**Ofsted Inspection Questions**

Please record here any questions you are asked by inspectors

**Subject Question Safeguarding Who is your safeguarding lead & what is their role?**

**What is the biggest concern for safeguarding in this area? Are you aware of up skirting? Have you had CDP on this issue? How do you report an issue? Have you all read the Keeping Children Safe in Education document? What is the one change in it from the previous year? (up skirting)** How does CPOMS work? What is the process of reporting for staff if they have a concern? How do you safeguarding students who are in AP? How many times have you challenged or raised a concern to professionals when you are not happy with what is being done? What support do you offer for families who do not reach CIN threshold How do you find the MASH? Helpful? Do they always answer the phone? Do the MASH respond in a timely way? Online safety....how do you address this? Does safeguarding take the lead in educating the students to keep themselves safe or is this delivered through the curriculum...if so how? What multiagencies work do you work with? Do you have connections with the Police? Is this supportive? If so how? What support do you access and how is this done? How could you evidence you go above and beyond to support children?

**English Tell me about your curriculum. Would I find that style of**

**curriculum in all the departments? Tell me about the teachers in your department – qualified? unqualified? How long have they been teaching here? How long have you been here? How do you know your students know more and remember more? How do you support your unqualified teachers? Specifically, how do you know what they need to work on to improve teaching and learning / quality of education? Before a learning walk – remind me again about the teacher leading this class. Before the learning walk – what should I expect to see in this lesson? During learning walk asked – who in here is SEND? EAL? PP? Who is the most able in here? During learning walk asked – how many PP are in here? Who are they? I looked up names on register and wrote down 6 names and was asked why I didn’t write down all 13 names / why only these six? After a learning walk – the teacher was talking about how to get to a level 4 but the current attainment of students in that class was level 2 – do you really think that is suitable? During a learning walk asked if teachers could provide an annotated seating plan (but if not, don’t worry) After learning walk – you said to expect HAPs students, that the class would be top set or most able but the students I spoke to have targets of a level 6 / 7 – is that really high attaining? What about your level 8 and level 9 students? During a learning walk – what do you think of the quality of this book? And compared to this book? Why is the quality so different? Why is this student more self-regulating than this one? What is the teacher doing about that do you think? (At mention of session 5 for KS5 was asked ‘bit late in the day for that though, don’t you think?) What is this area (referring to English office) and why is there a student working in there? Are you familiar with the KS2 curriculum and the areas that students cover before they enter year 7?**

**Do we feel supported by the school – asked about workload. Asked about the links between Primary Schools and TCA How do we feel about behaviour at TCA – has it improved. What do we have in place with regards to behaviour? Why has it improved? How do you support your SEN students? Asked about CPD across the school and in the department. What skills are you teaching students throughout your curriculum and why are these important?**

**Expressive Arts**

**How is the welfare of Expressive Arts staff taken into consideration when there are shows, rehearsals etc...? How do we plan for consistency and progression if they don’t have lessons in each subject every week? Should a Key stage 3 student be working at GCSE level if they have all of that subject in one term and then rotate on? What subjects do we offer at KS4? Were students involved in working with the graphic designers who created the images displayed in Pankhurst, Madiba & King? ‘a missed opportunity’ if they didn’t What is our vision? What are we trying to achieve? How do you feel about dance being taught by PE teachers? How do you ensure students view their music teacher as a music teacher if he teaches Maths? How do you ensure that teachers know the courses they are delivering? Can you show me who the SEND/PP students are? Does behaviour get in the way of teaching and learning? Tell me about your workload. How do you build an engaging curriculum? How does your curriculum show progression? How do you deal with misconceptions in class? As a new member of staff, were you given safeguarding training? Do we provide sketchbooks? What external training have/do you have? Before the learning walk – what should I expect to see in this lesson?**

**During learning walk between classrooms, in the stairwell, commented “There isn't any graffiti, is this because it isnt a problem?”**

**HR/SCR** Asked what tabs we had on SCR - shown

**Qualifications** – Picked a recent starter and checked his file for qualifications + references and also cross referenced to SCR. – *Shown file & SCR* **Overseas staff** - Asked to see a specific member of staff on the SCR. Asked specifically about processes for Overseas teachers, Risk assessments and Police checks. - *Was able to demonstrate and talk about the different types of Police checks* **Visitors** – asked to see regular visitors and he asked if we saw DBS or if we had letter from employers confirming service agreement. – *Was able to discuss the letters supported by SCR. We discussed that we question visitors and supply to ensure accuracy and validity.* **Supply staff** - Asked how many agencies and whether we have SLAs with them. – *Shown SCR tab and discussed individual agreements with agencies and checks that they clarify.* He asked how often we review and update the SCR with information on visitors and supply **Governors** - Asked if they were all trained: Safer recruitment, child protection and prevent – *Did keep asking about training and was able to talk about online training they do and the prevent as well as face to face training given by Safeguarding team. Explained that we don’t use our governors for recruitment panels but all of our SLT and some LMs have completed the safer recruitment.* **SCR Audit** – Asked what the process of scrutiny of the SCR is. - *I showed him the audit checklists. Was able to evidence the last 3 reviews carried out by CG.* **Teaching staff** – He picked 1 new and old member of staff. He then wanted to see a file with a risk assessment. – *All OK, he had no queries*. **Positive DBS** – Questioned what the process was if we have a positive DBS back. – *Provided him with BWT Positive DBS*

*form and explained the process of taking this to Principal to review and discuss.* **Alternative provision** – Wanted to see how we check alternative provision and ensure the safeguarding of students. – *We have this on SCR and also in the SCR file so I was able to demonstrate the checks.* **DSLs** – Asked if we have DSL certificates for all those trained. - *I had it in a folder to hand so was able to evidence them.*

He then asked about CME, Refugees & Alternative provision and county lines safeguarding. Advised to talk to AVP for Inclusion.

I asked him if it was a requirement to add the column for regulated/non regulated – He said it wasn’t mandatory but did think it clearly shows an understanding of what is/isn’t regulated activity.

He then asked of there was anything further I’d like to show him! I then evidenced our OTT file with VISA information for overseas staff and EU staff with reference to Brexit.

**Maths** Tell me about your curriculum.

What are the aims of your curriculum? Any changes that you’ve made recently to your curriculum? Why? What are the day to day challenges in maths? Why are schemes of work sequenced in this order? Why is your SoL specifically based on the Pearson model? How have you personalised and contextualised this to meet the needs of your pupils? How have you evaluated your SoL? How do you know your SoL is effective? What changes have you made to sequencing and why? Why do you teach a 3 year KS3? Do you prefer it to a 2 year KS3 model? Show me where in year 9 you teach ‘Solving equations’. How does this build on from prior learning? Where does this take them in Year 10/11?

Descirbe the maths team? Size, experience, roles/responsibilities? Does everyone in the team share the ‘vision’? What CPD is available/have your team attended? What impact has this had? Is your staffing stable? Will I see common practise when I visit lessons? What will this look like? How do you stretch and challenge HAPs. Will I see this in lessons? How do you support LAPS/EAL/PP? Tell me your context. What is happening in lessons now? What will I see when we go out and walk in and out of lessons? Talk about your differentiated SOL – its effectiveness since implemented. Do students enjoy maths? How do you know? Will I see evidence of enjoyment and pupil engagement in lessons?

During learning walk – Is this a typical lesson? How do you think the lesson went? Was there appropriate challenge? Comment on pace? What are the next steps?

Work scrutiny - Tell me what you see in the books? How do the books from this class compare to this class? What is the purpose of the ‘data stickers’ on the front of books? There is clear evidence of maths fluency but less evidence of reasoning. Why? How are you tackling mathematical reasoning?

**CEIAG What are the aims of the Careers delivery?**

**Tell me about your program / structure?**

**How do you assess it? Tell me about the Gatsby benchmarks & your compass assessment? How does your program integrate with the curriculum? Do HODs integrate Careers into their lessons? Tell me about NEACO – additional funding? How do you target students for delivery? Show me a student and how you know what experiences they have done? Have aspirations improved in the school? Have grades improved? What are the destinations of the students – have these improved (she took a copy of our NEET data)? Do they have Careers lessons? How is it delivered? Are tutor times & drop down sessions long enough for PSHE and careers delivery? Who does work experience? Would students in every year, in all year groups understand that there is a careers programme/that you are the careers person?**

**Business** OFSTED inspector came into 13a/Bs and watched me delivery their

learning aims/expectations for the session. She only spoke to students and asked them which businesses they were researching and why? what other subjects are they studying? what they wanted to do after sixth form and if they were enjoying their course.

The students were fantastic! **Cover Supervisor**

**During duty time What do you think about general behaviour around the school? What/why do you think it has improved? Year 7 and 8 are particularly lively. Pupil Premium**

I spent the evening last night looking through the PP reports published on your website. I notice that the planned expenditure for strategies to support PP this academic year is similar to last year. Why is this? What evidence do you have? What is the impact of this expenditure? What enrichment opportunities are available for PP?

What is the uptake of these opportunities and what evidence supports this? How does this uptake compare to other micro-populations? How do you engage with PP families? What work has been done with PP families? What impact has this had? What are your biggest barriers in terms of raining PP attainment and progress? How many PP students fall into PA? What support is in place for these students and their families? Is that a PP link governor?

SIP - What strategies are used to promote PP awareness with staff? **Year 7 Catch Up**

What has been the impact of this funding on progress in Eng/Ma? Why have less students made expected progress in Ma compared to Eng? Why have you specifically focussed on the interventions stated in the report? Is Accelerated reader used across the year 7 cohort? **PD** PSHE -

Tell me about PSHE across the academy – who leads, how is it delivered, what is the subject content? Why do you teach it in this way (Tutor time/collapsed days)? Is there a SoL – can I see it? Is delivering PSHE during tutor time effective? How do you know? Is the delivery of PSHE across the academy consistent? What QA have you carried out on the PSHE programme? What has this informed? What are your actions? How do you account for the discrepancies in the volume and quality of work in PSHE folders? What support have you offered staff with delivering PSHE?

PD - Do you have a PD lead in the academy? What is your role?

How do you promote PD across the academy? Where will I see evidence of PD? How do you manage any tensions between the EAL and white British populations in school? How do you promote and support diversity and protected characteristics? Do your pupils feel safe? How do you know? Who can pupils go to if they do not feel safe, have worries/concerns? Can pupils articulate this? How do you support and promote mental health and well- being? Is PD ‘discrete’ or does this run through the academy? Can I evidence this in SoL, lessons, social times?

SMSC - How do you promote SMSC? Give me some examples. How do you raise awareness and tolerance of different cultural and religious beliefs? Do your students know ‘what it means to be a good citizen’? Does SMSC run through the curriculum? How? Show me How do you evaluate SMSC across the academy? DO you have any evidence you can share?

**HAPs** Your IDSR indicates that HAPs had negative P8 in Hist/Geog

last year. What are you doing to support HAPs, stretch, challenge? Discuss...........

All subject data with positive P8 for HAPs was shared – Maths, Dance, French, Polish, Rusian, CS, Triple Science plus others as evidence that departments have a clear focus on HAPs attainment and progress. Potential barriers in Hums discussed Maths - SoL shared which highlighted clear differentiated pathways from KS3 to KS5. Year 9 topics highlighted as GCSE grade 7/8 topics. Year 11 HAPs do GCSE FM Year 10 HAPs follow Maths scholars programme – GCSE Stats Year 11 set 1 split into 1A and 1B on both bands – greater teacher to pupil ratio to promote stretch and challenge

HAPs specific trips and visits – Cambridge University, Bletchley Park,

Evidence of differentiated activities for HAPs in English linked to SoL shared Evidence of differentiated activities for HAPs in Dance linked to SoL shared

HAPs mentoring programme starts from Year 7 Outreach work with parents/carers

Wider scholars programme across academy discussed HAPs chaser appointment RSLs across all year groups – PM related targets SIP priority

**Year 10 tutor time (10d)**

Came in at the end of tutor time and observed what was happening. Asked tutor (HIR) is this group a typical size? Are all forms small like this one? (had 14 present) She commented on how it is good they are small. Asked what we do over the course of the week in tutor time and the topics we cover.