

Teaching and Learning

Context

Ofsted's School Inspection Handbook (<http://www.ofsted.gov.uk/resources/school-inspection-handbook>, April 2013, No. 120101 p.35) outlines how Ofsted will make judgments on the quality of teaching at the school.

The judgments on the quality of teaching must take account of evidence of pupils' learning and progress over time. This is ascertained through observations by inspectors during the inspection visits and will be looking for good teaching, which includes high levels of expertise and subject knowledge, with the expectation that pupils will achieve well, enables pupils to acquire knowledge, deepen their understanding, and develop and consolidate skills.

Inspectors must consider whether:

- work is challenging enough for all pupils and meets their individual needs
- pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics
- teachers monitor pupils' progress in lessons and use the information well to adapt their teaching
- teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning
- Pupils understand well how to improve their work.
- Inspectors should consider the extent to which the 'Teachers' Standards' are being met.
- Inspectors must not expect teaching staff to teach in any specific way or follow a prescribed methodology.
- Inspectors must evaluate the use that is made of teaching assistants.

Inspectors' direct observations will be supplemented by a range of other evidence to enable inspectors to evaluate what teaching is typically like and the impact that teaching has had on pupils' learning over time. Therefore the following evidence will be provided by the Senior Leader Team (SLT);

- evidence arising from observations of lessons carried out by senior staff
- scrutiny of pupils' work, with particular attention given to:
 - how well and frequently marking, assessment and testing are used to help teachers improve pupils' learning
 - the level of challenge provided
- pupils' effort and success in completing their work and the progress they make over a period of time.

Discussion with pupils, teaching staff (including teaching assistants) and parents/carers will also take place to inform inspectors decisions on teaching and learning.

Current Position

- 1 cycle of 'drop-in' observations taken place (in addition to performance management observations)
- Grade Profile

- 83% graded good or better, of which 23% graded as outstanding
- 9% graded as required improvement
- 4 teachers graded as inadequate (2 no longer at Millthorpe, 1 now improve to 'requires improvement and 1 being supported internally).
- Emerging strengths are;
 - Management of Behavior
 - Checking of Learning
 - Engaging and innovative teaching and learning strategies
- Emerging areas for improvement
 - Assessment for Learning, specifically use of peer and self assessment.
 - Use of homework and development of independent learning
 - Management of behavior to develop reliance and promotion of participation of pupils in learning.

Action

The SLT put in place the following:

- Tracking of teaching and learning strengths and areas for improvement at school, department and teacher level.
- Teaching and Learning team – 6 teachers appointed to 'champion' teaching and learning through CPD, coaching, peer observations and use of pupil voice.
- Use of RACE diagrams – to monitor pupil progress and linked with 'work scrutiny' activity.
- Revised Marking Policy – school wide expectations
- Personalised CPD for less than good teachers – will be lead by the Teaching and Learning Team rather than SLT from September 13.
- Train and empower Heads of Departments to develop teaching and learning.
- Introduction of electronic 'show my homework' resource.
- Standardisation of observation within SLT.

Governor Action

In order to ensure effective scrutiny governors established link governor system linking to key areas of the SDP. Visits to school of frequency agreed between the link and SLT member with written reports to governors via committees on each occasion. For this area, relevant link is Sarah Barbacane (SP1) see reports dated 13.12.12 and 2.7.13.

Ongoing challenge also takes place in FGB and Q&C meetings. Questioning has focused on areas of concern identified including:

- i) Cycle of Observations
- ii) Support and development of teachers
- iii) Monitoring of progress on School Improvement Plan targets
- iv) Training of HoDs on developing of teaching and learning across the department – work in progress.

Governors will be looking in Sep 13 for improvement across all indicators of teaching and learning, including grading and dissemination of observation process from SLT to HoD.

