



ADVANTAGE
SCHOOLS

Preparing for Ofsted

Welcome from our team



Stuart Lock
CEO



Simon Campbell
Chief Operating Officer



Sallie Stanton
Director of Education



Jenny Hill
Chief Financial Officer



Sam Baxter
Principal, Elstow School



Tim Blake
Principal, Bedford Free School

Ofsted inspections in summer 2021

- Section 8 inspections of schools graded “inadequate” or “requires improvement” at their last two consecutive full inspections
- Section 8 inspections of “Good” schools that have not been inspected within the statutory 5 year window due to the pandemic
- Wherever there are significant concerns
- “Outstanding” schools that request an inspection
- Primaries could be inspected from 4th May
- Secondaries will be inspected from half term, unless there are significant concerns raised before



Outstanding school exemptions



The inspection exemption for outstanding schools has now been removed

These schools are not priority for inspection this term but Ofsted intends to inspect by August 2026

Schools last inspected under Section 5 before September 2015 – Section 5, graded full inspection

Schools last inspected under Section 5 after September 2015 – Section 8 initial inspection



Can inspection gradings go up?



Section 8 monitoring inspections can not change grades

BUT inspectors can:

- convert inadequate school Section 8 to Section 5, which *is* graded
- recommend a full Section 5 for RI schools before the end of term



Can inspection gradings go down?



Section 8 monitoring inspections can not change grades

BUT if inspectors have concerns they can convert to a Section 5, which would be graded

- Ofsted expects the majority of inspections to remain Section 8 inspections
- Conversion to a Section 5 inspection does not mean downgrading is inevitable

Changes to the Inspection Framework



Inspection handbooks were updated on 19th April.

- Main focus of inspections is unchanged – ie a focus on curriculum
- Changes largely reflect the challenges resulting from the pandemic
 - Discussing the impact of the pandemic
 - Remote meetings where appropriate
 - Your response in adapting the curriculum: what and why?
 - Exploring the provision of remote education
 - Safeguarding – new risks and the response
 - Use of catch-up funding and the introduction of Relationships, Sex and Health Education

The Outstanding judgement



From September 2019, this is no longer a best fit judgment.

To achieve outstanding a school must meet all securely and consistently.

To skip to the end



School report



Inspection of a good school: Elstow School

Abbeyfields Road, Abbeyfields, Elstow, Bedford, Bedfordshire MK42 9GP

Inspection dates: 8–9 January 2020

Outcome

Elstow School continues to be a good school.

School report



Inspection of Bedford Free School

Cauldwell Street, Bedford, Bedfordshire MK42 9AD

Inspection dates: 15–16 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

Our vision



“...we believe that, given the right circumstances, everybody is capable of extraordinary things...”

With this in mind, our vision is:

“to create a family of schools, within which students are empowered and supported to achieve extraordinary outcomes – preparing them for a fulfilling life.”



Our people



Chief Financial Officer
Chief Operating Officer
Director of Education
Senior finance officer
Director of estates
Website and marketing assistant
HR assistant
Director of mathematics
Director of English
Director of community & partnerships
Data manager for support with data and timetabling



Shared Expectations



Commit to very **high expectations** of our pupils, including pupil outcomes via a curricular focus

Have leaders who 'sweat the small stuff'.
Our **leaders do not pass the buck** and ensure that learning is desirable, demanded and achievable in our schools

Employ people that **do their job**, and **do it well**



We asked for it...

- Trust Ofsted handbook
- Reminders, procedures and questions
- S5 and S8 handbook
- SEF
- Information not data



The leadership team will deal with the following aspects of the OFSTED inspection:

- Manage the telephone call from the Lead Inspector (LI) the day before the inspection. This is likely to be around 90 minutes long. The Principal will take the telephone call. In the Principal's absence, this should be the Executive Principal, then the Deputy Principal and so on. The Office Staff must be aware of the importance of this call.
- The Principal will discuss the organisation of the inspection with the LI and write everything down to share with staff.
- SLT will be alerted via WhatsApp and by email.
- SLT will organise staff briefing at the earliest opportunity.
- SLT to deliver assemblies to alert pupils at the earliest opportunity.
- OFSTED welcome packs for inspectors will be available. These will contain, at a minimum: summary SEF, map of school, times of school day, lunch arrangements, curricular vision and curriculum map, staff list (identifying NQTs and trainees), governor and MAT structure, leadership structure, timetable, school development plan, particular curricular documentation, an outline of professional learning, the IDSR or equivalent, an analysis of attendance, an analysis of exclusions, summary evaluation of teaching and learning, the latest staff survey and the latest parent surveys.
- Set up the base for the OFSTED inspectors stay including refreshment, the above documentation, any extra evidence. Governing body minutes should also be available.

or escalating if that is what is expected.

5. Have available:
 - a. Wider curriculum (ie what comes next, where does this lesson fit in)
 - b. Your pupil markbook
 - c. Lesson notes/ plan for inspectors
 - d. Seating plan
6. Be punctual about starting and finishing lessons, and be on the threshold.
7. Arrive at duties on time. Be active and ensure pupils are behaving impeccably. Inspectors will inspect break, lunch, before and after school.
8. Feedback on lessons will not be 'feedback' but will be an (approx.) 15 minute conversation. For example, an inspector may observe a lesson, then speak with a group of pupils from the lesson afterwards. When they meet with you, they will want to know if the practice they saw was normal for the lesson and where it fits into the curriculum. Have your assessment records available (that contribute to DDI).
9. Tell inspectors what is great about the school, including extra-curricular, trips, behaviour, culture, student leadership, fixtures and the like.
10. The site team will ensure the site is litter free, contractors aren't arriving and so on

Quality of Education Interview

Likely Questions Asked by Inspectors to SLT, subject leaders and teachers (particularly those who have been observed)

Curriculum

Intended curriculum

- How would you characterise the curriculum?
- What is the balance between depth and breadth?
- If I walked into a lesson in maths/ English/ history (etc) now in year x, can you tell me what I would see? (You don't need to know this off the top of your head)
- What is your vision for the curriculum? Compulsory English Baccalaureate?
- Do pupils take GCSEs early? Why/ Why not? Is there a policy?
- Do pupils with SEND get disapplied from the curriculum or follow a different pathway?
- How do you ensure pupils are safe and lead a healthy lifestyle via the curriculum (PSHE)?
- When do you start GCSE courses? Why?

Impact of the curriculum

- How do you know pupils have learnt what you intend?
- What do you do about this?
- What impact is the pupil premium making on progress?
- How does the school ensure that all pupils participate in the wider curriculum?
- How does the school prepare pupils for the next stage of education?
- What outcomes other than GCSE results come from the curriculum?

Inspectors will want to see that there is no conflict between teaching a broad, rich curriculum, and attaining good results.

Likely Questions Asked by Inspectors to Governors and Trustees

Key questions for a Trust to ask itself. (NB: In a School Trust, the Trustees are responsible for governance. The LGB is a committee of the Trust)

- 0. What is the governing body responsible for within the ST? What are its delegated responsibilities?*

Right skills: Do we have the right skills on the governing body or board of directors?

- 1. Have we completed a skills audit of our governing body and trustees?*
- 2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?*

Effectiveness: Are we as effective as we could be?

- 3. Do we have individual roles and responsibilities, and if so, do we understand our roles and responsibilities?*

CURRICULUM



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SCHOOLS



Professional Learning



AIM	CONTENT
Establishing school culture	Leadership training (including quality assurance)
	TLAC training: Introduce, embed and practice core AS techniques
	Pastoral support
Developing Curricular Thinking	History of education and the argument for knowledge (Hirsch)
	Introduction to cognitive science and the argument for knowledge (Willingham)
	Curriculum as Narrative (Counsell)
	What is Powerful Knowledge? The work of Michael Young
	Vocabulary development
Practicalities of teaching knowledge	

AIM	CONTENT
Teaching and Learning	Cognitive load theory
	Forgetting and retrieval
	Dual coding
	Spaced practice and interleaving
	Concrete examples and elaboration
Rosenshine: Principles of Instruction	
Working with vulnerabilities	How the principles of a good curriculum and good teaching support the students that need it most
Resourcing	Principles of design
Assessment	Formative assessment and Responsive Teaching
	Assessment design
Subject development	Bespoke, e.g. building secondary subject communities, Direct Instruction in English, responsive teaching of primary maths, developing disciplinary knowledge in history at KS1

Professional Learning and Impact on The Quality of Education

The quality of education received by our pupils is the result of:

... school environment
... ing, in line with our school curriculum vision
... cing, which ensures an ambitious curriculum is accessible to all s
... ms and subjects
... y in classrooms where behaviour is managed effectively and te
... cience to ensure that students progress through the curriculu

... al learning at Elstow School should focus consistently on:

... k, via responsive teaching
... e of Learning
... ions

... learning is to ensure a high quality of education is
... ely based on the development needs of teachers,
... he Principal and the trust's Director of Education

... pact of professional learning by gathering data
... result of good quality professional learning, the
... designed and presented clearly, that teachin
... consistent and clear across the school. There
... we see in the classroom and professional d
... ining sessions.

... lity of education is monitored through o
... (information) from pupils to teachers to

... siting every classroom multiple times
... gement meetings, including curricul
... mpling and learning walks)

... quality of work completed by st
... well as externally validated exam

PROFESSIONAL LEARNING at ELSTOW SCHOOL



PROFESSIONAL LEARNING



BEDFORD
FREE SCHOOL

Quality of Education



- The purpose of QA is to ensure all pupils of Advantage Schools receive an excellent quality of education
- QA systems focus on culture (including curriculum), leadership and growth
- QA systems are streamlined and take workload and opportunity cost into account
- QA systems are built on positive, candid relationships

Advantage Schools training and development



Stuart Lock has led from the start on the reasons for developing the curriculum. He is often quoted as having said:

“If in some schools every meeting on data was replaced with a meeting on the curriculum, those schools would have much better data.”

Knowing the school



Key performance indicators are reported to the trust:

- Outcomes and forecasting
- Attendance analysis
- Pupil mobility analysis

Questions we seek to explore:

- How good is curriculum, teaching and learning, behaviour?
- How do you know?
- What can we do, or stop doing, that will make the school better?



Single Central Record and Safeguarding



Before the visit

- Understanding the requirements and seeking support
- Reviewing the SCR and accompanying records
- Reviewing the internal processes
- Taking action

The day of the visit

- Overview
- SCR review and queries
- Safeguarding questions formed the main part



Preparing for Ofsted at BFS



- Ofsted ready not led by Ofsted / business as usual
- Leaders need to know the framework and handbook
- Training on Ofsted for governors and governor visit days in September
- Advantage Schools Ofsted handbook and checklists
- BFS Ofsted folder including key documents prepared in advance
- Briefing sheets for quick reference info and pupil case studies
- Clear guidelines provided to reception about how to handle the incoming call / inspector's arrival
- Middle leaders guidance and support about deep dives
- Review of the SCR
- Website audit and compliance check
- Website information and curriculum maps
- SEF prepared – clear about development priorities
- Knowing the IDSR and likely areas for investigation
- Booking supply teachers and arranging cover work in advance

What did Elstow do to prepare for Ofsted?



- The first answer is – we didn't do anything 'For Ofsted'. From my start as principal in 2017, our focus was on curriculum development.
 - Early culture and curriculum changes supported by AS leadership (reading and writing to begin with + expectation of staff on what good teaching looks like)
 - After the appointment of a Director of Education we immediately began to assess the remainder of the curriculum – beginning with whole staff feedback on the history and geography content and sequence.
 - Stuart Lock and Sallie Stanton both continued (and continue) their presence at Elstow, delivering CPD and working with teachers and leaders on the use of cognitive science and further development of curricular thinking.

Ofsted at BFS and ES– The call

Key areas for discussion:

- The school and its context / challenges and barriers
- Alternative Provision arrangements and checks
- Governance structure
- Vision and values
- Leaders understanding of strengths and areas for development
- The curriculum – intent, breadth and depth (KS3 / KS4 BFS) (EY, KS1 and KS2 ES)
- Approach to SEND (Quality First Teaching)
- Pupil behaviour and attitudes
- Pupil experience – character, behaviour, enrichment
- Progress since the last inspection
- Deep Dives (Mutual decision but clearly led by the IDSR and lines of enquiry established by lead inspector from research)



Getting ready... ES and BFS



- Email to all staff for a staff briefing (link for staff survey shared)
- Speaking to pupils
- Letters out to parents and pupils (ParentView)
- Pizza ordered for staff (encouraged not to stay late)
- Preparing the schedule (rooming and logistics)
- Information for staff – key messages and morning briefing arrangements
- Established how information would be collected and captured during the inspection to give us a barometer

Day One Elstow



Section 8 – One Inspector

- SCR and safeguarding
- Focus on Quality of Education through given deep dives (English reading, maths) and chosen deep dive (history).
- SEND – Use of Graduated Response and Individual Action Plans
- Parental feedback and analysis and discussion around any raised complaints
- Focus on lesson visits and meeting teachers



The Inspection Plan



Section 8 inspection – Elstow School

Inspection plan for Day 1 – 08/01/20
 Deep Dives – Reading, mathematics, and history. DD for maths on day 2

Timetable plan for day 1	
08.00	Arrival – meet with HT
08.10	Brief meeting with staff
08.20	Meet with curriculum leaders: <ul style="list-style-type: none"> • Reading and phonics
08.50	Meet curriculum leader for history
09.10	Lesson visits
9.50	SCR check in office
10.30	Lesson visits
10.50 – 11.30	Work scrutiny reading
11.35	Lesson visits
12:00	Safeguarding meeting with DSL
12.45	HMI in base room, visit playground
1.05	Lesson visits <i>History</i>
1:30	Lesson Visits <i>History</i>
2.15	Pupil discussion – history
2.30	Senco meeting
3.15	History work scrutiny
3.45	Meet groups of teachers seen over day <ul style="list-style-type: none"> - Reading - History
4.30	Prepare for team meeting, documentation and collect surveys
5:00	Team meeting
6.00	Depart

Day Two Elstow



Following the call we now knew these will be key areas for investigation:

- In depth scrutiny of pupil movement – any home education
- Exclusions
- The teachers whose lessons the HMI visited were called in for a meeting during day 2 – it wasn't about their lessons. It was a well-being check of the school teaching practice and work life balance.



Day Two Elstow



Day 2 :

*awls - Pizza Express trip
VM, AG, OH, Q, RB*

	Timetable plan for day 2
08.00	Arrival – meet with EYFS leader

08.25 <i>gate</i>	Meet with curriculum leaders: • mathematics
08.50 <i>math</i>	Parents on playground if needed/ documentation
09.00	Lesson visits
10.00	Principal – Pupil movement ✓
10.30	Lesson visits
11.15	CEO of the MAT
11.45	Pupil groups with books in maths <i>Yr 5+6</i>
12.00	Playground
12.30	Speak with teachers about mathematics <i>in lunch.</i>
1.00	Governors if possible <i>1.15-1.22</i>
2.00	Work scrutiny – mathematics <i>LW</i>
2.40	PDBW – beyond the curriculum, wider development
3.00	Pupil meeting
15.20	Team meeting and judgements
16:30	Feedback to governors and trustees

Deep Dives – Reading, including phonics maths and history



- **Discussions with middle leaders (intent, implementation and impact)**
 - Subject curriculum – curriculum intent, breath and scope
 - Use of assessment
 - Importance of literacy, reading and subject specific vocabulary as part of the curriculum.
 - Pupil outcomes
 - Teaching approaches
 - How are SEND pupils supported to achieve well?
 - Pupils' behaviour and attitudes and personal development
 - Staff professional development

BFS



Section 5 – Three inspectors, all grades open

- SCR and safeguarding
- Focus on Quality of Education through chosen deep dives (English, Science, History, MFL, DT)

Following the call we now know these will be key areas for investigation:

- In depth scrutiny of pupil movement
- Exclusions
- SEND – Our approach through QFT
- Enrichment and electives (Wednesday)



Time	Period	HMI – INSPECTOR	O1 - INSPECTOR	O1 - INSPECTOR
8:00		Arrive and settle Inspectors' team meeting	Arrive and settle Inspectors' team meeting	Arrive and settle Inspectors' team meeting
8:20				
8:30 – 9:00	P1	Scrutiny of single central record, child protection files and discussion with DSL	Discussion with head of design and technology	Lesson visits (English) Remember to choose a sample of pupils for pupil discussion and work scrutiny to give to leaders.
9:00 – 9:20		Scrutiny of single central record, child protection files and discussion with DSL	Lesson visits (Science) Remember to choose a sample of pupils for pupil discussion and work scrutiny to give to leaders.	Lesson visits (English)
9:20 – 9:40	P2	Pupil movement	Lesson visits (Science)	Lesson visits (History)
9:40 – 10:10		Pupil movement	Discussion with head of science	Discussion with head of history
10:10 – 10:30	P3	Lesson visits (MFL)	Lesson visits (DT)	Lesson visits (history)
10:30 – 11:00		Discussion with head of MFL	Lesson visits (DT/Science)	Discussion with head of English
11:00 – 11:20	BREAK	Break Operational meeting of inspectors	Break Operational meeting of inspectors	Break Operational meeting of inspectors
11:20 – 1:00	P4/P5	Lesson visits (MFL) Remember to choose a sample of pupils for pupil discussion and work scrutiny to give to leaders.	Lesson visits (DT/Science)	Lesson visits (History/English)
1:00 – 1:30		Lunch	D/T work scrutiny	Lunch
1:30 – 2:00	Lunch 2	Pupil discussion 1	Lunch	Visit DEAR time
2:00 – 2:30	Electives	Visit electives	Pupil discussion 1	Work scrutiny: English
2:30 – 3:00		Ring Senior Education Welfare Officer Ring Senior Inclusion officer	Pupil discussion 2	Pupil discussion 1
3:00 – 3:30		Keep in touch meeting with Principal	Visit electives MCO to talk about electives, sport and enrichment	Pupil discussion 2
3:30 – 4:00	Tutor time	Discussion with MFL teachers whose lessons were visited	Discussion with Science teachers whose lessons were visited	Discussion with History teachers whose lessons were visited
4:00 – 4:30		Pupil movement	Discussion with D/T teachers whose lessons were visited	Discussion with English teachers whose lessons were visited
4:30 – 5:00		Work scrutiny: MFL	Work scrutiny: Science	Work scrutiny: History
5:00 – 6:00		Team meeting	Team meeting	Team meeting

Deep dive



- **4 deep dives conducted** – driven by the initial phone call and lines of enquiry
- Nothing is random – **it is deliberate evidence collection**, sense checking the ‘intent’ as outlined by leaders
- **Discussions with middle leaders** about the curriculum, selection and prioritisation of knowledge, sequencing and narrative, how assessment is used to inform the development of the curriculum and future planning
- **Lesson visits** (joint with middle leaders, could have been SLT as well)
- **Discussions with pupils** about their lessons, learning and work completed. What do they know? How are they building connections between knowledge, their ability to recall and actually remember learning?
- **Work scrutinies** (of pupils in lessons observed) (joint with middle leaders and pupils)
- **Discussions with teachers** about how the curriculum informs their choices about content and sequencing. How does learning between lessons connect? Knowledge gaps and matching the lesson to pupils needs (quality first provision).

Deep dive



- **Discussions with middle leaders (intent, implementation and impact)**
 - Subject curriculum – curriculum intent, breath and scope
 - Use of assessment
 - Importance of literacy, reading and subject specific vocabulary as part of the curriculum.
 - Pupil outcomes
 - Teaching approaches
 - How are SEND pupils supported to achieve well?
 - Pupils' behaviour and attitudes and personal development
 - Staff professional development

Time		HMI AL	OI DO	OI CH
8:00		Arrive and choose groups for pupil discussions	Arrive and choose groups for pupil discussions.	Arrive and choose groups for pupil discussions.
8:15		Discussion with governors and trustees	Pupil survey analysis	8:25 morning address on the playground
8:20				
8:30	MM	Discussion with governors	Discussion with head of music	Discussion independent advice and guidance and destinations
8:45		Discussion re. pupil movement		
9:00	P1	Discussion re. pupil movement	Discussion with head of art	Discussion regarding PSHE and personal development
9:30		Discussion re. pupil movement	9:30 – 10:15 Discussion regarding behaviour, including incident logs, FTE, PEX, racist/homophobic logs, bullying logs	Discussion regarding CPD and workload
10:00	P2	Ring inclusion officer at the LA Scrutiny of governors' minutes	10:15 – 10:45 pupil discussions re. D/T	Discussion with pastoral leader (doesn't have to be SLT) to discuss attendance
10:45		Break: operational team meeting	Break: operational team meeting	Break: operational team meeting
11:00	P3	Discussion regarding SEND Please bring the SEND register to this meeting and be able to clarify their GCSE options	Pupil discussions re. BA/PD	Pupil discussions re. BA/PD
11:30		Discussion regarding SEND	Discussion re. D/T curriculum	Staff survey analysis
12:00	P4	Parent View analysis	Lesson visits/work scrutiny to answer any remaining questions	Lesson Visits – Year 11 English
12:40	Lunch 1	Lunch	Lunch	Lunch
13:10	Lunch 2	Discussion with CEO	Observe behaviour at lunch/discussion with pupils	Observe behaviour at lunch/discussion with pupils
13:40	P5	Reflection time	Reflection time	Reflection time
2:30/3:00	P6	Team meeting	Team meeting	Team meeting
5:00/5:30		Final feedback	Final feedback	Final feedback

Final Team meeting and feedback



- Review of evidence base against each criteria
- Inspectors asked to feedback and make a judgement
- Lead inspector called for specific evidence to support or challenge judgements made
- Some input allowed from leaders during this process – use it to make your voice heard!
- Have your handbook ready and be prepared to push back



ADVANTAGE
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**ADVANTAGE SCHOOLS
KNOWLEDGE EXCHANGE**

A POWERFUL NETWORK FOR BEDFORDSHIRE EDUCATORS



ADVANTAGE SCHOOLS KNOWLEDGE EXCHANGE

AIMS:

- Networking
- Sharing
- Provide professional learning
- Support
- Subject communities



ADVANTAGE SCHOOLS KNOWLEDGE EXCHANGE

AIMS:

- Networking
- Sharing
- Provide professional learning
- Support
- Subject communities

MEMBERSHIP:

- Network
- Full membership
- Enhanced membership



ADVANTAGE SCHOOLS KNOWLEDGE EXCHANGE

Full day:

- Trust conference, November 2021

Short courses (delivered as a series of twilight sessions):

- Quality First Teaching: Establishing a positive classroom climate
- Quality First Teaching: Introduction to cognitive science and cognitive load theory
- Curriculum series: Access to the individual sessions listed below as a course package
- Senior Leadership series: Access to the individual sessions listed below as a course package

Individual twilight sessions:

- Curriculum series 1: History of Education and the Argument for Knowledge
- Curriculum series 2: Curriculum as narrative
- Curriculum series 3: Powerful knowledge
- Curriculum series 4: The practicalities of teaching knowledge
- Curriculum series 5: Curriculum resourcing and principles of design
- Curriculum series 6: Assessing the curriculum

Half day:

- Developing readers and reading
- Developing writers and writing

Senior Leadership course:

- High expectations and curriculum leadership
- Assessment for school leaders
- Quality assurance
- Leaders and profile
- How do pupils learn?
- Senior leadership and SEND
- Developing others
- Dealing with complexity



ADVANTAGE SCHOOLS KNOWLEDGE EXCHANGE

<https://www.advantageschools.co.uk/advantage-schools-knowledge-exchange/>



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