

## Oddments

If you carry out additional work which brings in extra income, why not use it for a **staff wellbeing fund**? This can pay for extras, such as massage, treats, etc.

The **three difficult w's**: work-life balance; wellbeing; workload

When you are looking at progress in books, **invite the teacher and pupil**, and discuss it with them. You may find that a good quality book hides a lack of understanding in some places, or that pupil knowledge is higher than books reveal.

Do you hold **staff competitions**, to win prizes such as half a day out of school? In one school, the teacher who won the prize then raffled it amongst staff to raise money for the school.

When **considering workload**, staff have different capacity. For example, a parent with young children or an elderly parent is less likely to have spare time than someone with no children. It is worth making this consideration when deciding who to ask to take on additional tasks – and it doesn't have to be equal.

**Innumeracy**: the inability to understand statistics

**Progressophobia**: the fear of progress; the inability to cope with change

A list of categories of '**Vulnerable**' **pupil groups** which do not necessarily fit under other categories:

- children with child protection issues / cause for concern forms raised
- children where the parents have learning difficulties or struggle to cope
- children in homes where there is domestic violence
- children with older siblings where the school had previous parental concerns
- children with issues as a result of bereavement / divorce
- sudden death or suicide of a parent
- children with medical issues possibly impacting on their learning
- children from lower income families not eligible for FSM.
- children with housing issues
- children with attendance issues.
- children where there are temporary issues – illness of grandparent, temporary parental unemployment, etc.
- 'borderline' SEN
- regular absence or lateness not amounting to 'trigger' levels

**Pre-hab.** If your school is about to undergo a major change, such as expansion, building work or change of status, pre-hab is making it as fit and healthy as possible in advance of the change starting.

### **Feedback from schools who have had Ofsted 2019 pilot inspections**

Inspectors talk to middle leaders and ask questions such as:

- Why is this subject being taught in this class at this time?
- How does it fit with the rest of the curriculum?
- What are the benefits of teaching this subject in this way?
- How will this improve outcomes and what are the intended outcomes?

Inspectors look at school statistics and data with school leaders:

- What does this data show?
- What is the purpose of collecting it?
- Can leaders demonstrate progress and attainment? How?
- Other than book scrutiny, how do you determine that progress has been made?

Are pupils able to articulate their learning?

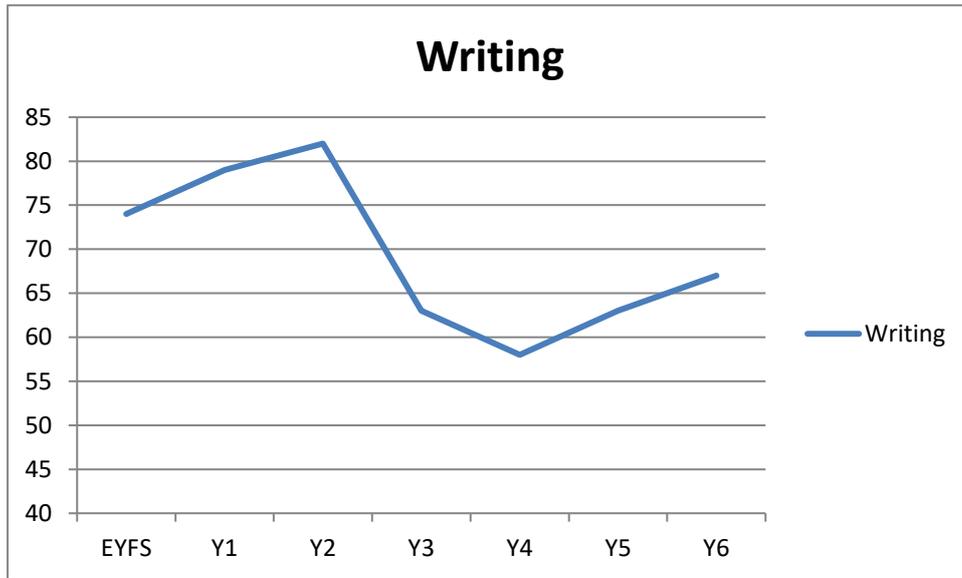
Have you spotted these statements from the Ofsted 2019 draft School Inspection Handbook?

- **Cultural capital:** ‘The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’
- **Curriculum** Intent – Implementation – Impact
- ‘Developing understanding, not memorising disconnected facts’
- Inspectors will not use schools’ internal assessment data as evidence.’

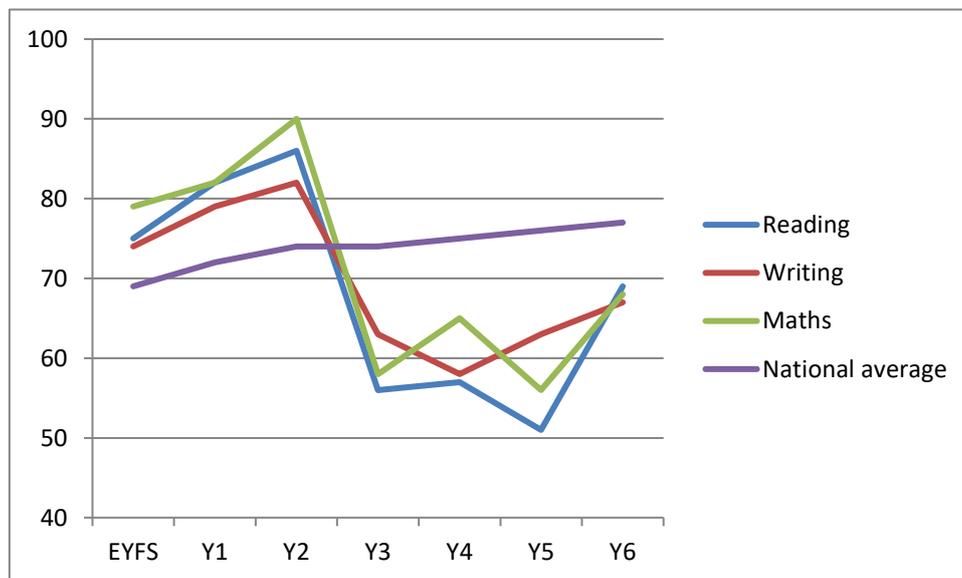
Why might Ofsted state that ‘internal data has its limitations and may not be an accurate representation of the education of pupils at the school’?

### **Data graphs**

If attainment at your school is graphed, does it show an upward trend from EYFS ELGs to the end of Y6? A fairly typical picture in primary schools is for Y2 to be above average and then for attainment to fall in KS2. However, it’s a pretty even upward trend on average across England, and so it might be expected that your school would also show a similar upward trend. However, graphs can often look like this:



This appears to show that pupils are above average at writing at the end of EYFS, then rise even further by the end of Y2 before falling below average in Y3 before rising to around average at the end of Y6. In the same (imaginary but typical school, with an average profile for PP, SEN, etc.), the core subjects look like this against the national average:



The trend line is significantly downwards. If progress is graphed, ideally it would be a flat straight line, as progress in every class would be equally good. It is attainment which should rise. At the end of each year, pupils are assessed against a series of statements, and best-fit assigns them to expected, above or below. A pupil at expected at the end of Foundation, should be at expected at the end of each subsequent year group, with around 8% rising to greater depth by the end of Y6 (more in writing, less in reading). On the graphs shown here, the school's attainment falls by 8% from EYFS to Y6, and so this is a -16% differential compared to the national average for progress. The reasons for many schools being in a

similar position is inaccuracy in assessment (and every school says they have been moderated).

- All classes should contribute to the highest possible outcomes at the end of a pupil's last year in school, rather than trying to achieve the highest possible outcomes in their own class alone;
- All assessments should be accurate predictors of what a pupil will attain in their next class, and when they leave the school;
- What might a parent think who has been told their child is at expected at the end of EYFS, but is then below expected in KS2 SATs?

It is for these inaccuracies of assessment that Ofsted intend to ignore internal statistics, and only pay regard to test outcomes and externally-validated assessments.



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*Get in touch to book  
an appointment in the summerA term*

- ❖ Head teacher performance management
- ❖ Safeguarding/ governance reviews
- ❖ Self-evaluation/ SIDP review
- ❖ Pre-Ofsted checks/ 'mock inspection'
- ❖ Training, staff meeting input, etc.
- ❖ Leadership development
- ❖ School improvement