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.

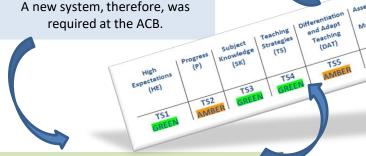
(P162 Ofsted Handbook) A new system, therefore, was inspectors "must not favour a particular teaching style"

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



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!