personal, Social and Emotional Development we understand that students will
 not successfully learn now and, in the future, if there personal, social, emotional,
 and mental needs are not met. Therefore, we place equal importance on designing
 our curriculum to support students' personal development and give them the
 confidence and self-belief they need to achieve well



How and why do you organise and sequence learning (long-term, mediumterm, weekly and daily) the way you do?

- a. How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?
- b. How is the curriculum designed to develop pupils' knowledge, understanding, skills and attitudes to learning?



3. How good is your curriculum for all pupils in Whole School?

Possible sub-questions:

- a) Is it appropriate and how does it meet the needs for SEND, PPG, EAL?
- b) What are the strengths and weaknesses in your curriculum and how do you know?
- c) What do the Students excel at and what elements of art do they struggle with?
- d) What are the Students's main barriers to learning?





e) What evidence do you have to back up what you are saying?



Which areas of your **Whole School** curriculum are the strongest, and which need further improvement?



What is your evidence base for your decisions about curriculum, assessment, workload and data?

SAMPLE



How innovative is your curriculum in Whole School?

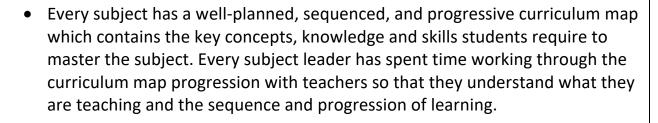


Implementation

Question	Possible Answer and Notes	Examples
How do you keep your knowledge and leadership of the curriculum up to date and relevant?		



How do you know the curriculum is allowing pupils to achieve well?



Subject teachers have worked with subject leaders to plan and rewrite the
curriculum between Jan 2019 and June 2022 working collaboratively in
subject teams, using the national curriculum and research involving experts
from the national associations. This has led to improved subject knowledge
and better understanding of the progression and sequence of key concepts
and knowledge in every subject.

 SLT have monitored the implementation of the curriculum and have evidenced that our improved curriculum design is ambitious, challenging, engaging, and coherently planned and sequenced in all subject areas. Over the last three years we are proud that over 95% of lessons are taught by suitably qualified subject specialists. For the academic year 2022-3 this figure is increasing to 98%. This judgement has been moderated and agreed by our school SIP.

 Our rigorous termly monitoring and evaluation programme ensures that subject leaders and teachers receive regular and continuous feedback on the quality of teaching, learning, planning and assessment. Gaps in subject knowledge and swiftly identified and remedied.



•	Every subject leader and teacher have received a comprehensive programme
	of CPD which has focused on the content knowledge and pedagogical content
	knowledge (subject specific pedagogy) required for every subject. As a result,
	every teacher has responded to an internal questionnaire stating that they
	now feel much more confident about teaching their subject and that their
	content and subject specific pedagogy choices have improved.

- Work sampling and monitoring in every subject has shown that the outcomes are positive, with students learning and remembering more knowledge in every core and foundation subject. Progress has been identified as weaker in music which needs to be addressed. In addition, work sampling has highlighted that we need to work on identifying the more able students in foundation subjects more swiftly and ensure we provide them with sufficient challenge.
- Whole school INSET training in the academic year 2021-22 particularly focused on the effective teaching of mixed attainment groups, including adaptive and responsive training so that students with SEND and students who are disadvantaged can achieve the same outcomes as others with suitable support. Each curriculum subject leader has identified the key knowledge to be covered at the start of each course and then reinforced through constant reinforcing, interleaving, retrieval, practising and application of the knowledge through skills.



How is your curriculum coverage progressive throughout Whole School?



Do you follow any published schemes of work?

SAMPLE



Can your pupils use their subject knowledge across the curriculum?



How do you ensure your curriculum is broad and engaging?



How do you timetable your curriculum? What impact does timetable this way have, especially on disadvantaged Students or pupils with special educational needs?



How well is the curriculum covered?



How do you develop, monitor, evaluate and improve provision in subjects?



How effective is teaching? How do you know?

- a. Where is your strongest teaching?
- b. Where is your weakest teaching?
- c. How well is assessment used?
- d. How do teachers adapt and respond their teaching to needs?





How do you ensure that pupils understand and remember the subject knowledge?

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How you introduce new concepts or material to pupils?



How do you identify and address gaps in pupils' knowledge?

a. How do you support and enable them catch up with their peers?





How do you ensure that your curriculum gives pupils the opportunity to revise and repeat previously learned material?



Tell me about how you use assessment well? a. How do you know when pupils are ready to move on to more complex content?



How do pupils know what to aim for, or what knowledge or skills they're progressing towards?



How do you make sure that teachers have sufficient subject knowledge?



What is on your current SIP for the curriculum?



What do staff think of the curriculum?



What do pupils think of the curriculum?



Impact

Question	Possible Answer and Notes	Examples
How good is your curriculum? • Subject strengths and weaknesses • Key stage strengths and weaknesses.		



How do you know pupils are progressing



How do your results compare to national averages?



Does learning over time show appropriate levels of challenge?

