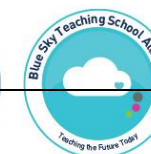
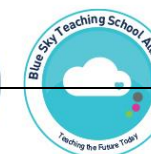


Subject leadership Questions in Ofsted

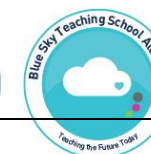
<p>Saint Patrick Primary school 24th 25th November 2021 Report here</p>	<p>Cardinal Wiseman Secondary school 30th November 1st December 2021 Report here</p>	<p>Good Shepherd Primary School 25th 26th January 2022 Report here</p>
<p>Early Reading</p> <ol style="list-style-type: none"> 1. What phonics scheme do you use? Why have you chosen this? 2. What percentage of your current Year 2 children passed the PSC? What percentage of Yr1/2 will pass this year? 3. How do you track children in KS2 who have not passed? What support do they get? 4. How do you monitor children's progress in phonics? 5. How do you track and support the bottom 20% of readers? 6. How do you support those not making quick enough progress in their groups? 7. How do you promote a love of reading for all children? 8. How do you monitor teachers/adults in teaching of phonics? 9. What CPD do you offer staff? How do you know what CPD is needed? 10. What would your reception classroom look like that promoted the love of reading? 11. How did you engage parents during remote teaching? 	<p>History</p> <ol style="list-style-type: none"> 1. Describe your curriculum in history 2. Explain why the curriculum is sequenced in this way 3. How do you ensure that students are learning in History? 4. What has been the impact of Covid-19 on History at Cardinal Wiseman? 5. How have you aimed to address these gaps? 6. Talk me through these exercise books to show how knowledge is building 7. How is History assessed? 8. What does feedback look like in History? 9. How do the students know that they are making progress? 10. How do you ensure that literacy skills are taught effectively across the key stages? 11. What provision is in place for SEND students? 12. Talk me though the strengths and weaknesses of your department 	<p>Early Reading</p> <ol style="list-style-type: none"> 1. Explain your choice of SSP provider. 2. What percentage of your current Year 2 children passed the PSC? 3. What percentage of Yr1/2 will pass this year? 4. How do you track children in KS2 who have not passed? 5. What support do they get? 6. How do you monitor phonics? 7. What support do the bottom 20% of readers receive? 8. How does reading work through school? 9. How do you promote a love of reading? 10. What CPD have teachers/adults received? 11. How is reading prioritised at your school?



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<p>Maths</p> <ol style="list-style-type: none"> How do you approach the teaching of Maths in your school? Have you had to put anything in place due to COVID? If so, what have you done? How does MNP address the Mastery elements of Maths? What will we see during lesson observations? Why is MNP taught in that order? Tell me more about the structure of the scheme. How do you support children who are struggling in Maths or do not understand the learning in the lesson? How do you challenge more able children when using MNP? How are SEN/PP children achieving in Maths in comparison to their peers? What will we see in the children's book? What CPD is offered to staff? How is Maths assessed? What happens if there are whole class gaps in knowledge? Do you offer any wider opportunities for Maths in the curriculum? How is Maths taught in EYFS? How do you support transition into Year 1? 	<p>Maths</p> <ol style="list-style-type: none"> Describe your curriculum in maths. How is it organised? Why have you taken this approach? How do you assess progress in maths? What happens if pupils are not making progress? How do you know that all pupils are getting the same experience of maths? What will we see in a typical lesson? What CPD has been completed by faculty staff. Is the school supportive of this? What impact has COVID had on your curriculum? What steps have you taken to address this? 	<p>Maths</p> <ol style="list-style-type: none"> Can you show me how the textbook approach is used in school? How are teachers supported by the scheme in their planning? How have you adapted the maths curriculum in response to the pandemic? How do you ensure there is reasoning happening in maths lessons? Show me examples of where reasoning is happening in the children's books? What happens if children finish all the work in the workbook? How do you assess the children's attainment in maths and how often does this happen?



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<p>PE</p> <ol style="list-style-type: none"> Where does your curriculum overview come from? How do the teachers know what they need to teach? Who teaches the PE in your school? Why? How many hours of PE does each year group get? How do you make sure this is stuck to? How does a lesson taught in Year 1 look different in Year 2? Could a child tell you about their transferable skills and when they would use them? Why do you teach in that order? What is your swimming data? What do you do for the children that do not reach the targets? What does your sports premium document look like? (They already had it off the website in front of them, lots of questions about specific things on the document including costs and the impact) How do you monitor participation? How do you ensure that SEND chn are included and catered for in the lessons? How do teachers know that a child has made progress? Where do they record this? How does EYFS feed into the PE curriculum and what skills do they need? How has COVID impacted children's swimming abilities? What do you do to ensure that children are engaged in lessons? What afterschool clubs do you offer? Why? How many children go to after school clubs? How many are SEND and PP? 	<p>English</p> <ol style="list-style-type: none"> What gaps in knowledge have you identified due to Covid 19/lockdowns? How have you identified these gaps? How have you addressed these gaps? How have you judged the impact of this intervention? Your school has introduced a knowledge-based curriculum: what does this look like in the English faculty? How is your curriculum sequenced to provide cohesion across the key stages in this knowledge-based teaching? How has the curriculum changed in recent years and why? How do students know the relevance of what they're learning in each stage of their curriculum journey? How are students assessed? How do students know they are making progress? Who teaches in each key stage and why? You have a significant number of ECT's: how are these trainees supported with this early career teaching? How well do you retain trainees after their course ends? 	<p>Geography</p> <ol style="list-style-type: none"> How was the curriculum created? How do you decide what is essential? (topics, skills, knowledge) What CPD have teachers received? How does your EYFS prepare children for their future Geography learning? Do children always miss geography for core subject interventions? How do you make sure of this? How are SEN children supported in accessing the Geography curriculum? How is Geography assessed? How do you use that information? What do children tell you about Geography? How do children apply and develop their reading in Geography? What gaps have been created because of COVID? How have you adjusted provision for this? How do you support children in the practical side of Geography? What does your curriculum offer? How is Geography a driver of cultural capital?



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<p>Science</p> <ol style="list-style-type: none"> 1. How was the curriculum created? 2. How do you decide how it is sequenced? 3. How do you make sure disciplinary and substantive knowledge are taught effectively? 4. What is the impact of the enquiry-based learning? 5. How many hours of Science are taught each week? 6. Who teaches Science? Why? 7. How is Science in the individual schools related to the work done across the MAC by the Science Working Party? 8. How has the MAC-level work impacted the quality of Science teaching in the school? 9. How is Science assessed? How do you know children have made progress? 10. How do SEN children access the Science curriculum? What is in place to support them? 11. What do children think about their Science lessons? 12. How does the Science curriculum link to EYFS? 13. What skills are developed in EYFS? 	<p>Geography</p> <ol style="list-style-type: none"> 1. Describe your curriculum sequence. 2. What are the strengths and weaknesses in the department 3. What would I see in a typical lesson. 4. What would I see in terms of feedback in student books. 5. How do you make provision for your SEND groups? 6. Who are you target groups? 	<p>Writing</p> <ol style="list-style-type: none"> 1. Why is writing a SDP? 2. How is your writing curriculum structured? 3. How do you assess writing? 4. How do you quality assure those judgements? 5. What training have you had as a leader? 6. What training and support have staff had? 7. How is vocabulary explicitly sequenced throughout the curriculum? 8. How do children transition between key stages as writers? 9. What will we see in books (prior to book scrutiny)? 10. How are EAL children supported in their language development? 11. What will we see in lessons as we walk round? (Ahead of writing learning walk).



Questions

SEND	<p>Talk me through how you identify children as SEND and what you do to support them.</p> <p>What support to you receive from the local authority?</p> <p>How are children with SEND supported in the classroom to achieve the same as their peers?</p> <p>How many children are on your SEN register?</p> <p>How many EHCP's do you have in school?</p> <p>How do you support children with SEND at Good Shepherd?</p> <p>How do you ensure that the children do not miss out on the curriculum whilst still having interventions?</p> <p>What support do you get for SEND from the local authority and academy?</p> <p>What is your aspiration for SEN children at Good Shepherd and how do you support them to achieve this?</p> <p>What support do you offer to teachers and how do you communicate?</p> <p>How do you measure progress for your SEN children?</p>
Pupil Premium/ Catch up	<p>How do you ensure that your pupil premium children are able to access the range of enrichment experiences on offer?</p> <p>How do you know that your pupil premium children access all that is on offer (clubs, trips, etc)?</p> <p>How have you identified the gaps in children's learning as a result of COVID?</p> <p>What curriculum adjustments have been made?</p> <p>How do you know that these are having a positive impact?</p>

