

## PREPARING FOR INSPECTION:

### TEACHERS:

### Know your children

#### Know the pupils in your class:

##### Attainment:

- Overall compared with age-related end-of-year and end of key stage national expectation
- Reading, writing and mathematics – aspects' strengths and weaknesses
- Boys/ girls – any significant differences
- Disadvantaged (CLA/FSM) – how far away from class averages
- SEN

##### Progress

- Overall so far this year taking into account end of previous year and key stage starting point
- Overall so far this year compared with any school expectation
- Reading, writing and mathematics – where is most/least progress
- Boys/ girls – any significant differences
- Disadvantaged (CLA/FSM) – what progress are they making? Faster? Slower? Is the gap narrowing?
- SEN

##### Teaching

- Prove how your plans build on and extend what children already know and can do
- Plan how you (with other adults) will work with particular groups to support and extend their learning
- Make the learning interesting and explicit; follow the school behaviour policy

##### Other (specific)

- Things that are going particularly well/ not so well with learning
- Have all work marked with feedback comments where appropriate and records up to date
- Have examples where your feedback has been heeded to benefit learning
- Show how groups for intervention are selected and then worked with
- Evidence the effectiveness of any intervention work or individual breakthroughs (stories)
- Know the strengths and weaknesses of own teaching and how you are working on further improvement

##### Other (general)

- Strengths and weaknesses across the school and the priorities for improvement
- Your role in supporting improvement strategies (action plans)
- Recent professional development and its impact
- Performance management process and how it helps your development

## PREPARING FOR INSPECTION:

### SUBJECT LEADERS:

### Know your subject

Everything in the teacher prompt sheet + Know how your subject is performing across the school:

#### Attainment:

- Overall compared with age-related end-of-year and end of key stage national expectation
- Aspects being worked at? In line, behind or ahead of national? Year group differences?
- Boys/ girls – any significant differences?
- Disadvantaged (CLA/FSM) – how far away from class, year-group and key stage averages
- SEN

#### Progress

- Overall so far this year taking into account end of previous year and key stage starting point
- Overall so far this year compared with school expectation
- Where is most/least progress? Which year? Which key stage?
- Boys/ girls – any significant differences
- Disadvantaged – what progress are they making? Faster? Slower? Is the gap narrowing?
- SEN

#### Teaching

- How well is your subject taught? Where is the best teaching? Are pupils attentive and well behaved? What are pupils' attitudes towards their learning?
- Where could teaching be improved? And what you are doing about it?

#### Other (specific)

- Things that are going particularly well/ not so well with learning in your subject
- Talk about your scrutinies of pupils' work and what you noticed
- Talk about any lesson observations and what you noticed
- Show how groups for intervention are selected and then worked with
- Talk about how you monitor your subject: Have all records at hand
- Know the strengths and weaknesses of your own subject leadership and how you are working on further improvement

#### Other (general)

- Strengths and weaknesses across the school and the priorities for improvement
- Your role in school self evaluation
- Your role in formulating and monitoring improvement strategies (action plans)
- Recent professional development and its impact
- Performance management process and how it helps development in your subject

## **PREPARING FOR INSPECTION:**

### **SENIOR LEADERS**

### **Know your school**

**Make sure teachers and subject leaders are prepared (see above)**

**Be on top of everything relating to attainment and progress and other sections as above**

#### **Ambition**

- Where the school is going
- Facilitators and inhibitors
- Role of governors in strategy
- Targets
- Progress towards achieving them

#### **Evaluation**

- What are the strengths and weaknesses of the school?
- Improvements and progress since new headship regime or new strategy introduction
- How you identified them
- What you are doing about them – improvement strategies and action plans
- Who is delivering the improvement strategies? Who is monitoring and evaluating them?
- Role of governors in evaluation (knowing their school\*) and improvement planning
- Improvements and progress (or not) since the September evaluation

#### **Performance Management**

- How accountability works
- Stakeholder views
- Role of governors in accountability
- Rewarding success: tackling failure – school track record
- Professional development: impact
- Make sure the appraisal cycle work is in place and known

#### **Leadership and management**

- Who does what in the leadership team and how far does it extend?
- Strengths and weaknesses in leadership
- Have all records and evidence to hand to show how the school is driven and steered and how well all children (including SENDA and Disadvantaged) are served
- Have to hand data and strategies related to assuring good attendance and behaviour
- Prove effective deployment of any additional funds
- Make sure the website is up-to-date and satisfies requirements
- Make sure required policies are in place and known by staff
- Make sure you prove children are safe and well behaved and are you are compliant on CP
- Show how budget planning links to improvement planning
- Role of governors as leaders (not managers)