



Questioning related to senior and subject leaders managing high quality subject specific learning linked to the stated curriculum intent, rationale and ambition for the school and its subject teams

INTENT

Questions aimed at senior leaders linked to Intent and how the vision, rationale and ambition for the curriculum is implemented consistently across the whole school

General

- What are the strengths and weaknesses within teams across the school?
- How is intervention managed across the school?
- What are we to expect when we see Maths being taught across the school?
- What support do you provide in a leadership role to ensure a good work – life balance for staff?
- How are new pupils who arrive during term time supported?
- How are pupil premium pupils supported?

Staff well-being and development

- What CPD have staff undertaken to support them in their role within their team?
- How are new staff supported when they first join the school?
- What support is given to ensure that teachers and Teaching Assistants have up to date subject knowledge?
- What CPD provision do you have for all staff?
- How do you support new staff?
- How do you ensure teachers and TAs have the required subject knowledge?
- What training/support have you received?
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Special Educational Needs and Disability (SEND) Questions

- How are SEND pupils supported?
- How do you plan to ensure good progress?
- How do you know this is happening across the school?
- How do you assess and monitor it?
- How do you know there is progression throughout the school?
- How do you provide for Pupil Premium pupils?
- How do you improve pupils' cultural capital (and how do you ensure it)?
- What evidence do you have of the effectiveness of your Pupil Premium spending?
- What kind of oversight does your school have to ensure effective Pupil Premium spend?

Implementation

Questions specific to what OFSTED might ask subject leaders as part of a 'deep dive' into a subject

Subject specific

- What links are there between your subject and the rest of the curriculum?
- How do you know what is being taught across all subject learning in your subject?
- What resources do you have that support subject learning in your subject?
- How do you use the community, tris, visitors in your subject?
- What are your priorities and action points for the coming year?
- What are the strengths and areas for development in your subject?
- How do staff differentiate for different ability groups in your subject?
- What are the pedagogical strengths of teachers who teach your subject?
- How is your subject viewed by other staff and by pupils?
- As a subject lead how do you know what is being taught in other subjects especially the core subjects?
- How do you ensure that subject content is relevant to the sequence of learning and to the age of the pupil?
- How do you ensure that there is sufficient challenge for all pupils?
- How are assessment results feedback into teaching and learning?
- How are gaps in learning identified and rectified?
- What is the policy on homework and how is homework set?
- What aspirations do you have for your subject and for pupils learning within your subject?
- What cross curricular learning opportunities to strengthen learning in your subject?
- How much support are you given in your role as subject leader?
- What are your thoughts on whether you have all the tools and resources you need to fulfil your role?
- How do you ensure accurate and consistent assessment across all staff within your subject area?
- How do class teachers know what went before in previous years?
- What is your pedagogy in foundation subjects?
- What schemes, if any, do you follow?
- How is your curriculum coverage progressive throughout the school?
- What are the strengths/areas of development in your subject?

Implementation cont.....

Pupil Progress

- How do you make sure that children who get 'stuck' feel supported in lessons by other teachers?
- How as subject lead do you know what is happening across the school. What would I expect them to see/hear?
- What is in place for the children who are stuck?
- How are end of term assessments fed back into teaching and learning?
- How do you fill gaps in maths and decide on maths interventions?
- How do pupils know what went before in previous years in relation to prior learning?
- How do you and your team plan to ensure good progress?
- What is the evidence that measures are in place to ensure pupils are ready for the next stage in their education?

Intervention

- What interventions are carried out in the school?
- How are gaps in learning filled?
- What do you do to support children who are struggling?
- Are the staff conducting interventions subject specialists or support staff?
- How aspirational are teachers and support staff towards their expectations for pupils?

Workload & Wellbeing

- Do you feel supported (by curriculum leaders and senior leaders)?
- Do you feel you have been given all the tools you need to do this role?
- What support do you provide in a leadership role to ensure a good work life balance for staff?
- How do you support the teachers?
- How do you support new staff?
- What training/support have you received?

Impact

What is the evidence in the classroom, in a cross curricular context and in the output that defines pupils' depth of knowledge and understanding and competence in a range of clearly defined skills for learning.

Lesson Observation

- What will we see in the lesson observation?
- How will the lesson fit in with the overview for the subject and subject area?
- What would you expect the teaching assistant to be doing during the lesson?
- Will the correct vocabulary for the topic be used?
- Does the teacher have strong subject knowledge? How have you ensured this?
- Are the pupils learning new knowledge/skills? How is this being evidenced?
- How does the lesson fit in with the overview for your subject?
- Does the teacher's questioning encourage learning and enquiry?

Book Scrutiny

- How clearly do learning objectives refer to the learning in the lesson and are tightly structured to convey accurately what knowledge and skills pupils will be developing
- How are the tasks taught linked to the subject overview and what would be the next steps in learning?
- Where is there evidence in pupils' work that pupils have achieved the learning objectives and what impact is this having on pupil
- How do you identify gaps in learning and what is in place to rectify them?
- Is there consistency across the year groups in terms of output and assessment of the output?
- To what extent are pupils gaining cultural capital as a result of their learning in your subject?
- What is in place that ensures pupils remember what they have learnt?
- How does pupils' work show that what they have produced builds on prior learning and is a part of a sequence of learning?
- How is the work pupils produce linked to the objectives set for the lesson and the learning?
- How does the work produced by pupils show that they are progressing and remembering their learning?
- What are the next steps in learning for those pupils whose books are being looked at?