

Section 8 Inspection at Capel Manor Primary

May 2021

THE PHONE CALL

- Context of the school
- How many on role
- Part of any organisations - groups (ETSP/Challenge Partners)
- Wrap around provision
- Children attending other settings
- Whether there would be any staff in school who were not normally there
- Impact of Covid (Made it clear it would not be a Covid inspection)
- Approach to remote education
- Curriculum - Strengths and weaknesses -Would be looking to see how accurate the schools self-evaluation was
- Discussed and agreed subjects for deep dive - it was definitely going to be early Reading and Maths and then an additional (Science)
- SEND, Safeguarding and behaviour would be spot lights throughout all inspection activities and would be open until the end of the inspection
- Discussed whether there was anyone who should not be observed

DOCUMENTATION

- Timetables
- Staff list
- NQTs
- Timings of school day
- Previously planned interruptions
- Behaviour records and logs (analysis)
- Any records of sexual harassment/Bullying
- Racist incidents
- List of Safeguarding Referrals made to DSL, those cases that had been referred to LA and open cases
- Records and analysis of exclusions
- Pupils who had been taken off role in last year
- “Anything you’ve got on attendance”
- Governing Body minutes (I included some emails to show questions raised between meetings)
- School vision, SEF and SIP
- Any external evaluation
- Curriculum Plans

CURRICULUM

Was forensic in approach to curriculum

- Full inspection handbook was used to judge Curriculum in section 8 inspection
- Connections between skills and knowledge
- Explicit breakdown of knowledge - What do you want children to know in each stage - There should not be room for teacher interpretation/variation within this - eg in deciding objectives to be used for lesson
- What children remember - knowledge not events
- How Science content worked with Maths Content
- Ensure EYFS builds foundation for later learning
- Connected knowledge - Substantive (stuff they need to know) Disciplinary (subject specific)
- What was specific to a subject or what was systemic in curriculum
- If you are still in the process of developing your curriculum, you need to show how far along the journey you are, and evidence this clearly - (SIP, Consistent understanding of this shown by governors and SIA, Staff training records) It will not be enough to say that Covid interrupted the momentum without concrete evidence
- Opportunities for enrichment
- We talked a lot about our disadvantaged provision but it was not something he asked about.

DEEP DIVES

- Met with Leaders first
- Carried out observations (He only spent about 10 minutes in a class)
- Met with pupils he had chosen from the lessons to talk about their learning
- Met with teachers
- Looked at books - mostly with children
- Checked Curriculum Maps the same for the rest of the foundation subjects and asked for examples of others. He picked 3 to look at further.
- Second day he looked at History

MATHS DEEP DIVE

- Our approach - What are we using for our curriculum and why?
- End points for each year group from EYFS to year 6 and progression towards these.
- What our maths journey had been - the whole time he asked why? Interested in how we were responding to what the children needed, new research and resources.
- How we are responding to missed and lost learning?
- On route to lesson observations the HMI wanted to know
 - what he would be seeing and how it fitted into the unit of work
 - why and how the teachers had chosen the particular lesson . He didn't mind if one of the lessons he saw was not from the ready to progress documents as long as it could be justified
- What we use for assessments, why and how we use it.
- He chose children from lessons to speak to with books. He wanted to know what they found difficult and how they overcame any difficulties, how they were able to remember more and whether the lessons challenged them - he asked them to show examples of this.
- Our next steps

EARLY READING DEEP DIVE

- Observed lower 20% readers in Yr 1 and 2 reading with their usual adult - looked at whether texts were decodable, whether texts were matched to reading level of child, whether children were applying and being encouraged to apply phonics to reading. Particularly wanted to know how well phonics was working to support children.
- Met with some of staff seen reading with the children
- Looked at clarity of approach, guidelines for teachers, consistency of teaching and training provided/undertaken,
- What assessment is in place to support learning?
- How is Phonics taught?
- How do we make Letters and Sounds our own?
- Training undertaken,
- What assessment is in place to support learning
- Assessment and interventions for late joiners
- When do phonics interventions take place? - What are children missing when they come out of class?
- How SEND pupils are supported
- Asked children about favourite books and authors
- What books do children take home?

SCIENCE DEEP DIVE

- How our curriculum was structured - national curriculum units into our school curriculum map. Whether skills are taught focusing on the knowledge in the National Curriculum.
- Why were units in certain terms in the year?
- Checked cross curricular links were purposeful
- Example question: So tell me what the teaching of Electricity looks like across the school? For example in Years 2, 4 and 6?
- How teachers know what to teach/cover within the curriculum?
- Where do teachers get their learning objectives from? How do we ensure consistency in the learning objectives over time? Do we have a list of LO's for each topic for each year group that everybody uses to ensure consistency?
- How are the statements from the national curriculum broken down into smaller more manageable LOs so that the LOs that year 1 are using are the same as the LOs used by Y1 last year? Consistency was a word that came up a lot.
- He spoke to children from the lessons he observed - we picked the children but one child from each class had to be on the SEND register.

QUESTIONS FOR TEACHERS AFTER OBSERVATIONS

- Questions very specific to what had been seen
- Very curriculum focused
- Why did you teach that way and how does it feed into children's skills?
- Sequence of lessons
- Curriculum choices made by teacher
- How do you make sure children are at right level?
- Where did you find what you needed to teach lesson?

Reading

- How phonics is run and organised - interested in handbook
- What levels children were
- If there is streaming
- If any interventions to support children
- Book levels
- Training
- How books are organised and sent home

SEND

- Numbers on register - how we identified children
- Do the SEN & disadvantaged children get a broad curriculum and how do teachers prepare for this?
- High needs children accessing the full curriculum - how do we ensure this is not narrowed/children are left out?
- Addresses and contact details for off site provision (eg SLRB & SWERRL)
- Asked about contact and communication between us & off site - particularly safeguarding and attendance
- Safeguarding arrangements for children with SEN
- Communication with parents
- Statutory Assessment and external referral processes (EPS, SLS, SWERRL)
- Exclusions for SEN pupils
- Seemed to be checking that communication between leaders was effective and we support each other
- How does SENCO support staff
- Tracking progress
- Connections between SEND, Attendance and Safeguarding

SAFEGUARDING

- Induction process for new staff
- What is the minimum a visitor would receive in terms of Safeguarding procedures?
- Where is the information for staff and visitors to identify safeguarding procedures?
- Do a broad range of staff in school report Safeguarding concerns?- evidence and discussion
- How many vulnerable pupils e.g LAC, SGO, CIN, are monitored
- CIN child case study shared
- How many referrals have the school made?
- Are all the Safeguarding Team up to date with their CPD?
- Who is the Governor for Safeguarding?
- Who is the provider of 'Safeguarding for Designated staff in Education'?
- When was your most recent safeguarding audit? Have you met each action?
- Link between behaviour and CP (case study)
- Attendance procedures shared and the role it plays in safeguarding our pupils
- Emphasis on Team- DS Team, Attendance Team, Inclusion Lead and staff
- Remote Learning Safeguarding procedures and actions

BEHAVIOUR AND WIDER DEVELOPMENT

- Looked at behaviour records and analysis
- How we tackled racist & homophobic incidents within school, with pupils & parents/carers
- Are children showing self regulation in learning and behaviour?
- How behaviour strategy is applied
- Wider development e.g. enrichment activities etc. He wanted to know what we had managed to keep going through the pandemic & what we had done upon the children's return to school in March.

QUESTIONS FOR MIXED STAFF GROUP

- If you were sitting at a bus stop and someone asked you what it is like to be a pupil at Capel, what would you say to them?
- Do you feel supported with your workload?
- What is the general ethos at your school?
- How well do you feel your SEN children are supported?
- Do you think the children feel safe at school?
- If I asked parents what they thought of Capel, what do you think they would they say?

DAY 1

8am	Arrival
8.10	Meet SMT
8.15 - 08:45	Leaders of Early Reading
08:45 - 09:00	EYFS
9.00 - 09:10	Yr 1 Daily supported Reading
09:10 09:40	3 Y1 & Y2 readers with familiar adult + phonics
9.45 - 10:00	SCR
10:00 - 10:45	Safeguarding meeting
10:45 - 11:00	Yr 2 Reading
11:00 - 11:05	Meet HT

11:10 - 11:50	Y3 Pupil Interviews Reading to include lowest 20%
11:50 - 12:20	Meet with staff from phonics deep dive
12.20 -12:40	Playground/lunch
12.40 - 13:00	Gary to have lunch
13.00 - 13:05	Meet headteacher
13:05-13:30	Meet with Science Lead - Deep Dive 2
13:35 - 14:35	Science Deep Dive Reception Yr 1 Yr 5
14:35 - 15:05	Discussions with pupils from Science -chosen by Gary
15;05 - 15:20	Chosen by Gary
15:20 - 15:50	Meeting with staff from Science Deep Dive
15:50 - 16:20	Work Scrutiny Science with Science Lead
16:20 - 17:20	Gary Reflection Time - review documentation

DAY 2

8am	Arrival
08:10 - 08:20	Meet HT
8.20: 08:45	Meet with 6 – 8 staff Sports Coach Admin Learning Mentor HLTA S&L support Teacher Teacher Welfare
8.45 :9:00	Parent meet and greet at gate
09:00 - 09:30	Maths leader meeting for Deep Dive
9.30 - 10:30	Maths lesson visits 09:30 Yr 1 09:45 Yr 6 10am EYFS 10:15 Yr 3 & Y4

10:30 - 10:45am	EYFS
10.45 - 12:00	Interviews teachers of Maths visits Book Scrutiny Pupil interviews
12 00-12.30	Meeting Governors
12.30 - 13:00	EYFS Leader meeting
13.00 - 13:20	Gary Lunch Break
13.20 -13:30	HT Meet
13:30 - 14:00	Senco meeting
14:.00 - 14:30	Meeting with HT and DHT - Behaviour and wider development
14.30 - 14:50	Meet with SIA
14:50 - 16:30	Other sampling
16:30 - 17:30	Feedback to HT and SLT
17.30 - 18:00	Feedback meeting inc LA