

Name of Academy

Diocese of Gloucester

Academies Trust

Subject Leader Guidance

This is not an exhaustive guide. The most important thing is that there is a consistency in approach across school, with all subject leaders empowered to have a positive impact on standards in their subject.

The role of a subject leader is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The Education Inspection Framework handbook (EIF) 2019 states under Leadership and Management that Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

* *leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice*
* *leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time*

Each subject leader is responsible for monitoring the teaching and learning in an area of the curriculum,

identifying any areas to be developed and addressing these areas through staff training, resourcing and supporting colleagues.

**Subject Leader Responsibilities**

* Carrying out a self-evaluation to identify your own knowledge - strengths and areas to develop.
* Creating and executing an action plan to improve standards in the subject.
* Reviewing, contributing to and implementing policies relating to the subject.
* Adhering to all necessary statutory regulations.
* Ensuring that all pupils, including pupils with SEND and pupils receiving Pupil Premium, are considered within curriculum planning and are supported accordingly.
* Ensuring teachers maintain sufficient knowledge surrounding the subject and provide support and training where necessary.
* Ensuring the structure of lessons is well-developed and sequenced to build pupils’ knowledge and skills.
* Undertaking regular monitoring and evaluation activities (planning sampling, work sampling, pupil interviews, lesson observations, etc.).
* Collecting and collating assessment information for the subject.
* Keeping up-to-date with current guidelines and teaching methods for the subject (including attending training or meetings).
* Leading discussions in staff meetings or as part of INSET training.
* Providing guidance to colleagues on content, methodology and resources.
* Auditing existing resources and, when necessary, organising the acquisition of new resources.
* Representing the school in cluster groups.
* Keeping an up-to-date subject leader file.

Remember that these are just examples and that each school will have different expectations of their subject leaders. This is particularly relevant for small schools, where teachers often have to lead more than one subject area; in this case leaders need to be creative in managing the monitoring of subjects.

**SUBJECT LEADER FOLDERS (remember these are not compulsory!)**

**One-page summary SEF for subject**

* What are the strengths and next steps for your subject -this will be drawn from your observations, monitoring and data where relevant.
* Were there any issues raised at the previous Ofsted /SIAMS that are relevant for you in your subject now? How have you addressed these and what is the impact?
* EYFS – it is important to know what the strengths and next steps are in your subject from the early years up.

**Subject leadership - Intent (this is not a requirement but would be sensible to have)**

* Subject specific intent/expectation including long term plan, time allocations, how all children are enabled to access curriculum, teaching approaches, classroom organisation etc. How does this link back to the National curriculum or is at least as ambitious? What are you building towards – what do you want children as an artist, geographer etc to know by the time they leave you? How has your school vision impacted upon your subject’s design? How are you ensuring that your intent addresses the social disadvantage that some pupils face? How are you assessing pupils understanding? What do you do with this information?
* Ofsted handbook pages 41 - 48 contains information about expectations around curriculum.

**Implementation - how you are delivering your intent in your day to day teaching**

* Curriculum Overview: linked to coverage and progression.
* Long/medium term plans with links to other areas of the curriculum, including ICT.
* How you scaffold and support pupils with additional needs and those who need additional challenge.

**Impact**

* Assessment/outcomes of your monitoring…. remember it’s not all about the deep dive! These are great at one point in time but you need other forms of monitoring to check on progress… mini splash / or a blink…. whatever you choose to call it. These can be scrutiny of planning, discussions with staff & pupils, evaluation of pupils' work/work scrutiny or records of lesson dips. See appendices for suggestions.
* Cycle of subject monitoring & evaluation.
* Data – Target Tracker and national data if relevant. Analysis of standards (in relation to national expectations) and progress of all children including identified groups e.g. gender, Free School Meals (FSM), Children Looked After (CLA), Special Educational Needs (SEND) including interventions and impact data.
* Whole school targets. - if necessary won’t be relevant for all subjects.
* What do you do with these sources of information? Monitoring and data are only helpful if you use it to drive forward next steps. Identify if there is a systemic issue or a cohort problem.

**School Improvement**

* School Development/Improvement Plan. Sections if appropriate. Remember your SDP might be an online live document and not a word document. This is ok…
* How do you as subject leader contribute towards the whole School Development Plan?
* How is this fed back to all stakeholders including governors?

**Resources**

* Resource audit.
* Resource list/location.
* Budget allocation/record of expenditure.
* Use of adult support throughout school.
* How do you check what you have? What needs replacing? How do you share? Which resource has the biggest impact? How do you know?
* Do you talk to your SBM or Finance office about spending and how much you have left… check it etc? Spending should be driven by your priorities and need (i.e consumables).

**Continuous Professional Development**

* What CPD have you had as a subject leader? What was the impact of this?
* How have you provided /supported others within your school team?
* What would you do to support a less able teacher/NQT/RQT?
* What staff meetings have you led on your subject?
* Record of CPD for your subject? (This could be online.)
* Do you need to undertake a skills/knowledge audit for your subject?
* Evaluation of professional development activities with a focus on impact.

**Job Description**

* This should include the tasks, duties, function and responsibilities of the role.

**Example Proformas**

These can be adapted to suit the context of your school and monitoring focus.

* Single page subject SEF
* Subject Leader Landing Page
* Book Monitoring
* Lesson Visits
* Pupil Conferencing
* Teacher Conversation – reading
* Governor Report
* Ofsted Preparation Questions

*Thank you to Richard Lucas Executive Headteacher St Matthews and Coaley for sharing some of these monitoring forms.*

# DGAT SELF-EVALUATION SUMMARY SHEET

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| **SCHOOL** |  | **DATE** |  |

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| --- | --- |
| **SECTIONS** | **SUMMARY EVALUATION** |
| **1** | **CONTEXT** |  |
| **2** | **AREAS FOR WHOLE SCHOOL DEVELOPMENT** |  |
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| **3** | **PROGRESS MADE BY THE SCHOOL ON AREAS IDENTIFIED FOR DEVELOPMENT IN THE LAST FULL OFSTED INSPECTION** | **Key Issue** | **Progress made** |
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| **4** | **Response to Covid-19**Closing of gapsAdaptation to curriculum Remote Education Plan Behaviour and Attendance |  |  |
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| **5** | **Quality of Education**Intent of curriculum , Quality of teaching and learningImpact of curriculum including pupil outcomes. | **Strengths** | **Areas for Development** |  |
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| **6** | **Behaviour and Attitudes**Learners behaviour and attitude, attendance,staff and pupil relations ships Include support for Mental Health | **Strengths** | **Areas for Development** |  |
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| **7** | **PERSONAL DEVELOPMENT,** Curriculum supports learners character development and understanding of British values Include implementation of RSHE. | **Strengths** | **Areas for Development** |  |
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| **8** | **LEADERSHIP/MANAGEMENT**Leader have ambitious vision for high quality education, CPD, have awareness of staff workload. Governance and Safeguarding. | **Strengths** | **Areas for Development** |  |
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| **9** | **EYFS**Leaders have designed a curriculum that is highly ambitious for all children’s needs. Quality provision enables all to develop skills and learning behaviours ready for Y1.  | **Strengths** | **Areas for Development** |
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|  | **OVERALL EFFECTIVENESS** | **Overall Effectiveness Judgement** |  |

**SUBJECT LEADERS LANDING PAGE – WHAT YOU NEED TO KNOW**

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| --- | --- |
| **How is progression planned for in your subject?**How do you know your subject builds knowledge over time and the curriculum is well-sequenced? Why were the subjects/topics chosen to be taught? *How do staff select the books they choose to read to pupils? How often do teachers read to children?**Are children able to access a wide range of genre? How have you planned this out?**How have you sequenced your phonics books? Does it match the ambitions of the NC?* |  |
| **How do you know your curriculum is challenging?**Does the curriculum match the National Curriculum? Are the HPAP being challenged? *How do you ensure that those parents who do not hear their children at home are listened to?*  |  |
| **How well do children achieve in your subject?** How do you know? What evidence have you got? Is assessment accurate? Does data tell you about achievement?*Where should children be by the end of Christmas/Easter/Summer in your phonics programme?**How do you know which children are not on track with the pace of your current phonics programme? What support do you put into place to help these pupils catch up quickly?**What do you do to make sure new pupils catch up, if they are behind their peers?**What about pupils in KS2 with phonic gaps? How are you supporting them?**At this point in the term where would you expect pupils in year x to be by…. ?*  |  |
| **What is the profile of your subject in school?** **Do children enjoy learning about your subject?** *Do your teachers read aloud to their pupils with confidence and enjoyment?**How do you ensure that children’s reading books help them practise the phonics/sounds that they have learnt?**How do you support parents with your love of reading?* |  |
| **How do you support teachers who struggle to teach your subject?** What have you done to help train teachers and TAs, particularly with improving their subject knowledge?*When was the last time your staff undertook phonic training? TAs? KS2 staff?**What additional training is given to staff who provide support the weakest reader?* |  |

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| **Monitoring Book Look**  |
| **Is the level of challenge appropriate and does it match the planned curriculum?**Include looking at specific groups of children, including: SEND/PP/G&T/LAP Look at the work in books. Does it match the planned curriculum? Is work at the right level across the subject? Are the HPAP being challenged? |  |
| **Does the work in books match the 100%-sheet expectations and/or medium-term plans?**Does the work in the books demonstrate the same work and knowledge as the knowledge organisers and curriculum plans? Do the reading/phonics books match the school’s ambitious programme? |  |
| **Is there sufficient breadth to the curriculum?**Do books show that work matches the expectations in the planned curriculum and are different themes and topics well-covered? Are there any gaps? If so, what aspects are not as well taught |  |
| **Does work show evidence of children practising and revising key knowledge and skills so that children know more and remember more?** Is there evidence of recall and revising sessions? Follow this up with the children and ask them what they remember |  |
| **Are any of our key concepts covered and taught?**Examples of: relationships, diversity, environment, changes, similarities and differences |  |
| **Has key vocabulary been planned and taught which links to the planned curriculum?** Is VIPERS approach being used in reading lessons?  |  |
| **Summary of key findings****Next Steps** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Monitoring****Book Look** | **Year R** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Is the level of challenge appropriate and does it match the planned curriculum?Include looking at specific groups of children, including: SEND/PP/G&T/LAP Look at the work in books. Does it match the planned curriculum? Is work at the right level across the subject? Are the HPAP being challenged? |  |  |  |  |  |  |  |
| Does the work in books match the expectations and/or medium term/weekly plans? |  |  |  |  |  |  |  |
| Is there sufficient breadth to the curriculum?Do books show that work matches the expectations in the planned curriculum and are different themes and topics well-covered? Are there any gaps? If so, what aspects are not as well taught |  |  |  |  |  |  |  |
| Does work show evidence of children practising and revising key knowledge and skills so that children know more and remember more? Is there evidence of recall and revising sessions? Follow this up with the children and ask them what they remember |  |  |  |  |  |  |  |
| Has key vocabulary been planned and taught which links to the planned curriculum?  |  |  |  |  |  |  |  |
| **Summary of key findings****Next Steps** |

# WORK SCRUTINY

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| --- | --- | --- | --- |
| **Date:** | **Term:** | **Year group:** | **Subject:** |
| **Focus questions** | **More able** | **Average ability** | **Less able** | **Comments** |
| Is the work suitably presented? |  |  |  |  |
| Is the learning obvious? (e.g. an ‘I can…’ statement) |  |  |  |  |
| Does marking and feedback help the pupil to improve?  |  |  |  |  |
| Is there evidence of differentiation? |  |  |  |  |
| Is there evidence of any peer or self-evaluation to improve understanding? |  |  |  |  |
| Does the work presented reflect previous planning? |  |  |  |  |
| Does the work meet national curriculum standards? |  |  |  |  |
| Does the work show evidence of progress being made? |  |  |  |  |
| Does the work demonstrate fluency of basic skills? |  |  |  |  |
| Does the work show suitable levels of pupil productivity? |  |  |  |  |
| Is work appropriate and based on methods of assessment? |  |  |  |  |
| Is there evidence of pupils developing resilience? |  |  |  |  |
| Are learning intentions clear and matched by activities? |  |  |  |  |
| Does the work demonstrate appropriate levels of challenge?  |  |  |  |  |
| Is the work consistent with standards established within the school? |  |  |  |  |
| Pupils’ comments about their books: |
| Possible areas for development: |

# LESSON DIP

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| --- | --- | --- | --- |
| **Teacher:**  | **Year group:**  | **Date:**  | **Observed by:** |
| **Focus:** | **Context:** |
| **Evaluation** |
| **Is learning taking place?** |
|  Are learning objectives clear to pupils? |  |
| Are pupils making progress in the lesson towards clearly defined end points? |  |
| Are pupils assessing their own and others’ work? |  |
| Is assessment used to inform teaching, and to help pupils embed and use knowledge fluently and develop understanding? |  |
| Does the teacher demonstrate expert knowledge of the subject? |  |
| Do pupils have the opportunity to engage in relevant subject discussions? |  |
| Are new knowledge and skills built on what has been taught before? |  |
| Do pupils know how to improve? |  |
| **Is learning appropriate?** |
| Are the pupils achieving well in relation to age-related expectations? |  |
| Are teaching materials used effectively to support teaching, in a way that does not create unnecessary workload for staff? |  |
| Is this work given to pupils demanding and sequenced towards cumulatively sufficient knowledge of the subject? |  |
| **Is learning sufficient?** |
| Is there challenge to the learning? |  |
| Are pupils making progress over time, with key concepts being embedded in long-term memory? |  |
| Does the teacher identify and correct pupils’ misunderstandings? |  |
| **What is helping or hindering learning?** |
| Are the pupils motivated and interested in the subject? |  |
| Does feedback and marking move pupils forward? |  |
| Does the teacher’s own speaking, listening, writing and reading support pupils in developing their language and vocabulary well? |  |
| Is there a positive school culture in the classroom? |  |
| Are behaviour and attendance policies with clearly defined consequences applied consistently and fairly? |  |
| Are teaching assistants used productively? |  |
| Are pupils learning both independently and collaboratively? |  |
| **Strengths/ Areas for Development:** |

**BLINK TEST – LESSON DIP**

Date:

Class teacher:

Led by:

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| --- | --- | --- |
| **Focus** | **Comments** | **Next Steps** |
| Learning Environment |  |  |
| Ambition for learning evidenced through implementation  |  |  |
| Pupils Attitude to learning |  |  |
| Pupils worksequenced and systematic learning |  |  |
| Assessmentfor Learning(teachers addressing misconceptions) |  |  |
| Challenge for vulnerable learners |  |  |
| Evaluation |  |
| Future actions agreed with leaders |  |

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| **LESSON DIP** |
|  **Teacher:** | **Date:** |
| **Class/year group** | **Subject:** |
| **Current targets:**  |
| **What is the teacher doing?** | **What is the impact on children’s learning?** |
| **What aspects of practice to improve?**  |

**Questions to find out:**

Is there any evidence of quality texts being used to develop the children’s knowledge? Can pupils read aloud with confidence and increasing accuracy? How are pupils supported when they are unsure or inaccurately decode a word? How does the learning environment support their language development? How does the aims and ambitions of then phonics programme relate to the National Curriculum?

Has the teacher pre-planned and identified any misconceptions? Are these being used in the lesson?

Are the activities appropriate for the subject being taught? Are lessons challenging and academically rigorous? Examples

Are the children able to know more and remember more? Can they tell you about learning from previous lessons?

Do teachers use good checking and assessment practices in the lesson? What worked? What didn’t work as well?

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| **PUPIL CONFERENCING**  |
| **CHALLENGE** What have you been learning about? Can you show me a piece of work that really made you think? Is the work challenging enough? Does the work match our planned curriculum? Is our curriculum challenging enough for all children? Does it match the work from the 100% sheets? *Do you like reading? Tell me about your favourite book? Do you have books in school that you can take home?* *How often are you heard read?**If you are stuck when you are reading, who helps you? How often do you change your book?*  |  |
| **KNOW MORE, REMEMBER MORE**Ask the children about what they know about previous learning. *Can they recall key prior knowledge that links to their current work?* Ask questions to find out about their knowledge: *How did …? Why did …? How do you know that …?* |  |
| **LINKS TO OTTHER CONCEPTS AND SUBJECTS**Can the children talk about relationships, changes, similarities and differences, diversity, environment as part of our threaded through concepts? |  |
| **CHILDREN’S VIEWS AND ATTITUDES**What’s your best piece of work? Why was it your best? What’s the best bit about this subject? Do you find out about it outside of school as well? |  |
| **HEARING CHILDREN READ***How well is the book the pupil is reading matched to the sounds that the pupil knows?* *What is their understanding of the text that they have read?* *What evidence is there in the pupils’ individual reading record about the frequency of reading? Does this match with the reading in the teacher’s systems?*  |  |
| **SUMMARY:** |  |

# PUPIL CONFERENCING

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| --- | --- | --- | --- |
| **Date:** | **Term:** | **Year group:** | **Subject:** |
| **Focus questions** | **Responses** |
| What do you think (subject) is? |  |
| What have you learnt about during (subject) lessons?  |  |
| Why are you learning this? |  |
| How often do you do (subject)? |  |
| Do you think you are good at (subject)? How do you know? |  |
| Do you like (subject)? Why or why not? |  |
| What have you enjoyed doing in (subject) lessons? |  |
| What do you know/can you do that you couldn’t before? |  |
| What helps you to learn? |  |
| What stops you from learning? |  |
| What would you like to do more of? |  |
| Other comments: |

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| **CONVERSATION WITH TEACHER – READING**  |
| **Why did you choose to teach this lesson now?** Where does it fit in the sequence? Where in your planned sequence does this lesson fit?How do you ensure the content and sequence of your phonics programme supports pupils’ progress?How do children increase their reading fluency?What poetry are you planning to do this year? How many sounds will your children be able to read at the end of each term? What books do you really want the children to know and learn?  |  |
| **What have you done in the lesson today/this week to help develop children long term memory retention?** Evidence of recall and revision How often do children change their books?How do parents listen to their children read these books and how are you educating parents to support their children? What do you do to support pupils who are not heard read at home? How do you support parents with hearing their child read?  |  |
| **What have you done to instil a love of learning in this subject?** How do you ensure that pupils select well-loved, familiar books to share or read at home?Can your pupils talk about their favourite books with enthusiasm and understanding? Tell me about a book you have enjoyed reading with pupils recently? How do you ensure that that pupils hear a range of quality texts?  |  |
| **What are your subject knowledge strengths in this subject?**  |  |
| **What are your areas for development in subject knowledge?** What do you think the school should include in the SDP to make the teaching of reading even better?  |  |
| **How did the lesson challenge the children?** How did you challenge the HPAP in particular?How do you ensure that pupils who struggle with reading can access other aspects of the curriculum?  |  |
| **How did you support SEND/LPAP? How did you adapt the lesson so all children could access it?** Evidence of pre-teaching/text support/vocab support  |  |
| **What training have you had for this subject?** What would you like to have? How do your leaders ensure that your knowledge of teaching reading is kept up to date? |  |
| **Summary** |  |

**SUBJECT LEADER ANNUAL REPORT TO THE GOVERNING BOARD**

**Section 1 – Subject leader information**

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| --- | --- | --- | --- |
| **Subject area:** |  | **Subject leader name:** |  |

**Section 2 – Subject background**

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| **The subject intent** |
| **[Provide details regarding the intent of your subject, e.g. the main aims of the subject and how it should be delivered, and what pupils should be able to achieve through the subject.]** |

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| **The subject implementation**  |
| **[Outline the main aims of the subject curriculum and delivery that were identified for the current academic year. Top tip: to make these clear, outline them as numbered bullet points.]** |

**Section 3 – Staff focus**

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| **Staff development**  |
| **[Outline any key training or CPD that has been undertaken by staff over the current academic year and how this has impacted on subject development and delivery. Where possible, you should also identify how or why training was required, e.g. if there was a lack of knowledge of a certain topic area, training was needed to develop this.]** |

**Section 4 – This year’s view**

**[Use this section to detail what topic areas were covered during each term for each year group.**

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| --- | --- | --- | --- |
| **Year group** | **Autumn topics** | **Spring topics** | **Summer topics** |
| **Term 1** | **Term 2** | **Term 1** | **Term 2** | **Term 1** | **Term 2** |
| **Reception** |  |  |  |  |  |  |
| **Year 1** |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |
| **Year 3** |  |  |  |  |  |  |
| **Year 4** |  |  |  |  |  |  |
| **Year 5** |  |  |  |  |  |  |
| **Year 6** |  |  |  |  |  |  |

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| **Enrichment opportunities** |
| **[Outline any enrichment activities conducted throughout the year, e.g. school trips, including the relevant year group and outcomes of the activity.]** |

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| **Creative tasks** |
| **[Outline any creative tasks that were set for pupils, e.g. class projects or individual research projects, or any work that should be celebrated. Top tip: include images of the work you detail here to show evidence.]** |

**Section 5 – Impact - Pupils’ progress and attainment**

**[Outline the progress achieved by pupils, including different pupil groups)**

**Section 6 – Subject development**

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| **Measuring impact** |
| **[Outline the success criteria used for measuring impact, and how the impact will be identified and reviewed. You should also include any evidence of impact, including how pupil voice is used to monitor impact of subject – this can be qualitative and quantitative data.]** |

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| **Previous goals** |
| **[Identify what the previous goals for subject development were and how these have been achieved, or, if not achieved, what is being done to address them.]** |

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| **Successes** |
| **[Outline successes over the current academic year and since the last report to the governing board.]** |

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| **Challenges** |
| **[Outline challenges over the current academic year and since the last report to the governing board. Wherever possible, outline how challenges have been overcome.]** |

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| **Costs** |
| **[Outline any incurred costs from subject development, e.g. training or purchasing interventions.]**  |

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| **Priorities** |
| **[Outline priorities for improvements and what is being done to make sure these improvements are made.]**  |

**Section 7 – SDP and Ofsted**

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| **SDP priorities** |
| **[Identify any priorities in the SDP linked to the subject area and what has been/is being done to address these.]** |

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| **Ofsted priorities** |
| **[Identify any priorities from Ofsted linked to the subject area and what has been/is being done to address these.]** |

**Section 8 – Looking ahead**

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| **Priorities** |
| **[Identify the priorities for subject development and delivery for the next academic year.]** |

# SUBJECT LEADERSHIP PROGRESS REPORT

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| **Subject:** | **Leader:** | **Term:**  |
| **Activities** | **Date completed** | **Comments** |
| Subject self-evaluation |  |  |
| Action plan |  |  |
| Monitoring:* Lesson observations
* Work scrutiny
* Planning scrutiny
* Talking to staff/pupils
* Questionnaires
* Learning environment
* Other
 |  |  |
| Analysis of data |  |  |
| Policy review |  |  |
| Resources audit |  |  |
| Staff meetings, training or INSET: |
| Positive progress in the subject: |
| Areas to develop: |
| Actions arising: |

**GOVERNOR SUBJECT REPORT**

**Strengths:**

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| --- | --- |
| Curriculum sequencing  |  |
| Quality of teaching  |  |
| Work scrutiny |  |
| Pupils feedback |  |
| Assessment and outcomes |  |
| Teachers’ feedback including subject knowledge  |  |

**Areas to Develop:**

|  |  |
| --- | --- |
| Curriculum sequencing  |  |
| Quality of teaching  |  |
| Work scrutiny |  |
| Pupils feedback |  |
| Assessment and outcomes |  |
| Teachers’ feedback including subject knowledge  |  |

**Action plan for Improvement:**

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| --- | --- | --- | --- |
| Areas to develop | Actions to take | Dates and deadlines | Impact |
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**OFSTED PREPARATION: QUESTIONS FOR SUBJECT LEADERS**

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| **Question** | **Answer** | **Supporting evidence** | **Feedback and further actions** |
| **Pupil outcomes** |
| Is attainment and progress within your subject in line with national and local expectations? |  |  |  |
| Are there pupils who are achieving better in other subjects compared to your subject? What are the reasons for this? |  |  |  |
| How are pupils who give cause for concern and need extra support identified? |  |  |  |
| What intervention strategies are used to support pupils who are achieving below expectations? |  |  |  |
| What has been the impact of pupil interventions? |  |  |  |
| How well are the gaps narrowing between the performance of groups of pupils with different abilities? |  |  |  |
| How does the narrowing of these gaps compare to the narrowing of gaps nationally? |  |  |  |
| **Teaching and learning** |
| How do you ensure that the scheme of work meets the needs of pupils, as well as statutory and curriculum requirements? |  |  |  |
| What methods do you use to ensure that pupils are able to transfer key knowledge from the subject curriculum to their long-term memory?  |  |  |  |
| How do you monitor the quality and effectiveness of teaching? |  |  |  |
| How do you ensure that pupils are able to read at an age-appropriate level?  |  |  |  |
| Do teachers in your subject area have good subject knowledge? If not, what are you doing to address gaps in knowledge?  |  |  |  |
| How do teachers use assessments to check pupils’ understanding to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts? |  |  |  |
| What CPD opportunities are offered to staff members? |  |  |  |
| What developments have you put in place for staff members to address weaknesses and build on strengths? |  |  |  |
| What teaching strategies have been developed to increase pupil engagement within the subject? |  |  |  |
| How have you increased independent learning within the subject? |  |  |  |
| What CPD has been undertaken to enable teachers to use questions and discussions to promote learning? |  |  |  |
| **Personal development and behaviour** |
| How do you promote pupils’ personal development and wellbeing? |  |  |  |
| How are strong cross-curricular links developed within the subject? |  |  |  |
| **Curriculum intent, implementation and impact** |
| Is the curriculum rooted in a solid consensus about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life?  |  |  |  |
| What are the end points of the subject curriculum and have you clearly identified what pupils need to know and be able to do to reach those end points? |  |  |  |
| How is the curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards the defined end points? |  |  |  |
| Does the curriculum reflect the school’s local context and address gaps in pupils’ knowledge and skills? |  |  |  |
| How do you ensure that the curriculum remains as broad as possible?  |  |  |  |
| How do you ensure that pupils are equipped with the knowledge and cultural capital they need to succeed in life? |  |  |  |
| How do you identify the subject content that will be most useful to pupils? |  |  |  |
| Is the subject content taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills? |  |  |  |
| How is assessment used to support the teaching of the curriculum?  |  |  |  |
| **Leadership and management**  |
| How are professional development needs identified and met in your subject area? |  |  |  |
| How effective is your self-evaluation in identifying strengths and weaknesses in the subject? |  |  |  |
| How will your self-evaluation be used to develop your subject? |  |  |  |
| How do you ensure the effective deployment of teaching assistants to effectively meet the needs of pupils? |  |  |  |
| **Safeguarding arrangements** |
| Are there any safeguarding concerns or arrangements in relation to the teaching of the subject? |  |  |  |
| What detailed steps are taken to ensure that all pupils are safe during the teaching of the subject?  |  |  |  |
| **Additional needs** |
| How are pupils with EHC plans or similar documents supported? |  |  |  |
| How is the consistency of additional support monitored? |  |  |  |
| How do you ensure that there is high ambition of all pupils and that disadvantaged pupils or pupils with SEND are not offered a reduced subject curriculum? |  |  |  |