

Replace minutes of meetings with an **Action Log**. This could, for example, be in Excel and have the columns 'date', 'agenda item', 'action', 'who', and 'by when'.

**Multi academy trust (MAT) inspections.** These Ofsted inspections will explore the quality of school provision in the usual way, but in addition lead inspectors will be asked to pursue three extra questions with academy leaders and MAT staff relating to the MAT's support and challenge. They are:

1. How well does the MAT know the academy, the performance and the standards your pupils achieve?
2. What measures are in place to support and challenge the academy and how do these meet the needs of the academy?
3. What is the impact of the MAT's support and challenge over time to help the academy improve?

**Hot lessons:** taught by an outstanding teacher for others to come to watch.

**TeachMeets:** Within school - Everybody attends one or more of a series of sessions focused on the development they need most. Across schools - <https://www.teachers.org.uk/files/teach-meets.doc>

**360 appraisal:** everyone gives an opinion on your performance across the year before appraise and appraiser discuss the outcomes – governors, pupil voice, colleagues, etc., by, for example, a questionnaire.

**RAT packs:** teachers get together with each other and key people to discuss raising attainment for individuals and their classes.

**Best Evidence Encyclopaedia** <http://www.bestevidence.org.uk/>

**Measuring Teacher Effectiveness** <http://www.rand.org/education/projects/measuring-teacher-effectiveness.html>

When children are **self-assessing** at the end of the lesson, for those who judge that they have understood (green on a RAG scale) give them an extra quick challenge to check, and if they are successful they can award themselves the next level (silver?) This can be highly motivating for some children.

## Engaging with parents

- A book share every Friday morning from 8:55 to 9:10 in early years and KS1.
- A member of Nursery staff sitting on 'The Welcome Sofa' who is available to talk to parents whilst the other Nursery staff settle the children to activities and model interacting and playing with the children.
- Headteacher, family worker and a couple of other staff at the gate/s every morning wearing a jacket with 'STAFF' written in large letters on the back.
- Any child absent for more than 3% of sessions has their family invited in for a chat (with family worker or TA if possible to begin with) over a friendly cup of coffee but with a firm message of attendance.
- Homework is set as a project to be done *with* families, and selected pieces are then displayed to the school.
- Invite families in for a creative day, where they make things alongside their children.

See this Guardian page which is full of resources for **teaching times tables**:

<http://www.theguardian.com/education/teacher-blog/2013/apr/29/times-tables-teaching-resource>

**Boosting pupil memory:** How do you ensure that pupils who have been to intervention or support sessions remember what they have done when they are back in the classroom?

<http://www.taskmasteronline.co.uk/memory-magic.html> |

[http://www.lucid-research.com/t/memory\\_HowBoosterWorks](http://www.lucid-research.com/t/memory_HowBoosterWorks) |

Mind Maps for Kids by Tony Buzan, Memory Magic, Working Memory Activities by David Newman, Working Memory and Classroom Learning by Gathercole, Alloway

<https://www.york.ac.uk/res/wml/Classroom%20guide.pdf>

**Pyramid Clubs** for children who are quiet, shy, anxious or withdrawn.

<http://media.brintex.com/Occurrence/45/Brochure/718/brochure.pdf> |

<http://www.independent.co.uk/news/education/schools/a-helping-hand-for-the-quiet-ones-pyramid-clubs-are-giving-shy-children-an-afterschool-lifeline-8131181.html>

**Learning Assemblies**, where staff and pupils (and perhaps parents) are invited along so that a subject leader can introduce a new strategy to everyone at once, such as effective times tables work.

Kent Primary School **Science Scheme of Work** – good value for money alternative (£200)

[http://www.edukent.co.uk/our\\_services/service/primary\\_science\\_scheme\\_of\\_work\\_from\\_september\\_2014/](http://www.edukent.co.uk/our_services/service/primary_science_scheme_of_work_from_september_2014/)

**The 'ABC' approach for leading meetings:** Accuracy, Brevity and Consistency when leading a meeting, then when questioned by the audience Answer, Bridge and Communicate.

**Criteria for coasting primary schools:**

- In both 2014 and 2015, fewer than 85 per cent combined L4s on attainment *and* below the median percentage of expected progress; *and*
- In 2016, fewer than 85 per cent combined reaching '100' on attainment *and* less than the median percentage making expected progress (measure to be determined)

**Criteria for coasting secondary schools:**

- In both 2014 and 2015, fewer than 60 per cent achieving five good GCSEs including English and maths *and* below the median percentage making expected progress; *and*
- In 2016, a measure based on the Progress 8 not yet precisely defined
- (From 2016 onwards, secondaries will only be measured on Progress 8 - there will be no attainment component)

The coasting definition *does not apply to special, alternative or infant schools* at all. In 2016, the current attainment floor standard for automatic intervention will reduce back to 65 per cent in primaries rather than the proposed 85 per cent.

NAHT



If you would like to book an appointment or other task in the autumn term, then please get in touch as the diary is filling.

- HTPM
- Self-evaluation (SE) review
- SIDP review
- Pre-Ofsted checks and 'mock inspection'
- Training, staff meeting input, etc.
- Leadership development
- School improvement
- School quality checks
- Etc.

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## **Changes to Ofsted inspections from September 2015 (from 'The Key')**

### **A common inspection framework**

Ofsted is introducing a common inspection framework (CIF) for all the education services (known as remits) that Ofsted inspects, including maintained schools and academies, further education (FE) and skills providers, non-association independent schools and registered Early Years settings.

Under the new common inspection framework, inspectors will make graded judgements on the same areas across all the remits.

Paragraphs 7 and 8 of the consultation response explain:

Under the new CIF, inspectors will make graded judgements on the same areas across all the remits. This will support greater consistency in our inspections of the different remits. It will provide greater coherence and comparability across the inspection of different providers that cater for similar age ranges and when children and learners move from one setting to another.

... Inspection handbooks specific to each remit will underpin the new CIF and will reflect the needs and expectations of different phases.

We will update this article when the CIF and accompanying handbooks are published. If you would like to be notified when this happens, please click 'Subscribe to updates' on the top right-hand side of this page.

### **Key judgements**

According to paragraphs 34 to 62, inspectors will make graded judgements in the following areas:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners
- The effectiveness of Early Years and sixth form provision, where applicable

FE and skills providers will also have the following areas of provision graded, where appropriate:

- 16 to 19 study programmes
- 19+ learning programmes
- Apprenticeships
- Traineeships
- Employability

- Learners in receipt of high needs funding
- Community learning
- Full-time and part-time provision in 14-16 colleges,

### **Inspection of the curriculum**

Ofsted says in paragraph 27 that, based on responses and feedback, inspectors will consider the “breadth and balance of a provider’s curriculum under the effectiveness of leadership and management judgement”.

### **Short inspections for ‘good’ schools**

From September 2015, schools that are already judged to be ‘good’ at their last section 5 inspection will no longer be subject to a full inspection every three to five years. Instead, they will usually receive a short inspection approximately once every three years. This is explained in paragraphs 68-69 and 76-79 of the consultation response document.

FE and skills providers that were judged ‘good’ at their last inspection will no longer be subject to a full inspection within a six-year period. They will receive a short inspection about once every three years instead.

Paragraph 79 adds:

- Short inspections will focus on whether good quality provision has been sustained. They will not be mini full inspections
- Inspectors will focus on the performance of the school or provider and leadership and management
- Where inspectors find that good quality provision has been sustained by leadership and management, a short formal published report will be provided in letter format setting out the main inspection findings. If a significant concern arises that the school or provider may no longer be good, inspectors may recommend that a full inspection takes place
- Similarly, if there are indications that the school or provider may have improved and there is a likelihood of it being judged ‘outstanding’ under a full inspection, inspectors may recommend that a full inspection is scheduled

### **Inspection of 'outstanding' schools**

Some respondents to the consultation felt that the proposal for short inspections for schools previously judged to be ‘good’ should be extended to those judged ‘outstanding’.

However, paragraph 25 of Ofsted’s response explains that any change to the inspection of ‘outstanding’ schools would require altering legislation. Therefore, Ofsted will not inspect ‘outstanding’ schools and Early Years settings routinely, but will retain the powers to inspect if performance drops or other concerns are raised.

## **No-notice inspections**

Ofsted did consult on no-notice inspections, but decided not to introduce routine no-notice inspections for schools. Paragraph 26 of the consultation response says:

We will continue with our current policy of giving a short period of notice of inspection for schools, colleges and other FE and skills providers and retain the right to inspect without notice in certain circumstances, such as where safeguarding concerns are raised.

In Early Years, we will move towards aligning the notice of inspection period provided with schools, but we will retain the right to inspect without notice.

## **Inspection of non-association independent schools**

Paragraph 12 of the consultation response states:

From September 2015, all non-association independent schools will receive an inspection under the new CIF and against the revised independent school standards within three years.

## **Statutory reporting requirements**

### **Maintained schools (*Academy arrangements at foot of page*)**

Schedule 1 of the Education (Pupil Information) (England) Regulations 2005 lists the following information that must be included in the annual report of every pupil:

- Brief particulars of achievements in all subjects and activities forming part of the school curriculum

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- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
  - The reception year; or
  - Year 12 or 13 and is no longer of compulsory school age
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
- The results of any National Curriculum tests taken during that year, by level

Paragraph 2 of schedule 1 lists information that must be included in pupils' reports at the end of each Key Stage (KS). Information is required about a pupil's National Curriculum levels, and how these compare with those of others of the same age in the same school, and nationally.

Paragraph 3 of schedule 1, linked to above, explains that an attendance record means a summary of the pupil's attendance, showing:

- The total number of possible attendances, and
- The total number of unauthorised absences expressed as a percentage of the possible attendances

### ***Statutory guidance***

#### **KS1 and KS2**

Statutory guidance on reporting to parents, in line with the regulations, is included in the Assessment and Reporting Arrangements (ARA) for KS1 and KS2, published by the Standards and Testing Agency (STA).

It explains that at KS1 and KS2, a report must cover the pupil's:

- Achievements
- General progress
- Attendance record

Where appropriate, the following results should be included:

- Results of any National Curriculum tests, by level
- Results of any public examinations, by subject and grade

The guidance also includes information on:

- Reporting on the progress of pupils with special educational needs (SEN)
- Reporting on pupils' progress in religious education

#### **KS3 and KS4**

DfE guidance for headteachers sets out the information that must be included in school reports for pupils in years 7 and 8, year 9, and years 10 and 11.

It shows that in all of years 7-11 reports must include the following:

- General progress
- Brief particulars of achievements, highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance record

For pupils in years 10 and 11, reports must also include:

- The grades achieved in subjects for which the pupil was entered for GCSE
- Any other qualification, or unit towards a qualification, and the grade achieved

### **End-of-Key-Stage comparisons with other pupils**

As noted in section 1 of this article, the regulations for maintained schools say that reports written at the end of KS1, KS2 and KS3 must include:

Comparative information about the National Curriculum levels of attainment of pupils of the same age in the school

Comparative information about the National Curriculum levels of attainment in the core subjects of pupils of the same age nationally

### **Notes**

If a pupil changes school before the end of the academic year, the headteacher should still write an annual report for the pupil. This should be issued to the child's parents. The parents should have the opportunity to discuss the report with their child's teacher.

There is no statutory requirement on what medium should be used for reports. Schools should adopt a secure procedure for reporting to parents; this may be electronic or otherwise.

### **Academies**

Sub-paragraph 1(f) of paragraph 24 requires proprietors to ensure that an annual written report of each registered pupil's progress and attainment in "the main subject areas taught" is sent to the pupil's parents.

The statutory guidance on the ARA explains that, for academies and free schools:

Your funding agreement may say that you will follow guidance issued by the secretary of state in relation to assessments and teacher assessments of pupils' performance. If so, you must comply with the ARA.