

# OFSTED Presentation



**Ian Noble**  
**Head Teacher**

# Context of Boldon School

The school has received five consecutive satisfactory / RI judgements since 2007

- School is based in South Tyneside
- 800 students currently on roll, over 200 students have joined us in the last year
- 50% disadvantaged students, 52% PP students currently on roll
- SEND above average
- School is a local authority secondary 11-16 comprehensive school
- Head teacher and deputy head teacher in post permanently since Spring / Summer 2019. Both internally promoted posts.

# Key Measures – 3 year trend.

	2016	2017	2018	2019
<b>Progress 8</b>	-0.51	-0.08	-0.03	+0.25
<b>Progress 8 - Disadvantaged</b>	-0.8	-0.4	-0.26	+0.11
<b>Attainment 8</b>	48.10	45.25	48.30	46.87
<b>Attainment 8 - Disadvantaged</b>	43.48	40.78	41.90	42.74
<b>Maths level 4 / 5</b>	65	4+ 65 5+ 40	4+ 81 5+ 43	4+ 59 5+ 40
<b>English level 4 / 5</b>	85	4+ 74 5+ 59	4+ 78 5+ 47	4+ 74 5+ 59
<b>Fixed term exclusions</b>	128	278	186	44
<b>Attendance</b>	94.2%	94.3%	95.25%	94.79%
<b>Persistent absence</b>	18.2%	17.6%	11.9%	11.4%
<b>Negative referrals (faculties)</b>	2271	993	436	536
<b>Students involved in employment, employment and training.</b>	89%	92%	94%	100%

# Pre OFSTED focus

- Pre OFSTED phone call plan – written focus – Progress since last inspection, School context and current strengths and areas of improvement. Clear understanding by SLT and middle leadership
- New OFSTED framework meetings and new responsibilities arranged during summer term in line with the new framework starting
- External reports showing progress over 3 years – SIA, external PP reviews
- Year group assemblies regarding school progress/OFSTED/expectations
- Staff CPD - new OFSTED framework in September 2019
- Rapid Progress meetings throughout 2018/19 (Senior and Middle leaders)
- Whole staff focus linked to Boldon key priorities. Staff aware of main priorities.
- Daily learning walks focused on behaviour in lessons and attitudes towards learning
- School was confident of achieving a Good judgement finally!

# Main Priorities

Innovate

Innovation through questioning (BAR), lesson study and differentiation.

Focus

Key focus on Boys, Most able and talented and PP students for 2018/19.

Achieve

Students to strive for excellence in attainment, attendance and behaviour at school.

# What does the new framework look like?

Sixth Form/  
Early Years

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (national tests & assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- SMSC
- FBV
- Careers guidance
- Healthy living
- Citizenship
- Preparation for next stage

## Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Equality & diversity
- Governance / oversight
- Safeguarding

# Phone calls lasted 90 minutes from our lead inspector

## First Phone call lasted 60 minutes and concentrated on:

- The school's context, and the progress it has made since the previous inspection.
- Our assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports pupils to learn the curriculum, the standards pupils achieve, pupils' behaviour and attitudes, and the personal development of pupils
- The specific areas of the school (subjects identified for deep dives, year group focus, learning bases to be inspected)
- Second Phone call – **30 minutes** Timetables of staff, Two day inspection plan, meetings with key staff organized. Observations and work scrutiny arrangements made.

# Day 1 of Inspection

- Inspectors arrived 8.00am - Met with senior staff but didn't address whole staff as with previous inspections.
- Four inspectors in the school for day 1 and three inspectors for day 2.
- Day 1 focus mainly on Quality of education.
- First learning walk – clear focus on behaviour. Inspectors dropped into 4 lessons for 5 minutes to observe attitudes to learning.
- Single Central Record check / safeguarding meeting.
- Keep in touch meetings with HMI at lunchtime.
- Head and Deputy invited to attend day 1 team meeting. Discussion on all the 4 deep dives and possible hypothesis from the observations.

# Quality of Education – Day 1

- Deep dives in English, Technology, Science and History – 1 inspector per subject.
- Twenty five teachers were observed during lessons 1,2 and 3 for 20 minutes in each classroom.
- Focused discussion on Intent of curriculum with middle and senior leaders. Conversations on curriculum and planning.
- Cultural capital of the curriculum question asked to all staff.
- Joint observation with HT, SLT and faculty leaders.
- Work scrutiny of books from students taught from the observed lessons. Students voice came from the same students in the four subject areas.
- All observed staff met inspectors for meeting to discuss curriculum within their faculty.

## Questions regarding quality of education to middle leaders and teachers within the subject deep dives

- How does the faculty approach curriculum planning?
- Can you tell me how you go about planning pupils' learning?
- How did you make your content choices?
- How do your schemes develop:
  - \* understanding of English key skills
  - \* knowledge of abstract terms
  - \* Pupils' learning beyond the curriculum
- Give some examples of how schemes plan for pupils' progression.
- How will you address the sequencing in Year 7 and Year 8 to address any shortcomings in Year 9?
- How do you cater for SEND?
- How inclusive is your curriculum?
- How does English cover Cultural Capital?
- How do you ensure that pupils retain vital information?
- What are the priorities for discussion at Faculty meetings?
- How do you seek to ensure high standards of teaching?
- What part does SMSC play in your curriculum?
- How does assessment help move pupils forward in their learning?
- How does new knowledge and skills build on learning that has gone before?
- What assessment procedures do you use?
- How do you know they are effective?
- Explain clearly your material choices for KS4. Why start with the text you have?
- How do you continually push students on and encourage greater depth in all lessons?

# Leadership and Management – Day 2

- Keep in touch meeting with HT to discuss day 2 focus (Curriculum Ambition main focus)
- Lead Inspector met other three faculty leaders (Mathematics, PE and ICT / Vocational) discussion around curriculum ambition, planning and sequential learning.
- Three Governors and lead inspector meeting
- School Improvement Advisor meeting
- HT & DH meeting (parent / staff voice)
- Monitoring and evaluation of school systems meeting (Implementation and Impact)

# Personal Development – Day 2

- Punctuality check at 8.30am – one inspector observing attitudes moving to first lesson.
- Extra curricular take up meeting with key staff
- Break time conduct observation.
- SENCO meeting.
- PSHE curriculum, careers education, sex education meeting with key staff.
- Assembly and tutor group visit.

# Behaviour and Attitudes - Day 2

- Second behaviour learning walk.
- Meeting with non teaching staff looking at behavior and attitudes towards them (caretaker, office, cover supervisor & learning mentor)
- Visit to Behaviour Support Centre (unit) Discussion with students.
- Visit to inclusion centre and Hive.
- Analysis of behaviour records – internal, fixed term, permanent exclusions, off rolling and elective home education information.
- Mobility meeting with new students who have been to Boldon for a short time.
- Meeting with students who had experienced sanctions at Boldon.

# OFSTED Visit - Our interpretation

- Phone meeting with inspector was really useful. Allowed us the opportunity to tell our story and give a greater focus of our work over last three years
- Three year trend was a key focus for Boldon since last inspection. SIP/SEF heavily weighted to show this aspect.
- Inspectors only wanted the documents from the official checklist. Less scrutiny of documents than other inspections.
- Inspectors knew our data although little discussion during day 1. We felt that data always in the background of the inspection.
- Inspectors spent more time on corridors and breakout areas than before, so schools need to be confident with behaviour and attitudes of students.
- Huge focus on Quality of education particularly the Intent section. Deep dives in 4 areas need to be well planned and precise.

Ofsted Judgement	Grade
Overall effectiveness	Good
Quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Last Inspection (May 2017)	Requires Improvement

**What we need to do to further improve.**

- **Develop Key stage 3 curriculum to a 3 year curriculum in year 7,8 and 9. Students to develop their range of knowledge at KS3.**
- **Improve the number of students in year 10 and 11 studying the Ebacc qualification. Increase the number of students taking the Ebacc qualification in the next two years.**
- **Improve some KS3 behaviour with earlier intervention.**

### Checklist of Information to be Provided by the School

<b>Before the inspection</b>	
A copy of the school timetable	
Details of any relevant staff absence	
Whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures)	
Whether there is anyone working on site who is normally employed elsewhere in the MAT (if relevant).	
<b>By 8.00am on the morning of day 1</b>	
Copies of the school timetable	
Maps and other practical information	
Copies of a staff list (indicating NQTs)	
Timings of the school day	
Any information about previously planned interruptions to normal school routines during the inspection	
Records and analysis of exclusions, incidents of poor behaviour and any use of internal isolation	
A List of pupils taken off roll (last 12 months)	
Access to the single central record for the school	
Records and analysis of sexual harassment or sexual violence	
Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents	
A list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution	
A list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan	
Up-to-date attendance analysis for all groups of pupils	
Documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT.	
A summary of any school self-evaluation or equivalent	
The current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy	
Any reports from external evaluation of the school	
Access to Wi-Fi, if it exists, so that inspectors can connect to the internet.	