

Improving T&L – life after formal lesson observations!

Rationale

Historically, Ofsted graded individual lessons during inspections and the overall grade for T&L would be affected by the overall judgements made during those formal lesson observations. The new Ofsted framework, however, acknowledged that ‘pupils’ learning cannot be measured by a single observation alone. They recognise that there is a range of factors that are used when making judgements on the effectiveness of teaching, learning and assessment. (P162 Ofsted Handbook)

A new system, therefore, was required at the ACB.

inspectors "must not favour a particular teaching style"

Each member of teaching staff was then given their own individual development file, detailing both the school wide foci for the year, and their individual foci based on the outcomes of the last formal observation that was taken along with related work scrutiny and data checks.

Advantages	Disadvantages
Bespoke development	Baseline determined from narrow field of info.
A baseline for each teacher to progress from.	Staff member not part of the initial target setting.
The ability for specific foci for learning walks and LM meetings.	A focus on areas to improve may result in a weakening of areas not focused upon.
Targeted CPD opportunities. Linked to PM	

High Expectations (HE)	Progress (P)	Subject Knowledge (SK)	Teaching Strategies (TS)	Differentiation and Adapt Teaching (DAT)	Assessment and Monitoring (AM)	Behaviour and Attitudes (BA)	Learning & Teaching Assistants (TA)
TS1 GREEN	TS2 AMBER	TS3 GREEN	TS4 GREEN	TS5 AMBER	TS6 AMBER	TS7 GREEN	TS8 GREEN

The tracking process

Regular learning walks have been planned throughout the year whereby each member of staff is either observed or met with to discuss the areas of development and used this to focus actions for improvement. Discussions and actions are then logged and any evidence to demonstrate improvement is collected through photographs and added to a central tracking sheet which enables tracking of the development journey of each member of staff.

A final round of formal lesson observations were conducted in order to acquire a baseline from which to demonstrate progress from. Each of the teaching standards were RAG rated (not graded) in line with our life after levels, Acquiring, Developing, Secure, Exceeding. Green would demonstrate at least secure (Good), Amber – Developing (RI) and red – Acquiring. (Inadequate)

Impact

Positive reports from Governors’ learning walks regarding teaching and learning. PASS Data shows improved pupil attitude to learning and to their teachers. Improved ‘open door’ culture from the supportive nature of learning walks. Greater opportunities for peer observation and sharing of good practice. 100% of staff have improved at least one of the teaching standards that require improvement. Teaching staff are taking greater responsibility for their own development.

76% of all teachers believe OfSTED is a stressful experience!