



Ofsted 'Deep Dives'

What do we need to know?





Background

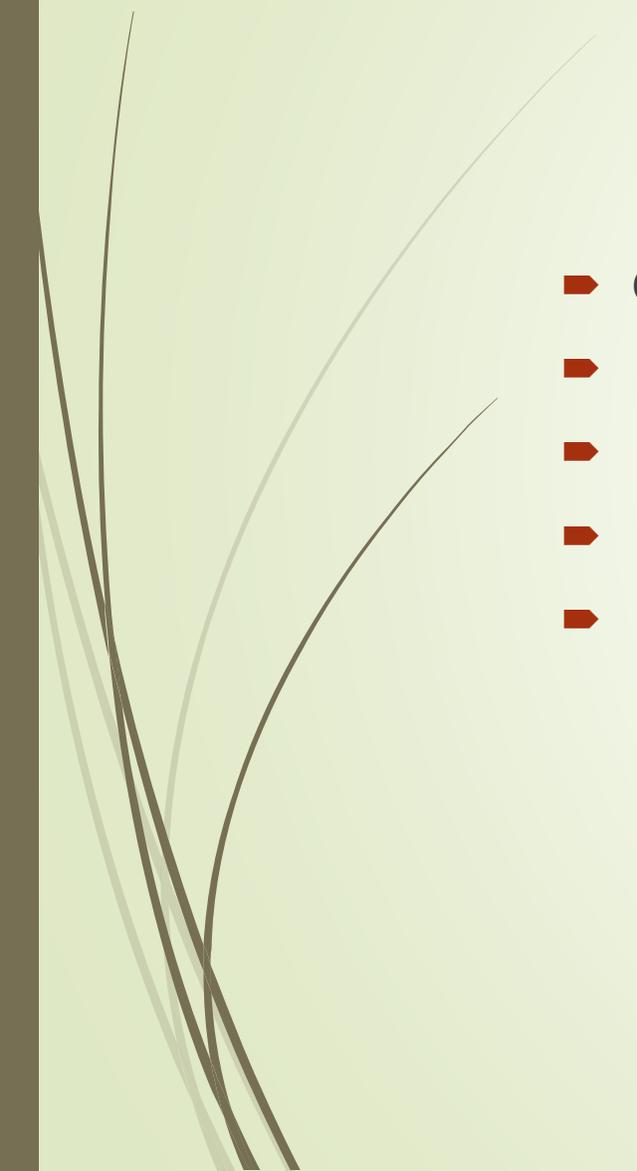
Ofsted New Framework

<https://www.gov.uk/government/publications/education-inspection-framework>

Changes will move Ofsted's focus away from headline data to look instead at how schools are achieving these results, and whether they are offering a curriculum that is broad, rich and deep, or simply teaching to the test.



Ofsted – four judgements

- ▶ Ofsted judgements September 2019 onwards:
 - ▶ Quality of Education (Intent, Implementation, Impact)
 - ▶ Behaviour and attitudes
 - ▶ Personal development
 - ▶ Leadership and Management
- 



Deep dives

Schools are asked about core subjects as a matter of course, and some foundation subjects. In a typical inspection, four subjects are chosen to be the subject of a 'deep dive' but it could be 3 or 5 in some circumstances. Reading will always be one of the subjects and mathematics will often be another.

There have been no deep dives in music in Leeds yet, but there have been nationally. All subject deep dives have the same overall shape. Deep dives take place on the first day of an inspection and will only be in subjects that are being taught on that day. Lessons will be observed in that subject with the subject lead or SLT. They are looking for:

- How does prior content prepare pupils for this learning?
- What should pupils already know and does this build on it?
- Are content choices and activities appropriate for the subject?
- Does assessment check that the necessary components are learned?
- How do you respond to what assessment is telling you?
- How do you ensure your subject staff have the expertise to deliver your curriculum?
- What support is there for non-specialists?



School's responsibilities

- ▶ Each school should have a Music Leader or Subject Coordinator with oversight of all musical learning and activities taking place within school
- ▶ In the case of a Deep Dive into Music, it is their (and SLT's!) responsibility to speak with the inspectors, answer questions about the curriculum and to demonstrate that the children in school are making good progress in music.
- ▶ We recommend that each school should have a music subject folder which contains details of the curriculum being taught, CPD delivered, information on wider musical learning, evidence of progress and learning etc.
- ▶ Evidence of progress could be recordings of children's work or at the least, annotated photos of music learning taking place



Our Responsibilities

Our responsibilities as visiting ArtForms teachers will vary according to the nature of the teaching you are doing and from school to school:

Small Group Teaching

- ▶ Do you know who the Music Leader is in all of your schools?
- ▶ Relevant staff in school need to be kept aware and up to date with information on the children you are teaching, their instruments and the standard they have reached.
- ▶ Ensure that the music leader has details of the awards the children have passed and ideally, a copy of the criteria for each award



Our Responsibilities

Whole Class Instrumental Teaching

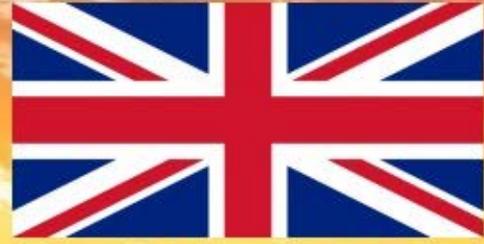
- ▶ Do you know who the Music Leader is in all of your schools?
- ▶ Ensure that your planning (Long/Medium/Short Term) is kept up to date and be prepared that schools may ask for copies of this
- ▶ Ensure that the resources you use are appropriate to the age and previous musical experience of the children you are teaching. Do you know what prior musical knowledge your classes have and what they have learned lower down the school when you start to teach them?
- ▶ Music Leaders may ask for further information about the musical skills being learned, which elements of the national curriculum are covered over the year and how we assess and document progress (Colour Awards!)



Our Responsibilities

National Curriculum Teaching

- ▶ Do you know who the Music Leader is in all of your schools?
- ▶ Do you know who is delivering music teaching in school apart from yourself?
- ▶ If curriculum music is being delivered by many teachers, are you part of a 'joined up' approach to ensure that progress pathways are consistent and effective?
- ▶ Make the Music Leader aware of what you are teaching the children, make your planning available
- ▶ Ensure that the Music Leader knows about the ArtForms progression document. They should be using this (or something similar) to monitor progress across the school
- ▶ Be prepared to discuss your assessment strategies and to assist in documenting and evidencing progress



**KEEP
CALM
AND
DON'T
STRESS**

