

BMS 2019 Post-Ofsted Reflection

- The process is very different to previous format
- 90 minute phone call – crucial time to set out stall for head before the deep dives, which take up much of the first day
- Four deep dives: three selected and one school could choose
- Class timetables on the website helped inspectors send plan quickly
- Inspectors arrived at 8am and were gone by 6pm on both days
- 6 pupils per deep dive, including SEND and PP, were selected at random
- Inspectors introduced themselves to staff and reassured about wellbeing
- Subject leader meetings began at 8.15 until 8.50am
- Subject leaders also did work scrutinies alongside inspectors
- Senior leaders invite to observe lessons with inspectors
- Extensive pupil voice sessions for all deep dives – testing prior learning and investigating whether pupils were using their prior learning
- Huge focus on curriculum design: how the curriculum was sequenced to support pupils knowing and remembering more
- Subject leaders need to articulate why here and why now in relation to specific topics on curriculum maps – lots of scrutiny of intent behind position of a unit within a scheme; the deliberate sequencing of units to suit the needs of all pupils
- Subject leaders need to talk about CPD for supporting non-specialists
- Ambition for all was essential: SEND/PP equity of curriculum offer
- Common response from inspectors: we know because pupils have already told us – lots of evidence that pupil voice is key to success
- If a meeting, observation or work scrutiny demonstrated what the inspector wanted, then it was stopped to be time efficient
- Safeguarding – focus on being proactive in following up where external agencies were involved; on how the school's training log reflected working knowledge of KCSIE 2019; on the main risks in the locality
- Team Meeting at the end of each day – take copious notes as this level of detail is not repeated and the report is very concise.
- Mtgs with GB, SEND, Personal Development and Behaviour and Attitudes on day 2
- SEND Mtg – needed to provide evidence of intervention supporting randomly selected short-term target towards an EHCP outcome for a SEND pupil
- PD Mtg – very open ended: "Tell me about PD at your school."
- BA Mtg – focus on any use of FTEs and how PA rate had been reduced
- SIP mtg and PP lead telephone mtg were able to support inspection process
- Staff felt the deep dives being identified beforehand and the plan for the day being shared too meant that they knew when to expect a lesson observation, which reduced anxiety (to a point).

