

Church House Oxford • Langford Locks • Kidlington • Oxford • OX5 1GF

## **LEADERSHIP AND MANAGEMENT ESSENTIALS**

# **Developing the skills and knowledge needed to be a school inspector**

**Another chance to take part in this outstanding professional development opportunity.**

**Feedback on this course has been 100% good and outstanding every time it is run. Colleague headteachers said:**

*" Hard to know where to start. Excellent insight into inspection approach and focus. Engaging and well-designed activities which gradually developed our skills.*

*" All heads and leaders should have this experience"*

*Every part of the training was highly relevant, supportive and directly useful to my current and future roles."*

Research shows conclusively that the most powerful factors determining school success are the skills that leaders bring to monitoring and evaluating their provision and the outcomes for children and young people. Highly effective schools need highly effective leaders. ODST believes that developing leaders is a vital part of growing successful schools and creating vibrant and attractive learning communities.

Designed for **senior leaders** and **aspiring senior leaders**, this four taught-day programme (undertaken in over 15 weeks to allow the 3 distance learning to take place) has proven highly successful in enhancing the resilience and skills of heads when their schools are inspected.

The course is designed to support delegates in developing a range of skills, including monitoring, evaluation, improving reporting skills, clarity over the impact of school improvement policies and the key statutory checks needed to successfully navigate an inspection.

### **Aims:**

- To establish a thorough understanding of the purpose and nature of the inspection process
- Learn how to apply the latest school inspection handbook and design trails and inspection activities to test and evaluate impact
- Work alongside colleagues in other settings and schools to trial new skills
- To develop monitoring and evaluation skills and competencies
- To encourage an understanding of and ability to contribute to corporate decision making
- To produce highly competent and effective school leaders who will add value to school improvement

While this course does not lead to qualification as an inspector it prepares senior leaders in being successful in the selection process and in becoming a school inspector.



## Course Outline

**4 Face-to-face training days led by a Senior Managing Inspector with 3 distance learning tasks shared in pairs with colleague headteachers. All evaluated and fed back to course attendees.**

Day 1 Thursday 9 <sup>th</sup> February 2017 09.30 – 16.00 Face to face training	Activities
Introductions	<p>Pair up candidates and ask them to be able to introduce their partner and give a few facts about their:</p> <ul style="list-style-type: none"> <li>■ education background including which phase of education they have experience in</li> <li>■ a personal interest of their partner</li> </ul>
Code of conduct	Trainer outlines the Code of conduct for inspectors
Skills of an inspector	<p>With a different partner make two lists. To be a good inspector you need these:</p> <ul style="list-style-type: none"> <li>■ skills</li> <li>■ personal qualities</li> </ul>
Characteristics of good teaching	<ul style="list-style-type: none"> <li>■ Write a list of the characteristics of good teaching and learning</li> <li>■ Attendees share and discuss</li> <li>■ Create a group list</li> </ul>
Collecting evidence for teaching and learning	<ul style="list-style-type: none"> <li>■ Write their own list of where they would gather evidence from for teaching and learning</li> <li>■ Compare to Ofsted Handbook</li> </ul>
Explain distance learning activity	<p><b>In school activity 1</b></p> <ul style="list-style-type: none"> <li>■ Agree paired observations in schools (school A &amp; B)</li> <li>■ Attendees are to gather evidence for teaching and learning by carrying out at least 3 observations in classrooms, a discussion with pupils and a senior leader.</li> </ul>
Collecting evidence for pupils' personal development, behaviour and welfare	Write a list of the characteristics of good personal development and behaviour
Using evidence forms	<ul style="list-style-type: none"> <li>■ Share a sample of written evidence forms</li> <li>■ agree key vocabulary</li> <li>■ agree key success criteria for EF writing</li> <li>■ explain how to fill in top boxes and evidence forms</li> </ul>
Recoding evidence for teaching and learning	<ul style="list-style-type: none"> <li>■ observe lesson</li> <li>■ attendees write their own EF</li> </ul>

**Day 2** – attendees carrying out distance learning activity 1.

Day 3 Thursday 23 <sup>rd</sup> March 2017 0930 – 16.00 Face to face training	Activities
Feedback and discussion about distance learning tasks	Attendees discuss their distance learning tasks
Outcomes	Analyse new Inspection dashboards
Recording outcomes	<ul style="list-style-type: none"> <li>■ agree essential evidence to be recorded</li> <li>■ writing up an analysis of outcomes in one subject</li> </ul>
Work scrutiny	<ul style="list-style-type: none"> <li>■ agree essential evidence to be collected</li> <li>■ writing up work scrutiny</li> </ul>

Distance learning	<b>In School Activity 2</b> <ul style="list-style-type: none"> <li>record evidence for outcomes by analysing school data, observing 3 lessons and holding a discussion with a middle leader</li> </ul>
Collecting evidence for SMSC and British values	<ul style="list-style-type: none"> <li>Collecting evidence for SMSC</li> </ul>
Observing teaching and learning	Observing teaching and learning and carry out a work scrutiny
Giving feedback	<ul style="list-style-type: none"> <li>agree criteria for lesson feedback</li> <li>prepare and give feedback in pairs using the EF created</li> </ul>
Lessons learnt	<ul style="list-style-type: none"> <li>discuss lessons learnt about EF writing and feedback on lessons</li> </ul>

**Day 4** attendees carry out distance learning activity 2.

<b>Day 5</b> <b>Thursday 25<sup>th</sup> May 2017</b> <b>0.930 – 16.00</b> <b>Face to face training</b>	<b>Activities</b>
Feedback and discussion about distance learning tasks	Attendees discuss their distance learning tasks
Collecting evidence for leadership and management	Attendees discuss what evidence they need if they are leading the inspection of English or mathematics or their chosen subject
Safeguarding	<ul style="list-style-type: none"> <li>collecting evidence for safeguarding</li> <li>interview and recording evidence for safeguarding</li> <li>writing an effective evaluation section</li> </ul>
Learning walk to collect evidence for the impact of training on the teaching of phonics	<ul style="list-style-type: none"> <li>recording a learning walk</li> </ul>
Distance learning Task 3	<b>In school activity 3</b> Record evidence for leadership by analysing school data, observing 3 lessons and holding a discussion with a middle/senior leader
Collecting evidence for early years	Attendees discuss the evidence needed to collect for the key judgements in early years
Preparation for meeting with Early years leader	Attendees prepare for a meeting to discuss the early years evidence
Discussing early years outcomes	Attendees discuss the evidence they have for the early years
What extra evidence is needed	Attendees discuss what extra evidence is needed

**Day 6** attendees carry out distance learning activity 3.

Day 7 Thursday 6 <sup>th</sup> July 2017 09.30 – 16.00 Face to face Training	Activities
Reflection on distance learning	Reflection on distance learning
Evidence needed to judge pupils' personal development, behaviour and welfare	Discuss the evidence needed to judge pupils' personal development
Ofsted handbook	Compare to guidance in handbook
Case study	Read case study evidence for attendance, exclusion and personal development, behaviour and welfare Attendees write up a summary of evidence for pupils' personal development
Lesson EF writing	Reminder of lesson EF writing
Lesson observation	Attendees write a lesson EF
Evidence collection for a school which becomes subject to special measure	Attendees discuss the evidence to be collected for a school which becomes subject to special measure/ serious weaknesses
Preparation for team meeting	Preparation for day 2 team meeting with evidence from governors, teaching observations, personal development, interviews with middle leaders, parent view results, safeguarding, curriculum, pupil progress evidence, SMSC and British values evidence and school SEF
Team meeting	Attendees discuss evidence and decide on the four key judgements and overall Attendees
Reflection & Future development needs	

**Venue: The Oxford Belfry, Milton Common, Thame OX9 2JW**

**Cost: £625** including all taught elements, venue costs and distance learning task marking & feedback

**Course Tutor:** Jackie Cousins – Managing Inspector (SERCO); Principle team and principle inspector trainer (SERCO).

**For more information and to book a place on this conference, please use the ODST events page on**

<http://www.odst.org.uk/news>

or

<https://www.eventbrite.co.uk/e/developing-the-skills-and-knowledge-needed-to-be-a-school-inspector-tickets-29960001170>

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