

Ofsted Questions and Answers – AHT – Leadership and Management

Question	Possible Answer and Notes	Examples
<p>How does the leadership and management demonstrate an ambitious vision for the school?</p> <p>a. How is this communicated to staff, parents and pupils?</p>	<p>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 😊</p>	

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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.*

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- Subject and thematic reviews carried out by our SIP and LA Advisory Team included science, computing & ICT, English, design technology, mathematics, students entitled to the Pupil Premium, Key Stage Four and the Sixth Form have led to specific improvements. *For example, following the science review a more systematic approach to 'Working Scientifically' has been adopted. Following the English review, improvements to our whole school reading strategy have been enacted and have led to more students making better than expected progress.*
- 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.

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- **CPD** – a comprehensive programme of high impact CPD is planned to address areas to improve in the overall teaching practice, and individual teachers practice across the school. We only use CPD with proven high impact and our main strategy for improving teaching and learning is for the strongest teachers in the school to work alongside their peers, to improve teaching practice.
- **Curriculum Design/ Subject Knowledge** – our progressive, well sequenced, and coherent curriculum design improves the quality of teaching and learning by improving teachers content pedagogy and pedagogical content knowledge in every subject.
- **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.

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?

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

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How is the impact of the SIP evaluated by:

- Governors?
- Senior leaders?
- Middle leaders?

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**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?

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How has leadership capacity been strengthened?

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

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

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

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

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

- Pupil premium funding?
- SEND funding?

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

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Ofsted Questions and Answers – Whole School - Curriculum

Intent

Question	Possible Answer and Notes	Examples
<p>1. How did you design your curriculum in Whole School?</p> <p>Possible sub-questions:</p> <ul style="list-style-type: none">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?	<p style="text-align: center;">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 😊</p>	

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

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2. Could you outline how you ensure that every pupil receives a broad and balanced curriculum in Whole School?

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<p>What do you want pupils to know, understand and be able to do by the time they leave Whole School?</p>	<ul style="list-style-type: none"> • Curriculum Design – our curriculum has two key elements in its design. The first element is developing students’ academic knowledge, skills and positive attitudes towards their learning is vital for Students to be socially mobile, improve their life 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, 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. 	

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- **Academic Knowledge, Skills, and Vocabulary** – we want students to be able to confidently and competently be fluent in the key knowledge and skills in every subject. We want Students to be taught to work and think like a scientist, for example rather than just completing routine learning tasks. Developing students' vocabulary, in terms of subject specific and academic vocabulary, is also a fundamental element of our curriculum design because we want every child to leave with the knowledge skills and self-belief in themselves that they can achieve anything if they work hard enough.
- 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, medium-term, 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?

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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?

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

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

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

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**How innovative is
your curriculum in
Whole School?**

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Implementation

Question	Possible Answer and Notes	Examples
<p>How do you keep your knowledge and leadership of the curriculum up to date and relevant?</p>	<p>SAMPLE</p>	<p>E</p>

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

- Every subject has a well-planned, sequenced, and progressive curriculum map which contains the key concepts, knowledge and skills students require to master the subject. Every subject leader has spent time working through the curriculum map progression with teachers so that they understand what they are teaching and the sequence and progression of learning.
- 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.

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- 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?

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**Do you follow any
published schemes of
work?**

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**Can your pupils use their
subject knowledge across
the curriculum?**

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How do you ensure your curriculum is broad and engaging?

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**How do you timetable
your curriculum?**

What impact does
timetable this way have,
especially on
disadvantaged Students
or pupils with special
educational needs?

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How well is the curriculum covered?

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

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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?

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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?

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

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

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

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**Tell me about how you
use assessment well?**

- a. How do you know when pupils are ready to move on to more complex content?

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

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

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**What is on your current
SIP for the curriculum?**

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What do staff think of the curriculum?

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**What do pupils think of
the curriculum?**

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Impact

Question	Possible Answer and Notes	Examples
<p>How good is your curriculum?</p> <ul style="list-style-type: none">• Subject strengths and weaknesses• Key stage strengths and weaknesses.	<p>SAMPLE</p>	<p>E</p>

**How do you know pupils
are progressing**

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**How do your results
compare to national
averages?**

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**Does learning over time
show appropriate levels
of challenge?**

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