

Important activities after the Ofsted call

Teachers - remember inspection is about progress learners make and not on particular teaching strategies

- Know your pupils as learners with regards to past and current progress
- Ensure planning is differentiated to meet learners' needs
- Ensure all books are marked according to school's marking policy and show next steps – ensure books are readily available
- Vulnerable learners – what are you doing about them?
- Concentrate on getting the teaching right and not on displays
- Make sure any adults working within the classroom know what you are teaching and their role in it
- Talk to the children about targets, their own learning, topics you have covered, expectations in school, visits, visitors, events
- Get any class books, photo albums or big books ready to put in the inspectors' room
- Teachers should know about standards in their own class, parallel classes and the school as a whole – this is something that is worth doing throughout the year
- Use appropriate materials/resources and ensure you have a back up (e.g. ICT failure!)
- Make sure that classrooms are tidy and carry out a quick tidy up of displays

Remember inspectors will drop into different parts of lessons – recap learning to show learners progress

Subject Leaders

- Know the achievement (attainment and progress) across the whole school
- Teachers to have evidence to back up their judgements
- Be able to talk with confidence about what is being done to address any issues in their subject
- Ensure assessments across the school are accurate
- Be enthusiastic and give examples of events, visits, visitors, experiences, awards etc gained in their subject
- Vulnerable learners – what are you doing about them?

Senior Leaders (i.e. Assessment, Curriculum, SENCo, Key Stage)

- Know achievement across the whole school.
- Be able to talk confidently about how the school is addressing any issues with standards and evidence of successes so far
- Essential that key stage leaders can talk with confidence about children's progress
- Key stage leaders should have data available to show levels and progress being made across their key stage
- School's tracking systems are used by teachers
- Short/medium planning to show next steps in children's learning
- Be able to talk about initiatives at their key stage and how this will impact on the rest of the school
- Be positive – even little things matter!
- Explain Performance Management link with school improvement priorities
- Provide evidence of how they have helped to embed ambition and drive improvement
- What has the school done to address the key issues from the last Ofsted inspection?
- Vulnerable learners – what are you doing about them?

Teaching Assistants

- Know what the teacher is teaching and your role within it
- Know what levels the children they are supporting are working at and what their targets for development are
- Ensuring standards of children's behaviour are maintained
- Assessment for learning – explain how observational assessments work and feed into teachers' planning
- Get the school looking at its best – general tidy up/tidy up displays that are already there
- Vulnerable learners – what are you doing about them?

Governors

- Make sure governors know standards and progress across the school and what is being done to improve this
- Know how you are fulfilling your statutory responsibilities including safeguarding
- Have a good understanding of the priorities of the school and how these are going to be achieved
- What has the school done to address the key issues from the last Ofsted inspection?
- Vulnerable learners – what are you doing about them?