

# The PE, School Sport and Physical Activity Webinars

Quality Assurance

Reflections on School Improvement

Delivered by ...Matt Spors.....LCC

Hosted by the One Network

This webinar is being recorded



# Housekeeping

- Please add your name, role and school in the chat box upon entering the webinar.
- All microphones will be muted.
- There will be opportunities to ask questions throughout. Please add your question in the 'chat box' as there will be time at the end of the webinar where your question can be asked.
- The webinar is being recorded. If you have any questions about this please contact [schools@activelincolnshire.com](mailto:schools@activelincolnshire.com)



# One Network

**A collaboration of not-for-profit organisations seeking to increase the quality and quantity of physical activity, PE, play, community & school sport**

## **We:**

- Support and give advice on PE & School Sport Premium good practice
- Help translate the new PE & School Sport Action Plan and new Ofsted Framework into good practice
- Support with county CPD (targeted)
- Signpost to appropriate local and national organisations & deliverers
- Advocate the integration of and importance of PE, school sport and physical activity in wider agendas and plans



# Quality Assurance

2020

Its all about the kids!

## Disclaimer

Nothing in this presentation represents the views or opinions of Ofsted or Ofsted employees

The content of the presentation is delivered from the view of experiences gathered from schools by education advisers.

The presenter in no way seeks to present themselves in the role of inspector – which unless he or she is conducting an inspection - they are not



# Aspirations

- *In the tiny town where I come from  
You grew up doing what your daddy does  
And you don't ask questions you do it just  
because  
You don't climb to high or dream too much  
With a whole lot of work and a little bit of luck  
You can wind up right back where your daddy  
was*
- *Writer(s): CHARLES TURNER, PAUL JACKSON, TRAVIS MEADOWS, CHARLES GRAY, RICHARD TURNER*



# Leadership

- STRATEGIC
- Driving key priorities
- Planning the direction and structure of school life
  - SEF, SDP, Curriculum Plans , Action Plans, IMPACT and Evaluation
- NO EXCUSES



# SYSTEMIC

- What are the causes – underlying the weaknesses?
- SELF EVALUATION
- Use the mark scheme!



# Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Pupils are ready for the next stage of education, employment or training.
- Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.



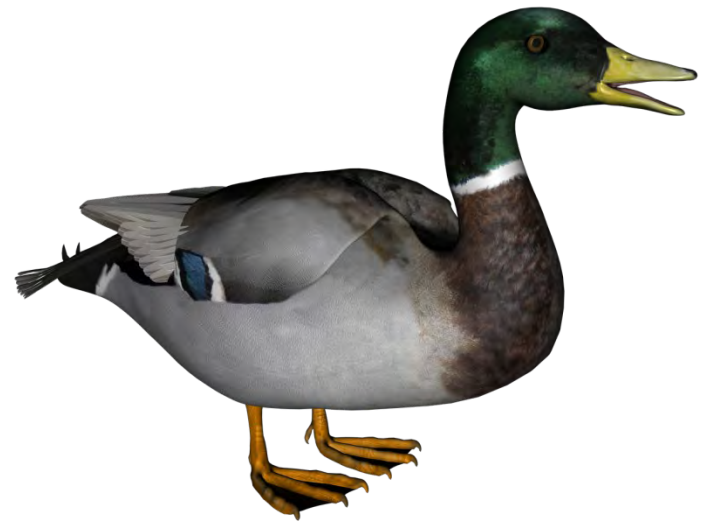


# Inspectors will not use schools' internal assessment data as evidence

- While they will consider the school's use of assessment (see slide above), inspectors will not consider schools' internal assessment data during an inspection.
- IDSR as the starting point
- See at first hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school.



# This is a duck. So is this...



# So is this



# All are appropriate ducks for their age and stage

- We don't need to label them as Grade 6 or level 4 ducks!!
- Do they need to do the job they are supposed to do?
- If you've still got the duckling after 2 years then you've probably done something wrong!!
- YOU need to know what a good duck looks like – compare yours with others of similar ages and starting points



- There are no external descriptors – or even grade criteria for ‘level-ness’ or ‘grade-ness’
- You and your staff should know what pupils should be ‘like’ along their journey.
- Work backwards from their end points and aim high.
- If your kids are not where you think they should be – then why not?
- **FIX IT!**



- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.



# Leadership

## Development and improvement

- Key Priorities
- Milestones
- Actions: “do *x so that/to ensure that/as a result.....y*”
- Success criteria: be specific – and when!



- Can we now focus more closely on the provision for SEND pupils and the Disadvantaged.
  - How do you identify SEN and assess their needs?
  - Is there anything that you have included in your curriculum and wider provision to meet the needs of SEND and Disadvantaged pupils?
    - We will look at provision across the school – within and outside of the deep dives.
- Can you tell me a little about behaviour at the school? When low level disruption occurs how is it dealt with?
- What about bullying? What are the processes to tackle this?
- How are you maintaining pupils' attendance?





- How do you select your curriculum content?
- What is your model of progression?
- What prepares pupils for current work - in previous topics / years?
- How does your approach to assessment check that pupils have learnt the key components?
- How do school-school priorities inform the curriculum offer in subjects?



# Safeguarding

- SCR
- Staff files
- Case files
- Site security
- Training
  - KCSIE
  - WTTSC
  - Prevent
  - Safer Recruitment
  - First Aid and Paediatric First Aid



# Deprivation

- A jail cell is freedom from the pain in my home  
Hatred passed on, passed on and passed on  
A world of violent rage  
But it's one that I can recognise  
Having never seen the colour of my father's eyes  
Yes, I dwell in hell, but it's a hell that I can grip  
I tried to grip my family  
But I slipped

- Songwriters: TIMOTHY COMMERFORD, THOMAS B. MORELLO, ZACK M. DE LA ROCHA, BRAD J. WILK
- Settle For Nothing lyrics © Wixen Music Publishing



# COVID19

- Off site
  - Home
  - Online
- 
- The 3 Is will need some adaptation in light of the impact of C19.



# Leadership – Cultural Capital

- Leaders have a clear and ambitious vision ...realised through strong, shared values, policies and practice.
- Leaders [ensure]...The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.



- Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposive.



- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.



# Teaching





# Implementation

- Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers ....respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.



- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.



# What's it like *really*?..

## 'Deep Dives', Chats and Groups

- Book scrutiny: More, well focussed, work scrutiny to view the 3 Is.
- Talking to leaders, teachers and pupils to find out and understand the 3 Is.
- Focussed consideration of the 3Is for SEND, EAL and Disadvantaged.
- NOT forgetting the PDW and B – This can be framed in the language of the 3Is.



# Going Deeper.....QA

## 10 min

- How do you judge –
  - Differentiation
  - Challenge
  - Progress
  - Questioning

**Without** considering Pedagogy ?



# 'KUDoS'

- Know
  - What do you want the pupils to KNOW?
    - Be clear e.g. Know Steps of descriptive writing
- Use
  - What Knowledge do they need to USE?
    - Be specific e.g. 21<sup>st</sup> September – Genres work – ask pupils to look back into their books as a starter
- Do
  - What will they DO to develop and show learning?
    - WILF / Bloom's type outcome statements
- Secure
  - What is the big task / question or problem that secures and demonstrates the application/mastery/progress?



# Collaboration

- *From each according to his ability, to each according to his needs!* Karl Marx Critique of the Gotha Program
- *be helpful each to the other in any common work, according to every man's ability, and as need shall require, and we promise not to desert or leave each other* Guilford Covenant in 1639:

