



DIAMOND
EDUCATION & PROFESSIONAL LEARNING

Headteachers and Subject Leaders - Being Prepared for Inspection Deep Dives

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Aims

To help heads and subject leaders be prepared for a deep dive as part of an Ofsted inspection.

The Quality of Education

- At the heart of the EIF is the '**Quality of Education**' judgement.
- This draws together curriculum, teaching, assessment and standards.
- In order to gather evidence on the curriculum and overall Quality of Education, Ofsted uses '**Deep Dive**' methodology. This involves gathering evidence on the **curriculum intent, implementation and impact** over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils.



An inspection

Top-level view

The school's curriculum - exploring what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and why these choices were made.

Deep dive

Gathering evidence on the curriculum intent, implementation & impact over a sample of subjects, topics or aspects.

In collaboration with leaders, teachers & pupils.

Bringing it together

To widen coverage and to test whether any issues identified during the deep dives are systemic.

Usually leads to school leaders bringing forward further evidence and inspectors gathering additional evidence.



The Three I's

Intent

(Knowledge & skills
to be taught)

Impact

(how well pupils
learn over time...)

Implementation

(how taught,
assessed, applied)



Initial Phone Call

- The Deep Dive methodology starts with the initial conversation with the headteacher about the curriculum. This is when the curriculum areas for Deep Dives will be agreed.
- In this conversation the LI will probe the school context, progress since the last inspection, strengths and weaknesses, curriculum, leadership structure, and impact of Covid. (See handbook paragraphs 85-93)
- Schools will be asked to have certain information available by 8 am on day 1 of the inspection. This is listed in the section 5 handbook. (paragraph 82.)



Deep Dives

- There are usually 4-6 deep dives depending on the size of the school. (NB for S8 inspection likely to be only 3 deep dives.)
- In **primary schools**, inspectors will always carry out a **deep dive** in **reading**.
- In **secondary schools** this deep dive will be in English
- There will also be a Deep Dive in one or more of the foundation subjects being taught in the school during the time that inspectors are on site.
- In addition, inspectors will often carry out a deep dive in mathematics.
- It is unlikely that there will be a Deep Dive in Writing as well as reading in a primary school. (NB no deep dives in PHSE!)



Deep Dives

- Discussion with the curriculum lead (usually before other in-school activities.). **What the curriculum lead says needs to align with what the headteacher has said!**
- Lesson visits with the subject lead. (Usually a minimum of 5 visits, including EYFS.)
- Work scrutiny with the subject lead. (The books of pupils whose lessons have been visited.)
- Discussion with pupils seen in lesson visits with their books.
- Discussions with teachers (whose lessons have been visited.)
- Deep Dives are completed on day 1 but other subjects will be looked at on day 2 to gather more information about what is and is not systemic in the school.

Discussion with Curriculum Lead

This conversation will be about 30-40 minutes long, prior to lesson visits with the subject lead.

The inspector will have looked at what information is on the school website about the curriculum. Many schools have their progression maps on their websites so quite a lot of information about the subject curriculum may already have been gleaned.

The purpose of this conversation is firstly to establish an understanding of the rationale for the planned curriculum in this subject. Why have particular topics been chosen? Why is it sequenced this way? **(INTENT.)** The inspector will ask what they are likely to see in lesson visits.

The inspector will seek to establish how subject leads know how well everyone is implementing the planned curriculum **(IMPLEMENTATION)** and how they know how well pupils are learning and remembering more over time. **(IMPACT.)**

Reading Deep Dive

- A. Prioritise reading?
- B. Love of reading?
- C. Programme and progress?
- D. Books match sounds?
- E. Phonics from the start?
- F. Catch up quickly?
- G. Early reading experts?

See Reading Deep Dive Aide Memoire for possible questions.

<https://padlet.com/DiamondEPL/4252wipxys5zewly>



Deep Dives

- The priority for Key Stage 1 is how well children are mastering early reading and mathematics.
- Inspectors will focus on how well pupils in Key Stage 1 learn to decode text through systematic synthetic phonics and whether they develop into fluent confident readers
- In Key Stage 2, the focus on the fundamentals is maintained, but there is an expectation that there should be broader learning across all the foundation subjects.
- Inspectors will listen to children read to a familiar adult. (Lowest 20%.)



Other subjects

All subject leads will need to be able to give a clear **intent** for the curriculum in their subject and how it builds year on year to ensure pupils know and understand more.

They will need to be able to explain how they know how well this is **implemented** by all staff and how they know what the **impact** is.



The Three I's

- **Subject leads**

- Do your subject leads know why the curriculum map is as it is?
- Can they explain why particular topics have been chosen?
- Can they explain how the order (or sequence) in which topics and the knowledge within these are delivered ensure that pupils know and remember more over time? i.e. **INTENT**

- **Likewise class teachers**

- Will all teachers who are observed be able to articulate this?



The Three I's

- Can subject leads explain how they know how well the planned curriculum in their subject is being **IMPLEMENTED** across and within year groups?
- Can they explain how they know the **IMPACT** of the curriculum that is being delivered?

Possible Generic Questions

- How have you ensured coverage of the NC and that sequencing ensures that knowledge and understanding build year on year.
- What might we see in the lesson visits?
- How do these lessons fit in with the overview for the subject and subject area?
- How do teachers consolidate learning?
- How are the needs of SEND pupils met?
- How do you know how well teachers across the school and year groups are delivering the planned curriculum?
- How do you know the impact of what teachers are doing?
- How do you know/ensure teachers have strong subject knowledge?
- How does EYFS prepare children for the KS1 curriculum?

Progress Questions

- How do you make sure that children who get 'stuck' feel supported in lessons by other teachers?
- How as subject lead do you know what is happening across the school. What would I expect them to see/hear?
- What is in place for the children who are stuck?
- How are end-of-term assessments fed back into teaching and learning?
- How do you fill gaps in maths/English and decide on interventions?



Intervention Questions

Questions regarding interventions or boosters may be asked.

- What interventions are carried out in the school?
- How are gaps in learning filled?
- What do you do to support children who are struggling?
- Are the staff conducting interventions subject specialists or support staff?

Pupil Premium Questions

Typical questions.

- How do you provide for Pupil Premium pupils?
- How do you improve pupils' cultural capital (and how do you ensure it)?
- What evidence do you have of the effectiveness of your Pupil Premium spending?
- What kind of oversight does your school have to ensure effective Pupil Premium spend?

SEND Questions

SEND is woven through the inspection. On Day 2 there will also be a meeting with the SENDCo and lesson visits conducted with them. Questions will likely be around.

- How are SEND pupils supported?
- How do you plan to ensure good progress?
- How do you know this is happening across the school?
- How do you assess and monitor it?
- How do you know there is progression throughout the school?

Safeguarding Questions

Teachers will be asked safeguarding questions alongside questions about the curriculum. They need to be prepared for these. (Pupils will also be probed.)

How do you ensure that children are kept safe at this school?

How do you ensure that children learn how to keep themselves safe.?

Workload & Wellbeing Questions

- Do you feel supported by leaders? (To subject leads and teachers.)
- Do you feel you have been given all the tools you need to do this role? (CPD.)
- What support do you provide in a leadership role to ensure a good work-life balance for staff?
- How do you support the teachers?
- How do you support new staff?
- What training/support have you received?

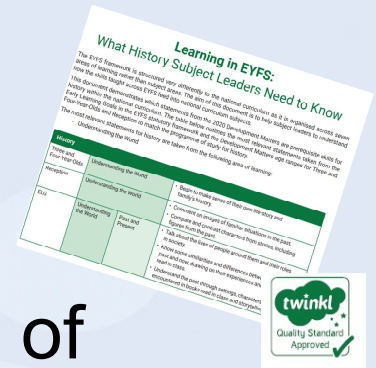


Ofsted might ask pupils...

- I saw you learned about x today; can you talk to me about what you learned?
- What previous learning has helped you to understand this current learning?
- How do teachers help you to remember what you learn?
- What can you remember about x that you learned last year? Have you used any of this knowledge since then?
- If you fall behind during a lesson, does your teacher usually pick this up? What happens?

EYFS

- The Early Learning Goals (ELGs) define the level of development that children are expected to attain by the end of the EYFS. They further break down the areas of learning.
- Subject leads in primary schools should look at these to get an understanding of how learning in the EYFS lays the foundations for learning in their subject. They need to be able to talk about how their subject is rooted in EYFS.
- See Twinkl guides on what subject leads need to know about EYFS.



Monitoring & evaluating



Monitoring:

- 'Checking', observing and gathering evidence
- The outcomes from monitoring form an evidence base



Evaluating:

- What does it tell us?
- Making judgements
- What does this mean for next steps?

You need some kind of monitoring and evaluation in order to assess the **IMPACT** of your actions.

Work sampling / Book looks

- How well have children grasped the learning?
- How is prior learning built upon?
- Are children learning new skills and knowledge?
- How do tasks taught link to the curriculum overview?
- Are lessons fitting into a sequence of lessons?

Assessment Questions

Essentially you need to think about:

- How do you currently assess each subject?
- What is the rationale for your assessment approach?
(Why do you do it like that?)
- What can your assessment information meaningfully tell you about progress of pupils in your subject?
(What information does it give you?)



Pupil voice



- **What do children say about your subject?**
- Ask children to talk through their work and explain what they learned in a lesson.
- Gauge their level of enjoyment for the subject and their learning beyond the classroom.
- Are components taught previously secure?
- Can they remember what they've learned over time and explain links?

Concluding comments.

- There is variation between inspections, despite following the same inspection framework. Different lead inspectors have their own way of doing things.
- It also depends on the foci and the circumstances of the school.
- Therefore, schools will have different experiences and it is useful to draw on these.
- Be familiar with the inspection handbooks, S8 and S5 and always have these to hand.