

Information regarding the Section 5 inspection at Carbrooke, Wednesday 2nd & Thursday 3rd October 2019

Role	Name	Pen portrait
Lead	Dr Al Mistrano	Al Mistrano is one of Her Majesty's Inspectors. He is a qualified teacher and, prior to working for Ofsted, gained extensive senior leadership experience as director of post-16 education in a large community college, principal of a secondary academy and headteacher of a maintained primary school. Alongside senior leadership, Al also has many years' experience delivering initial teacher education and undertaking and supporting educational research, including peer review of academic research publications.
Shadow	Mr Anthony Bishop	Tony Bishop is an Ofsted inspector. He currently works as the chief executive of a multi-academy trust with schools across the primary and secondary age range. He is a qualified teacher and prior to his current role was a secondary headteacher. He has extensive senior management experience and has worked across a wide range of subject areas to improve attainment. He coaches and mentors colleagues from a range of educational settings and works with local and national partners to develop leadership in education.
Team member	Ms Jo Nutbeam	Jo Nutbeam is an Ofsted Inspector. She is a qualified teacher with many years' experience and has worked in a number of mainstream settings. She has held a variety of senior leadership roles including headships in both single settings and also executive headship across a federation. Her qualifications include the National Professional Qualification for Headship and the SENCo award. Jo has particular knowledge of and expertise in working with children with autism and special needs.

- Staff of 7 teachers, plus head – 3 NQT's, an NQT + 1, NQT + 4, an M6 and DHT in 2nd year of leadership
- Monitoring of teaching, learning, book scrutiny and lesson obs had taken place on 23/09, curriculum leadership distributed on 24/09
- Deputyhead is Curriculum, Maths and English lead. Wife went into labour and had baby on Monday 30th Sept
- Carbrooke pre-school has been on site for 1 year. Applied to RSC & we took responsibility for them on 01/10; however provision was not in line with our expectations for EYFS or our high quality expectations
- Call from Ofsted Admin came on 01/10 at approximately 10:30
- Inspector called at approximately 11am, asked if it was a suitable time to have the lengthy call
- Inspector was using a headset and we kept getting cut off
- Discussion around 'deep dive' following a conversation about our own assessment of the curriculum
- Lead inspector directed the call, then accepted us having him on speaker phone while deputy and I spoke about the curriculum etc.
- Final 30 mins or so of the call was sorting out the timetable for day 1, that he put together and then sent it over
- Meeting with DNEAT representatives and Governance for early on day 2
- Portal information was sent but nothing directly requested to be put onto it
- Confirmation email sent from lead inspector
- Requests for information regarding timetables for classes that were not easy to find on the website
- Clear that the two days shouldn't significantly change because they were visiting
- Had an EYFS open morning on day 1, educational visit for Yr 5 & 6 on day 1 pm, forest school & sport on day 2 for Yrs 1, 2 & 3
- Lead inspector had to travel 2.5 hours to nearby location where he was staying, so agreed for a call later in the day to chat about fixing timetable for curriculum visits to class during day 1
- Day started promptly and inspectors kept well to time – most things being 30 minutes
- Important to share link for staff & pupils to complete survey as these close at 3pm on day one
- Parentview questions have changed a bit, so worth looking and encouraging parents to complete either in advance or on day 1
- Safeguarding conversation at beginning of Day 1 – asked for 2 cases – one that we had dealt with and one where we had consulted CADS and had their involvement
- SCR also checked early Day 1
- Huge emphasis on looking at books, talking to the children and getting a wide spread of responses
- Maths being taught across school at 9:20 so visited every maths lesson – ensuring curriculum, level delivery, thorough coverage, next steps – deep dive that was quickly 'finished'
- Asked to hear readers – those that failed phonics in Year 1 & 2, but not significant SEND pupils – deep dive 2 that was finished on day 1 (our curriculum is text linked)
- Talked lots about phonics, spelling, previous improvements made and monitoring in 2018/19

- Curriculum conversations – WHY? You are learning about cubing numbers in maths – why is this important to life outside school?
- Do teachers read to you? Why is it important to learn about x or y? What does it lead towards? What are the 'must know' statements at the end of each year group in curriculum subjects?
- Data and information sharing/conversation around behaviour, exclusions, nurture, successes, behaviour policy
- End of day 1 – HT, DHT & AGEP invited to sit in on Team meeting – **DO NOT TALK** unless invited to, even if you have something that you want to challenge
- Information (not contradicting GDPR) was given and post it notes added, highlighting phonics
- Day 2 plan put together at the end of the team meeting, then emailed to HT later when confirmed
- HT confirmed some lines of enquiry with staff via email, including some bits of information for new subject leads
- NOTE – some things did then change in the plan
- Follow up conversations about behaviour data
- Met with English, Maths lead, History & EYFS/Science lead, quick playground visit to see parents
- SENCO, PP, then went to see how children with SEN are supported in certain classes
- Attendance meeting – data for last year, this year and how school deals with Persistent Absence
- Further visit to phonics lessons and review of spellings – in books and in policy
- Called an SRB where we have a child 4 days per week – spoke to them about provision and liaison, particularly attendance
- Pupil personal development, SMSC, learning and our wider community
- Time on the playground at lunch – continually talking to children
- Day 2 afternoon – meeting with more children about the school, suggested visit to Forest School but didn't
- Final team meeting – **DO NOT TALK!** This took over 2 hrs, so be sure to be ready with Inspection Handbook to look at each area with the descriptions for each grade
- Each area given a rating but ultimately all linked to the curriculum – threaded through each area
- Took on board our areas for improvement through SCP but not so much the SEF
- Only data mentioned was the IDSR – clearly for 2017/18 at present
- When talking about spelling we mentioned quickly QLA and that it had a positive impact from 2017-18 to 2018-19
- Brief 30 mins with Governors and AGEP at the end of day 2 before they left site at 6pm

Ultimately there is nowhere to hide. Know your curriculum, print off a handbook, know the intent in your subjects and ensure you have worked out where strengths and weaknesses lay. Questions involved Curriculum leads, training, ethos and only a small amount with 'historic' information. NQT's talked to about their support and guidance, as well as our NQT + 1 and + 4. Not remotely interested with RE/Worship.

Despite it being early in the year, the curriculum goes through everything. Despite us only taking on Nursery the day before the inspection, we were still judged on their provision.

Staff had made some flippant comments during the inspection that had been flagged up at the end of day one – it is vital that learning is demonstrated to the full extent of the planned curriculum. What the learning intention is and why – what does it do for the child now, next and in life?

Inspectors were great – human, understanding of the difficulties in accessing support through NCC particularly for SEND children (Jo lives and worked in Norfolk).

We are so grateful for the kind words shared with us before, during and since the inspection. We really do have a great team. Happy to accept any questions either now or in confidence later.