**Initial meeting with SLT**

Wanted to know about breakdown of children on site during lockdown – CW, Vun, EHCP

What changes in key staff/ governance have there been since last inspection?

Picked out a comment from previous OFSTED and asked about it.

What improvements has the school made since the last Ofsted?

How many vulnerable children do you have?

How many in school?

Tell me the story of how you’ve tried to get the vulnerables who are still at home in to school.

Could you have done anything more to get them in?

What will you do next about them?

How many children self-isolated last term?

What staff absence do you have?

How has the LA supported you in the pandemic?

How has the pandemic help up school improvement?

What improvements have you made this academic year?

What did you notice when children came back in September?

Have you adapted the curriculum in this Covid world? Is there anything missing?

How well are children engaging in the online learning?

What are you doing about those who aren’t?

Talk me though your usual school curriculum and how it has developed since the last inspection.

Were you happy with where you had got to in terms of curriculum plans in March?

What are your next steps in terms of curriculum development after Covid?

What happened in lockdown 1? Did you abandon the curriculum? How did you cope?

Which subjects suffered?

Have you continued to offer CPD for staff?

How will you get the curriculum back on track after Covid?

How are you organising the remote curriculum?

What does the offer look like?

 Are the children at home doing the same as at school? Why?

How does your online curriculum link to your usual school curriculum?

Which subjects have suffered most and why?

How are you monitoring the provision you are offering?

In your usual curriculum how do you ensure that children build their knowledge and skills over time?

How do you know you are being effective?

How are you staffing the bubbles at the moment?

How have your governors been involved during the pandemic?

How many EHCPs?

Are they all in – what are you doing to support those who aren’t in to make sure their EHCP is being fulfilled?

How have you linked with the community during the pandemic?

What have governors been doing since closure?

What role have the LA played? Have they been supportive?

**Asked subject leaders**

What safeguarding training have you had?

What is being done about staff well being?

What are children most missing out in school due to lockdown?

How are the SEN children being supported in your subject?

How do you know that the children know specific concepts/skills?

Can you follow a strand of learning through from year 1- year 6?

**Maths Questions**

Talk to me about where you were before COVID and your journey. Where are you now?

How do you support teachers with the medium term planning?

Do the WR assessments match the planning?

How have you adapted this to online teaching?

Is there anything you have struggled to teach during lockdown? (Showed DB and Math Page

Can children rewatch your teaching videos? (Thought this would be a good one to note that these are better are live lessons as can be rewatched)

How do ensure there isn’t a ceiling for SEND children?

Where are the children with SEN in relation to the rest of the year group when completing the WR assessments – can they access it?

How do you ensure children don’t just choose the ‘unistructual’ task each time and are not able to keep up with their class?

How do you monitor progress and ensure the children in school and at home are making progress?

How do you fill gaps in their learning?

How do you plan to catch up children in maths?

How do you challenge children from home?

Think of an objective in Year 5/6 and track it through, what skills do they need to know from earlier in their learning?

Talk me through EYs and how you have gone about the ‘pilot’, ensuring the teachers know what the children need to know at the end? Does the leader know the expectations?

What training have the staff received?

How involved are the governors? How do they check maths in the school? Do they challenge the maths?

Do you think all teachers have the subject knowledge needed?

**EYFS Questions**

How did you manage the transition into school this year?

Talking about phonics – how many sounds did you want them to learn by Christmas?

How have you been doing catch up?

How do you differentiate for faster readers and those in the bottom 20%?

How have you provided for SEND in lockdown?

Asked about our experience of the EYFS pilot

How do you work with Y1 and Y2 and the rest of the school so that they can build on your work?

Can you identify some learning from EYFS that is picked up n other year groups through the school?

What does your remote provision look like?

How do the Zooms calls work with such young children? How do you keep their attention?

How are you working with parents?

**Reading**

Tell me about your approach to reading in your school before the pandemic, and how this has changed as a result of Covid?

When does the teaching of reading start?

When do you first pick up on children falling behind?

When is phonics introduced?

Can you tell me how your key texts are chosen?

Can you give me some examples of key texts and how they link to learning adventure?

How do you ensure the texts chosen are of high-quality?

What impact have your interventions had?

Tell me about KS2 reading comprehension and how it’s taught remotely.

Tell me about the training you have had linked to reading. How has the training been shared across the school?

What are the strengths and areas for development in reading?

**With children**

To child: Is that the first time you have read that book?

To Adult:

Is that how the child normally reads or is it different?

What did you think about the reading of those books? Were they too challenging? The right level?

What has got better since you've been at Harmans Water?

When you are working a home, how does that work?

Can you carry on with the same work at home?

Are you doing the same subjects you would normally do?

How are they different?

What do you do if you get stuck (at home)?

Do you get an answer?

Teachers can be quite busy can't they?

How do you know you're picking the right challenge for yourselves? Do some children try to take the easy route?

Has there been a favourite project?

When did you study that?

What do you remember about the Egyptians?

Was there a link between that project and another history project?

What skills do you need to answer your project question: Does Britain need a monarch?

And have you learned that?

* What have you been doing at school?
* What have you been learning in maths?
* Is it right you're working at home some days and in school for some days? Can you carry on what you're learning at school when you're at home?
* What's it like working at home?
* Do your teachers use videos?
* Have you done any zoom calls? What were they on?
* Do your teachers explain things just as well at home than at school?
* How do your teachers know how you're doing?
* What would you do if you were at home and you got stuck?
* He then asked them some questions which basically referred to feedback e.g. 'do your teachers ever say well done?' but I didn't get the wording of these ones!

**SEND**

* What are your SEN numbers on roll?
* How many SEN Support and how many EHC?
* Have those numbers changed over time?
* What are different areas of need? How is that reflected?
* How do you support early reading? If a child was struggling with phonics, when would you try something else?
* How have the SEN children engaged at home and in school? How do you know?
* What support are you providing for the SEN children at home? How are they doing?
* How are you supporting their well-being?