



Ellenborough and Ewanrigg Infant School

Ofsted Experience

One-day Section 8 (2 HMI Inspectors)

Wednesday 25th September 2019

10.45am Admin phone call

11.30am Phone Call with the Lead Inspector

During the discussion we discussed the leadership arrangements of the school and the type of inspection.

The lead inspector outlined the process of conducting Deep Dives, including one in Early Reading and Phonics.

Behaviour:

- Bullying and culture for bullying
- Gaming and Off Rolling (looking particularly at 18-19 Attendance, because of the point in the academic year at which the inspection is being carried out).
- Culture for promoting SMSC
- Workload of staff and wellbeing
- Role of assessment
- Safeguarding
 - How we identify concerns
 - How we manage those concerns
 - How we respond to those concerns

Curriculum:

- Where are you in your curriculum development?
- How are we developing our approach to the curriculum?
- Which subjects were stronger than others?
- How is the curriculum designed for disadvantaged children and children with SEND?
- Deep Dive areas were fully identified.

Early Reading and Phonics Deep Dive:

- How is reading prioritised in our school?
- How do we promote a love of reading?
- The inspector will check reading books to ensure that they match to the sounds that children are being taught.
- The inspector will visit phonics lessons.
- The inspector will look at how quickly children begin reading in Reception
- How do we ensure that children keep up? What happens when children fall behind?
- How have staff developed their expertise in teaching early reading so that children learn to read?
- The inspector will scrutinise the phonics programme.

Other procedural and logistical arrangements were made (incl times to talk with LA and to talk to gov).

INSPECTION

Deep Dive – Phonics

Questions to English/Phonics Leader:

- In a nutshell, how you ensure that the teaching of early reading is prioritised?
- How often to teachers read to children?
- How do you support teachers to ensure that storytime is engaging?
- How do you select the books that you are reading to children?
- How do you decide on those stories that children get to know inside out?
- How do you get parents to love reading to their children?
- Can you tell me how the Y1s did in the Phonics Screening Check? I'd like to explore how your programme enables you to achieve this year after year. What plans do you have to improve the score?
- How do you ensure that children remember the sound for letters, digraphs and trigraphs, blend sounds into words, read exception words, learn correct letter formation and learn to spell?
- Could you tell me how you break down your phonics curriculum?
- What phonic knowledge do you want your children to have by the time that they finish Year 1?
- What do you do to ensure that children continue to make progress in reading accuracy and fluency in Year 2?
- How does this set them up for the next stage in their learning?
- How do parents listen to their children at home?
- How often to children change their reading books?
- How do you know which children are not keeping up?
- What systems do you have in place to quickly spot children that fall behind? What provision is put in place for them?
- How do you develop your staff?
- How do you know that all staff have the same knowledge and skills (including new staff and NQTs)?

Questions to teachers:

- Which books have you enjoyed reading your children recently? What made you choose that book?
- How do you spot children who are not keeping up?
- What support is put in place for these children?
- Tell me about your training and development. How has this help you teach children so that children remember what you teach them?

Questions to Reception Teacher:

- When do you start to teach children letter-sound correspondence?
- How many sounds will your children be able to read at the end of each term?
- We are now 3 weeks into Autumn Term – where are children at currently in their phonics progression?

Deep Dive – Maths

Questions to Maths Leader:

- How you sequence maths learning from Early Years to Y2?
- How do you tweak maths planning? Why do you do that?
- How are chn performing in EYFS?
- What does long-term planning look like?
- How does this break down across year groups?
- How do teachers use these plans to design their lessons?
- Do the children revisit prior learning? (E.g. Length and height)

- How do you enable children to remember?
- How is learning built upon?
- Will I see these “small steps” (White Rose Maths) when I am visiting lessons?
- So, Early Years, tell me how that’s planned?
- What training have staff had to enable them to teach maths successfully?

Book look with maths leader:

- What will I see in the books?
- What do you notice?
- Can you show me, in the books, how learning is built upon?
- “We are not necessarily looking at progress in isolation – but how well the books match the skills that are planned and how well the children achieve against this.”
- What’s the latest piece of work in the book?
- What’s happened before? (In the sequence)
- What will I see today when I look at lessons?
- Is there progression in vocabulary and language used?
- How do you know what the children struggled with in the previous year?

SEND

Questions to SENDCO

- Tell me how you assess/identify SEND?
- Inspector looked at PEP & EHCP
- Tell me how this child has met their targets? What support is being put in place if they haven’t?
- How do you feel about the support that you receive from the Local Authority?
- How do you monitor the progress of SEN Support Chn?
- Can you tell me specifically what the diagnosis is and the professionals that have been involved?

Questions to 1:1

- What is the child currently working on at the moment?
- What progress have they made?
- Have they met all the targets since they started at this school?
- How do you adapt the targets from the PEP into activities?
- Is the EHCP accurate?
- Do you think that the PEP meets the child’s needs?
- Are you supported by leaders to implement the PEP?
- What specific training have you received on the child’s condition? How has that training enabled the child to make progress?

Safeguarding

Questions to DSL

- How many children do you currently have on CiN and CP?
- You use CPOMS. Can you show me:
 - How do staff record concerns?
 - How do you support children on CiN or CP?
 - What plans do you have for CiN or CP children?

Questions to staff:

- What might you see or hear that would make you concerned for the welfare of a child?
- If you suspected abuse from a member of staff, what would happen? What would you do?
 - If that person was the HT, what would happen here?
- How you refer to the DSL?
- What would you do if you were concerned about a child?

Geography Deep Dive

Similar to maths deep dive.

- What are the big ideas that you want children to have grasped by the time that they leave your school?
- How you sequence learning from Early Years to Y2?
- How do we revisit prior learning?
- How is the revisiting of prior learning built into long term planning?
- What progression models do you use in Geography?
- How are chn performing in EYFS in understanding of the world?
- What is there in provision for UotW in EYFS?
- What does long-term planning look like?
- How do teachers use the long-term planning to decide on teaching activities?
- What pedagogical choices to teachers make, that ensure that children make progress, whilst staying true to the ways that we know children learn?

Joint observation – HMI and Geography Leader. During the observation the inspector watched closely: the language used by the teacher, the interactions between children, the role of the TA and how they supported learning, the information that was given to children.

After the observation, the HMI asked the subject leader:

- What did you see?
- What would be the development point that you would give after that lesson?
- How has that lesson built on prior learning?
- What pedagogical choices did the teacher make in delivery of the lesson content?

Book Look:

- The HMI and Geography leader examined books from the current Y1 and Y2, and learning journals from EYFS.
- KS1 books:
 - Can you tell me how the teacher has progressed through the progression model?
 - How well have the children grasped the learning here?
 - Do you think the children will remember the key learning from this lesson (pointing to work from first week back)?
 - What would you expect the teacher to do next?
- EYFS Learning Journals
 - How do you sequence learning in EYFS?
 - Do you think this enables to excel as potential future geographers? Why?
 - Could you tell me about the progress that this child has made in Understanding of the World in Nursery? (Using last year's learning journals).
 - Do the learning journals enable leaders to monitor progress in specific areas effectively?