

Oddments

Documents

Two documents are attached:

- *Governor visit proforma*
- *Behaviour for learning – ideas for Governors to look for*

AI update

Hallucination – a piece of text which makes up facts which are untrue

Features of writing style which are indicators of the use of AI

- Variation of sentence lengths
- Frequency of certain words
- Overuse of common words such as 'the', 'it' or 'is'
- Use of punctuation marks
- Inconsistency of spellings
- 'Tortuous' language
- Implausible statements
- Generic, rather than specific writing and focus – lacks 'chutzpah'
- Perplexity - Lack of surprise or randomness
- Lack intentionality (but appear to be fluent in English)
- Lack of semantic meaning
- Syntactic – words in an unusual order, which changes meaning
- Semantic – lacks coherence or consistency
- 'Burstiness' and 'N-gram' – certain words and phrases are used more often than a human would
- Repetition
- Imprecise focus on question or title
- Lack of typos
- Probability in more than two AI checkers that AI use is around 12% or greater (human generated probability 88% or less)

School self evaluation

Take care to be open and honest in an SSE. Many SSE's (not 'SEF', which is an old Ofsted model) are full of positive assertion but little, if any, actual evaluation. Statements must be

evidenced. If an area is good, then there must be an area which is not as good as it could be, otherwise the evaluation would be outstanding. The SSE must identify and analyse this area of comparative weakness, as well as strengths. Remember the purpose is to inform the School Improvement Plan, and the audience is governors, so that they can agree and approve the best use of the school's resources.

OFSTED

Inspections have been in the news, due to the stresses and pressures they bring.

- Whilst I often hear about what might be described as 'rogue inspectors', or inspectors who appear to have a pre-determined agenda, I have never found one in any of the inspection teams I have worked in.
- The inspection is of the school on the day. How the school was the day before, or how it might be tomorrow, are not what a judgement is made on. However, a lead inspector might leave a school hoping that the correct judgement has been made, and that a school will not fall back from the higher standards it has just reached.
- Whatever the documentation appears to show, an inspector would be foolish to arrive at a school with any decision in mind. This is because things change, and paperwork only indicates areas to explore. The lead inspector will have a number of 'threads' to follow, which have arisen from available evidence, such as your website. These can often be concluded within a couple of hours.
- Inspectors want to find good things, and don't tend to go looking for weaknesses. Please the inspectors by being correct in your judgements about the quality of provision at the school (i.e. good leadership and management) and point them to good practice.
- Inspection teams may include EYFS inspectors who have only had a day's specific training. You may know much more than them about the Early Years, and they may spend little time looking.
- Don't overwhelm the team with documents when they arrive. Inspectors won't be interested in reading them – they will want to be in the classrooms and around the school. This begs the question of why produce lots of long documents in the first place? (Keep it short – see previous 'Ideas' newsletters)
- Since September, a number of schools appear to have been awarded a grade of 'good', with seemingly little that can be improved. A frequent reason for a school being good, rather than outstanding, has been given that not all foundation subjects are of similar quality.
- The lead inspector is very limited through the QA process as to what can be written in the report. As a result, this tends to be formulaic, and does not adequately reflect the reason has been given the grade it has. However, verbal feedback throughout

the inspection and at the final meeting, gives a much more accurate picture. Make sure your deputy head is in attendance to take notes.

- Whilst you are sworn to secrecy at the end of an inspection, the judgement very rarely changes. There are a number of people in the school you can share the judgement with and others, such as your staff, that you can strongly hint at the grade, using the evidence in the notes taken at meetings.
- When the draft report arrives for checking, any changes made by the lead inspector are subject to different QA. As well as grammatical and factual correction, it is worth questioning and challenging some of the judgements and statements at this point. The lead inspector will be pleased to try to incorporate what they can within the final version. It may be that the lead wanted to write something, but was prevented from doing so by the QA. You raising the issue may tip the balance.
- Whilst getting a judgement of good or better is desirable, there are times when RI is preferable. This is because a re-inspection happens sooner. If the school has just tipped into good, you will have a report listing all the school's imperfections for probably five years, whilst with an RI report, you have a couple of years to put these things right. Experience shows that parents tend to choose schools because they are local, and they like them when they look round, especially if they are show round by the headteacher; rather than base their choice of school on inspection reports.
- When you receive the report, list all the good things, and only tell staff and parents these to begin with. Stick it in a cupboard for a week, and only look again when you are ready. You'll probably find you are already addressing, or have addressed, any identified areas for improvement.

Displays

Displays in the classroom should support work and learning, so may include:

- Exemplary work, to show pupils what is expected
- Information, such as posters, 100 squares, etc.
- 'Working walls'

It should not include:

- The work of every pupil unless merited
- The repetition of many pieces of the same, or similar, work

Displays in the corridor should include PSHE, shared experiences and information, for example:

- Photos from a school trip
- Whole-school projects
- School charitable work

Common or shared rooms, such as the head's office or meeting room, should include examples of pupils' work. For example, the head's office might have 'Mrs XXX is proud of me' and a board with work which is good for that pupil.

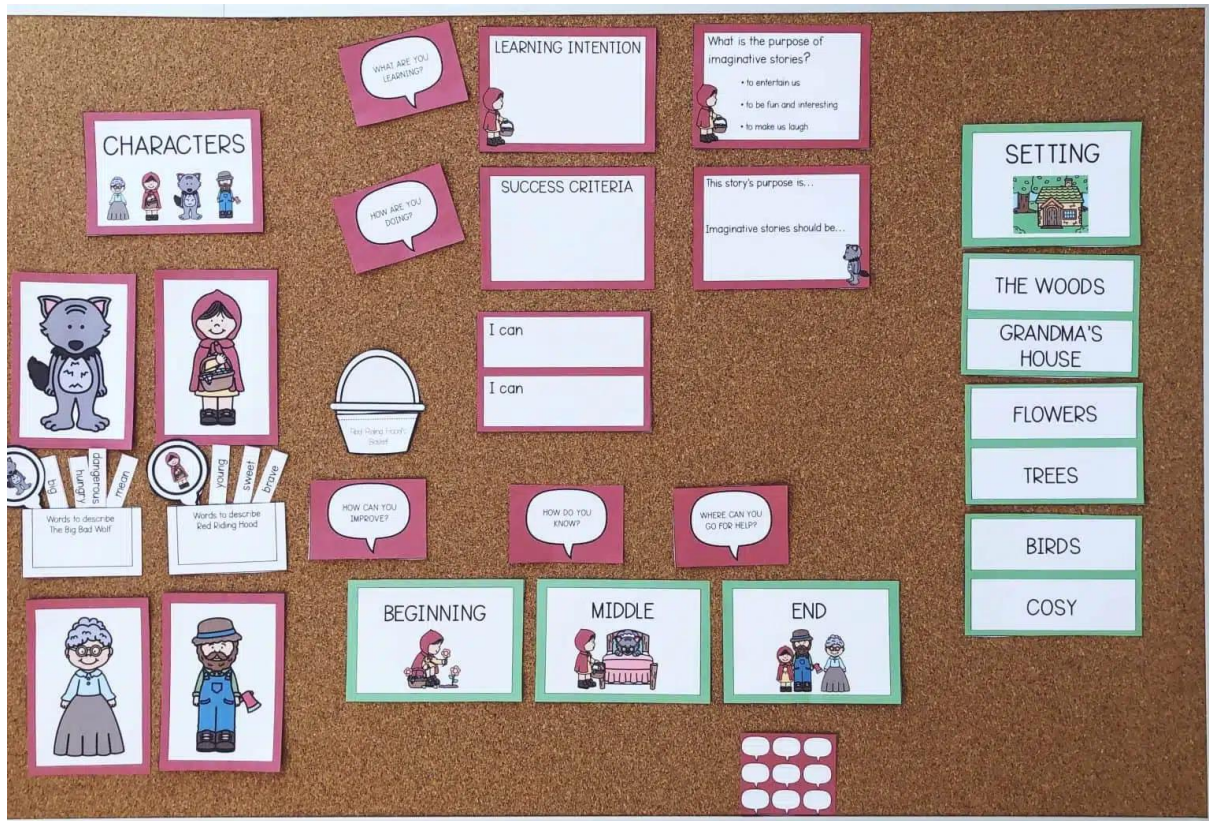
A good teacher will find a way to display something which has been contributed to by all pupils in the class within the classroom, which helps others to learn, such as group workings on a sheet of blank paper. The reason individual work is not displayed is because of its varying quality. It is patronising to say to a child 'It is a good piece for you', rather than displaying a piece which is worthy in its own right.



An idea for number recognition



Idea: A learning wall



What is a learning wall? Learning Walls are visual classroom displays that centre around a LEARNING INTENTION and include elements such as text scaffolds, word walls, and bump-it-up walls. They support students on their learning journey, becoming a reference point for them as they work towards knowledge, understanding, and application of skills. [Link www.teachietings.com](http://www.teachietings.com)



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*Get in touch to book
an appointment in the Spring 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