

## RED ROSE SCHOOL

### FROM GOOD TO OUTSTANDING & SUSTAINING OUTSTANDING

Updated: October 2017

<https://www.gov.uk/topic/schools-colleges-childrens-services/inspections>

#### The Common Inspection Framework (CIF)

Ofsted Inspectors will make **four key judgements**:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- Outcomes for children and learners.

And will state clearly whether **safeguarding is effective**.

#### Key Messages:

- Impact of the **culture of the school**
- Importance of **safeguarding as a golden thread**
- The importance of a broad and balanced **curriculum**
- *New judgement **personal development, behaviour and welfare**.*

#### To be outstanding:

- the quality of **teaching, learning and assessment** must be outstanding
- **all other key judgements** should be outstanding. In exceptional circumstances, **one** of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding
- the school's thoughtful and wide-ranging promotion of pupils' **spiritual, moral, social and cultural development** and their physical well-being enables pupils to thrive
- **safeguarding** is effective.

The most important change here is the impact of the other three key judgements on overall effectiveness

#### Personal development, behaviour and welfare

##### Personal development:

A key focus on pupils' **self-confidence** and **self-awareness**, and their

understanding about how to be successful learners.

**An example from the descriptor for grade 1:**

‘Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.’

**Behaviour:**

- Emphasis on attitudes – are pupils ready to learn?
- Behaviours that show respect for the school and other pupils.
- Conduct and self-discipline.

**Welfare:**

- **Physical and emotional well-being**, including healthy eating, fitness and mental health awareness
- Staying safe **online**
- Safe from all forms of **bullying**
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An example from the descriptor for grade 1:

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

***What evidence do you have (how do you know?) that pupils’ personal development, behaviour and welfare are at least good?***

**Changes to the Ofsted framework**

- ‘Outstanding’ is now all about the long-term development of individuals rather than demonstrating a single great, well-thought-out lesson
- demonstrate how they’ve been ‘outstanding’ day-in, day-out.
- looking at the quality of teaching over time, and how you can show evidence of this

**Personalised Learning**

- Rather than an actual lesson plan, inspectors will instead look at evidence of a well-planned lesson that takes into account the different needs of each child
- They want to make sure that every child has the opportunity to progress whatever level they’re at, and that they meet the needs of each individual
- This personalised learning will need to be evident over time, rather than something that just happens in a lesson that the inspector judges.
- Develop objectives for every child; where they’re at and where they need to be. It needs to be realistic though. To that end, each child will

effectively have their own personalised curriculum; albeit one that meets the minimum requirements set out in the national curriculum.

- Introducing personalised learning to your class may sound like an arduous task; however, creating a learning log would vastly help this process. It could be supported by the use of technology - so that the child can document themselves the milestones in their learning.

### **Indicators of 'Outstanding'**

- Great schools are more than the sum of their parts
- The schools are rigorous in the use of target-setting, assessment and tracking
- Great schools maintain rigour and consistency while continuing to innovate and develop
- For schools to sustain excellence, more than anything else they need to focus on the things that made them excellent in the first place: maintaining the right ethos and culture; ensuring that teaching is of a consistently high standard; and ensuring that behaviour is well managed and the school calm and orderly.
- All the schools regard the continual improvement of learning and teaching as of prime importance.
- Outstanding schools are always looking for ways to improve their curriculum.

#### **Ofsted: Features of outstanding schools - they succeed for the following reasons.**

- They excel at what they do, not just occasionally but for a high proportion of the time.
- They prove constantly that disadvantage need not be a barrier to achievement
- They put students first, invest in their staff and nurture their communities.
- They have strong values and high expectations that are applied consistently and never relaxed.
- They fulfil individual potential through providing outstanding teaching, rich opportunities for learning, and encouragement and support for each student.
- They are highly inclusive, having complete regard for the educational progress, personal development and well-being of every student.
- Their achievements do not happen by chance, but by highly reflective, carefully planned and implemented strategies which serve these schools well in meeting the many challenges which obstruct the path to success.
- They operate with a very high degree of internal consistency.
- They are constantly looking for ways to improve further.
- They have outstanding and well-distributed leadership.

Features of schools which achieve, sustain and share excellence, drawn from the 12 outstanding schools

Achieving excellence	Sustaining excellence	Sharing excellence
Having vision, values and high expectations	Continuity of leadership	System leadership
Attracting, recruiting, retaining and developing staff	Maintaining a strong team culture	Partnering another school facing difficulties and improving it
Establishing disciplined learning and consistent staff behaviour	Continually developing teaching and learning	Acting as community leader to broker relationships across other schools
Assuring the quality of teaching and learning	Developing leaders	Developing and leading a successful school improvement partnership
Leading, and building leadership capacity	Enriching the curriculum	Working as a change agent or expert leader: National Leaders of Education
Providing a relevant and attractive curriculum	Improving literacy	
Assessment, progress-tracking and target-setting	Building relationships with students, parents and the community	
Inclusion: students as individuals	No student left behind	

## TIPS FOR OUTSTANDING TEACHING

Be more flexible in your approach to teaching and planning lessons	
If you chose the path of downloading schemes of work and lesson plans from the internet, you <b>MUST</b> consider the particular characteristics of your own learners.	
Include <b>greater readiness to respond to the unexpected</b> in lessons and <b>to change the direction of</b> lessons as they develop.	
You are encouraged to be <b>creative and adventurous</b> in your teaching, and to vary approaches depending on the nature of the learning planned for the lesson.	
Above all, focus on the key actions that affect pupils' learning and progress within lessons.	
Imaginative approaches, experience of a wide range of challenging texts and clear focus on basic literacy skills ensure a rich curriculum that enables pupils to make very good progress	
Key aspects such as poetry, drama and media work are fully integrated into the curriculum and help to provide a rich and varied programme for pupils.	
Schemes of work build clearly towards productive outcomes for pupils involving real audiences and purposes; this helps pupils to appreciate the importance of English to their lives outside school.	
The curriculum builds systematically on technological developments in communications and pupils have regular opportunities to use ICT, including analysing and producing media texts.	
Pupils' learning is very well enhanced by enrichment activities such as theatre and cinema visits, drama workshops, reading groups and opportunities for writers to work with pupils in school.	
What especially motivated students in this school was work that seemed real to them in terms of purposes and audiences	
Students were also motivated by lessons that made use of modern technology.	
Focus on aspects of 'emotional literacy' e.g. family relationships and resolution of family issues; explore these ideas by role-playing marriage guidance sessions and hot-seating different characters; study of texts was constantly related to contemporary life and students' own experiences	
Real reasons and purposes for their work	

## TEACHING WRITING, INCLUDING SPELLING AND HANDWRITING

<b>WEAKNESSES IN THE WRITING CURRICULUM:</b>	
<ul style="list-style-type: none"> <li>▪ too few opportunities for pupils to complete extended writing</li> <li>▪ too little time in lessons to complete writing tasks</li> <li>▪ too little emphasis on creative and imaginative tasks</li> <li>▪ too little emphasis on the teaching of editing and redrafting</li> <li>▪ too little choice for pupils in the topics for writing</li> <li>▪ too few real audiences and purposes for writing</li> </ul>	
<i>The close link between handwriting and spelling has been well established. In particular, it is clear that pupils with a fluent cursive script are more likely to become good spellers.</i>	
<b>HOW CAN STANDARDS OF WRITING BE IMPROVED?</b>	
<b>Handwriting &amp; Spelling Policy Best Practice:</b>	
<ul style="list-style-type: none"> <li>▪ Does not rely on any one commercial scheme but identifies clearly the type of script to be used in all classes.</li> <li>▪ There is a detailed progression chart for teachers giving examples of handwriting patterns, families of letters and so on.</li> <li>▪ Guidance is also provided on how pupils should develop pencil grips, and how to teach single letters and joins.</li> <li>▪ The frequency of handwriting sessions is laid down in policy.</li> <li>▪ A long-term plan for spelling identifies what is to be taught each year.</li> <li>▪ Teachers are advised on the different strategies to be used such as analogy, mnemonics, word banks, displays and interactive games.</li> <li>▪ Pupils all have a spelling book and are encouraged to 'have a go' before seeking advice.</li> <li>▪ Pupils are taught how to proofread and to correct their own errors.</li> <li>▪ Spelling is tested on a weekly basis and differentiated for groups of pupils.</li> <li>▪ Teachers are expected to identify mistakes in spelling in pupils' work and pupils copy the words out a number of times, using the 'look, cover, write, check' approach.</li> <li>▪ Spelling is consciously reinforced when students are reading and sharing texts.</li> <li>▪ Key words or unfamiliar words in texts are put up on the board and students discuss their meaning, their derivation, and the logic shaping their spelling.</li> <li>▪ Clear guidelines have been provided for teachers, setting out expectations for the marking of written work.</li> <li>▪ Teachers are expected to identify patterns in misspelling, either by individuals or by groups, as the basis for targeted interventions.</li> <li>▪ Students are taught strategies for the specific reinforcement of correct spelling through tests, dictionary work and the direct linking of spelling and handwriting.</li> <li>▪ A guidance booklet explains how parents can support spelling at home.</li> <li>▪ Some students are withdrawn for additional work on handwriting</li> </ul>	
Be involved in writing with your pupils, explaining choices of words and phrases, and amending work as they produce it. Evidence from the USA suggests that pupils' work improves when their teachers regard themselves as writers. Pupils need to be able to see how ideas and language are created, shaped, reviewed and revised.	
<b>The best practice in teaching writing included some or all of the following features:</b>	
<ul style="list-style-type: none"> <li>▪ choice for pupils over the topics for writing</li> <li>▪ topics that genuinely interested pupils and that were not always based on responses to texts</li> <li>▪ opportunities for pupils to talk about ideas and the task before beginning writing</li> <li>▪ sufficient time for pupils to write</li> <li>▪ interesting homework that focused on developing pupils' independent learning skills</li> <li>▪ effective demonstration of writing by teachers</li> <li>▪ a consistent focus on developing writing skills across the curriculum</li> <li>▪ well-focused feedback from teachers, including thorough marking that identified clear targets for improvement.</li> </ul>	

Emphasis on writing for enjoyment and making better cross-curricular links	
Intensive support for weaker writers	
More effective marking, based on written 'conversations' between the teacher and the pupil	
Using films, presentations by local writers and visits to a range of interesting locations as stimuli for writing.	
Weekly lunchtime writing Class??	

## Reading for pleasure

- Schools need to consider more imaginative approaches to teaching novels and to introducing pupils to a wider range of imaginative texts across Key Stage 3.
- Does every page have to be read as a class?
- Is there a better way of studying the class reader, which enables classes to encounter a range of novels in the course of the year, rather than just one?
- Teachers also need to be confident that their study of a class novel is encouraging pupils to read other books outside school.
- Students themselves frequently commented to inspectors that they would like more opportunities to respond in a creative way to the books they read.
- Inspectors rarely see the direct teaching of skills such as skimming, scanning and reading for detail (including on the internet); using the index and glossary; identifying key points and making notes; summarising; or using more than one source.

**Common Myths about Good Teaching**

**Pace:**  
No: 'faster the lesson, the better the learning'  
Yes: Pace of Learning is Key

**Over-detailed and bureaucratic lesson plans:**  
excessive detail within these plans causes teachers to lose sight of the central focus on pupils' learning

**Number of activities:**  
No: more activities crammed, the more effective it will be. Counterproductive, as activities are changed so often that pupils do not complete tasks and learning is not consolidated or extended

**Inflexible approach to planning lessons:**  
**No:**  
• Plans should not always follow the same structure  
• Teachers often feel that they should not alter their plans during the lesson  
**Yes:**  
• Have confidence to depart from plans  
• Key should be the development of pupils' learning rather than sticking rigidly to a plan.

**Constant review of learning**  
Pupils need time to complete something before they can valuably discuss and evaluate it. To invite self- or peer-evaluation before pupils have had time to engage fully with learning is counter-productive although the principle of self- or peer-assessment remains important.

**Limited time for students to work independently**  
**No:** Pupils rarely had extended periods to read, write or discuss issues in class. Pupils were asked to self- or peer-assess work before they had been able to complete more than a sentence or two  
**Yes:** priority is above all to evaluate the quality of pupils' learning in lessons.

**The problem: lesson plans are often insufficiently flexible and lack clarity about what pupils are expected to learn**

Inspectors frequently noted that while teaching observed in lessons had many positive features, **the impact on pupils' learning was sometimes less substantial**. One factor that was frequently noted was that the excessive detail within individual lesson plans sometimes caused teachers to lose sight of this key consideration.

It is not unusual for inspectors to be presented with a three- or four-page lesson plan. A typical example might ask teachers to identify: learning aims and outcomes; resources; references to the National Curriculum and National Strategy objectives; links to a programme of learning skills; assessment opportunities; differentiation strategies, and so on. Lesson plans frequently expect teachers to refer to particular whole-school topics such as numeracy, information and communication technology or citizenship. Furthermore, the plan will include a detailed breakdown of the lesson, sometimes in five- or 10-minute chunks. It is not uncommon to find a lesson plan that includes (in addition to the features listed above) up to 500 words describing the lesson activities. **This level of detail is counter-productive and does not necessarily lead to teaching that is clearly enough focused on specific learning outcomes for pupils.** **Lesson plans should be simplified to encourage teachers to consider the central question: what is the key learning for pupils in this lesson and how can I bring it about?**

**The problem: many children have weak levels of language and communication on entry to school**

Previous subject inspections have identified a **lack of emphasis on explicit, planned teaching of speaking and listening**. This remains the case. Speaking is more commonly seen in schools as a way of supporting writing. Practice in this area has been resistant to change for many years. One reason is that teachers understandably prioritise pupils' work in reading and writing because they feature more prominently in national tests and examinations. What this report wishes to emphasise is **the importance of developing pupils' speaking and listening** in the early years that children are in school.

This complements evidence from subject inspections. Objectives for speaking and listening were far less likely to be identified as priorities for learning than objectives that related to reading or writing.

<b>Simple ideas to improve the lesson</b>	
Create thought provoking starter activities – have it ready as soon as they arrive on the desk/whiteboard – get them to start as latecomers arrive.	
Use tiered learning objectives: colour coded to help students realise progression from green to orange to red means difficulty increases.	
Use learning objectives not task based objectives.	
Refer to learning objectives consistently throughout the lesson – not just the beginning and the end.	
Use hinge point questions (questions to test understanding before allowing students to move on to the next learning objective)	
Have mini-whiteboards on the desk most lessons-even if you hadn't planned to use them, you might find them invaluable when you have to re-model a task and think on your feet.	
Make sure your resources are creative and have learning objectives on worksheets so students know where they are in the lesson.	
Avoid getting students to copy out definitions/key information- get them to work for this information themselves.	
Step back from being the expert in the class from time to time and let students show their ability to learn independently (odd one out/choose the correct definition/here's the answer- what was the question?)	
Use different types of activities from lesson to lesson – aim to keep students on their toes each lesson	

so they do not know what to expect.	
Re-model tasks verbally to help differentiate – you can verbally scaffold tasks for individual students without having to have 8 zillion different worksheets.	
Ensure that you speak to every student in the room at least once during a lesson (say hello, ask them a question, praise them, comment on their work).	
If students simply aren't getting the content of your lesson-don't soldier on in fear of deviating from your lesson plan. Instead re-model and re-shape your learning objectives and lesson.	
Ask probing, open-ended questions – ask them to the students without their hands up- even better- apply a no hands up policy from time to time.	
Be consistent with behaviour rules/discipline with every student in the class	
Ensure you know where the learners are with their progression (AFL- miniwhiteboards- post it notes etc.)	
Always have an extension task or two ready – students should never run out of work to complete	
Ensure that you complete a plenary to find out what students have reached what learning objective.	

<b>The English criteria for outstanding teaching and learning may be as follows:</b>	
<i>Teachers need to remember that it is unlikely that all these features will be found in a single lesson.</i>	
Teachers make imaginative use of a wide range of resources, including moving image texts, in order to address pupils' needs in reading, writing, speaking and listening.	
They make English highly relevant to the needs of their pupils and the world beyond school	
Teachers demonstrate high standards in their own use of language and they model the processes of reading and writing powerfully to help pupils make real progress in their own work.	
They have a detailed knowledge of texts and use this well to extend pupils' independent reading	
Pupils are fully engaged through active and innovative classroom approaches including well-planned drama activities, group and class discussions	
Teachers have a very good understanding of the English language, including differences between talk and writing, and address these issues directly in lessons	
The technical features of language are very well taught	
Teachers use ICT imaginatively to enhance pupils' learning in the different areas of English	
They take every opportunity to encourage pupils to work independently and homework tasks significantly enhance pupils' learning	
Systematic approaches to marking, target setting and feedback challenge all pupils to improve work in reading, speaking and listening, as well as writing	
Good-quality oral work, including well-planned group work, engages reluctant pupils and yields benefits in all areas of English work	
Teachers are clear that the drama work makes a significant contribution to high standards of writing.	
<b>Inspectors identified the following elements as having a consistently positive impact on pupils' learning in English within individual lessons:</b>	
Lesson plans were clear and realistic about the key learning for pupils within the limited time available in individual lessons	
Teaching was flexible and responded to pupils' needs as the lesson developed.	
Tasks were meaningful, giving pupils real audiences and contexts where possible.	
Pupils were given adequate time to think, plan, discuss, write, and test out ideas.	