

Demonstrating
impact –
having a
narrative



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First published June 2024 by JMB Education

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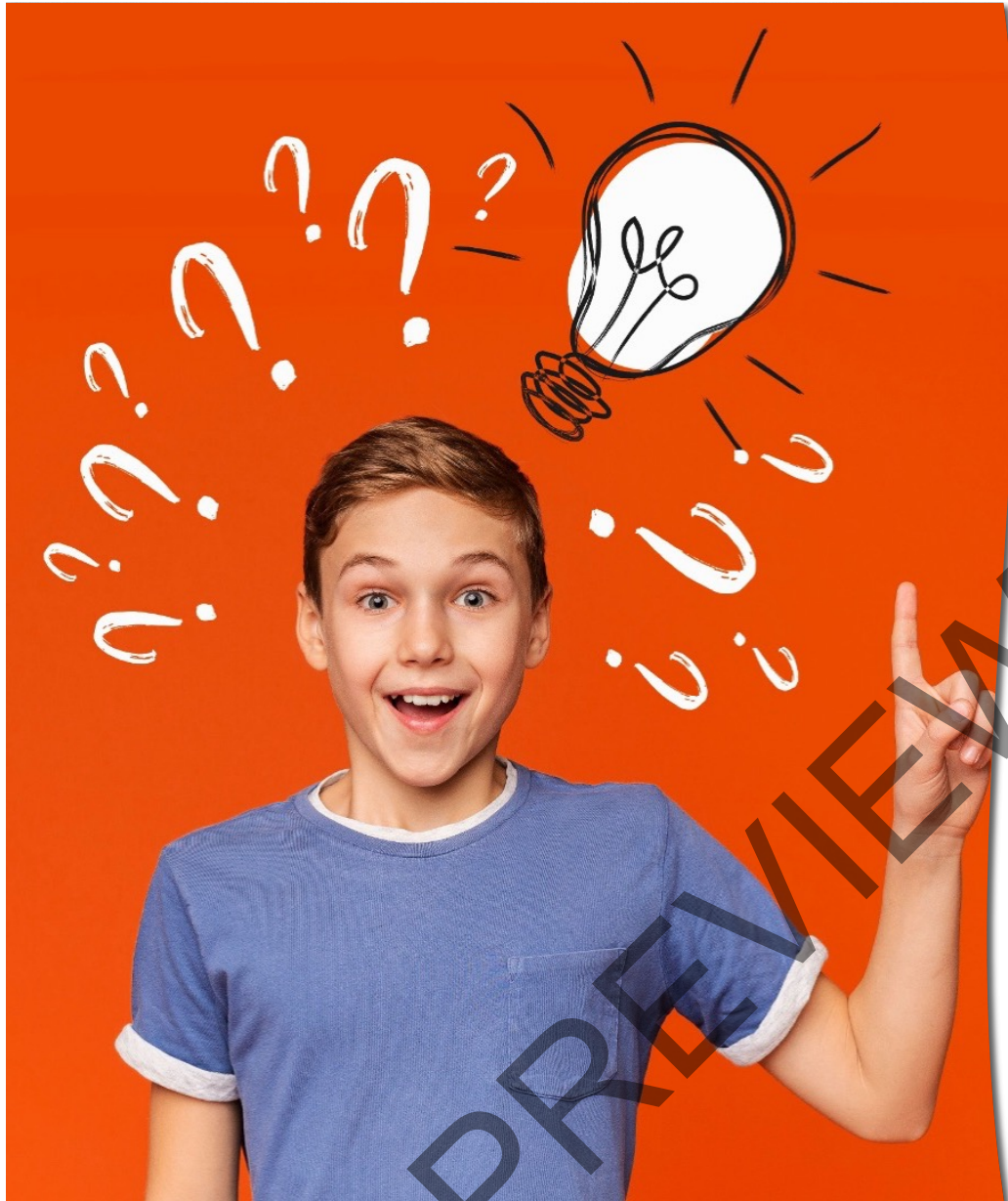
PREVIEW VERSION

About the author

John Musgrave Bolanos is a highly successful teacher, experienced Headteacher, consultant and school governor, with over 25 years experience of teaching in, and leading, a range of challenging inner-city primary schools in London.

John's specialisms include curriculum design, developing teaching and learning, assessment, leadership and management and strategic change management.

In addition to working with individual schools and writing essential documents for school leaders, John also leads training courses in schools and venues - he is driven to inspire schools to achieve outstanding results for the children - not for the purpose of inspection. His training and materials combine best practice with practical OFSTED support, where appropriate, to help schools raise attainment and improve the quality of their teaching and learning.



Always consider ...

The following key points

Be prepared!

Be ready for a graded inspection ...
... even if you think you are due an ungraded inspection. A selection of good or outstanding schools are 'sampled'.

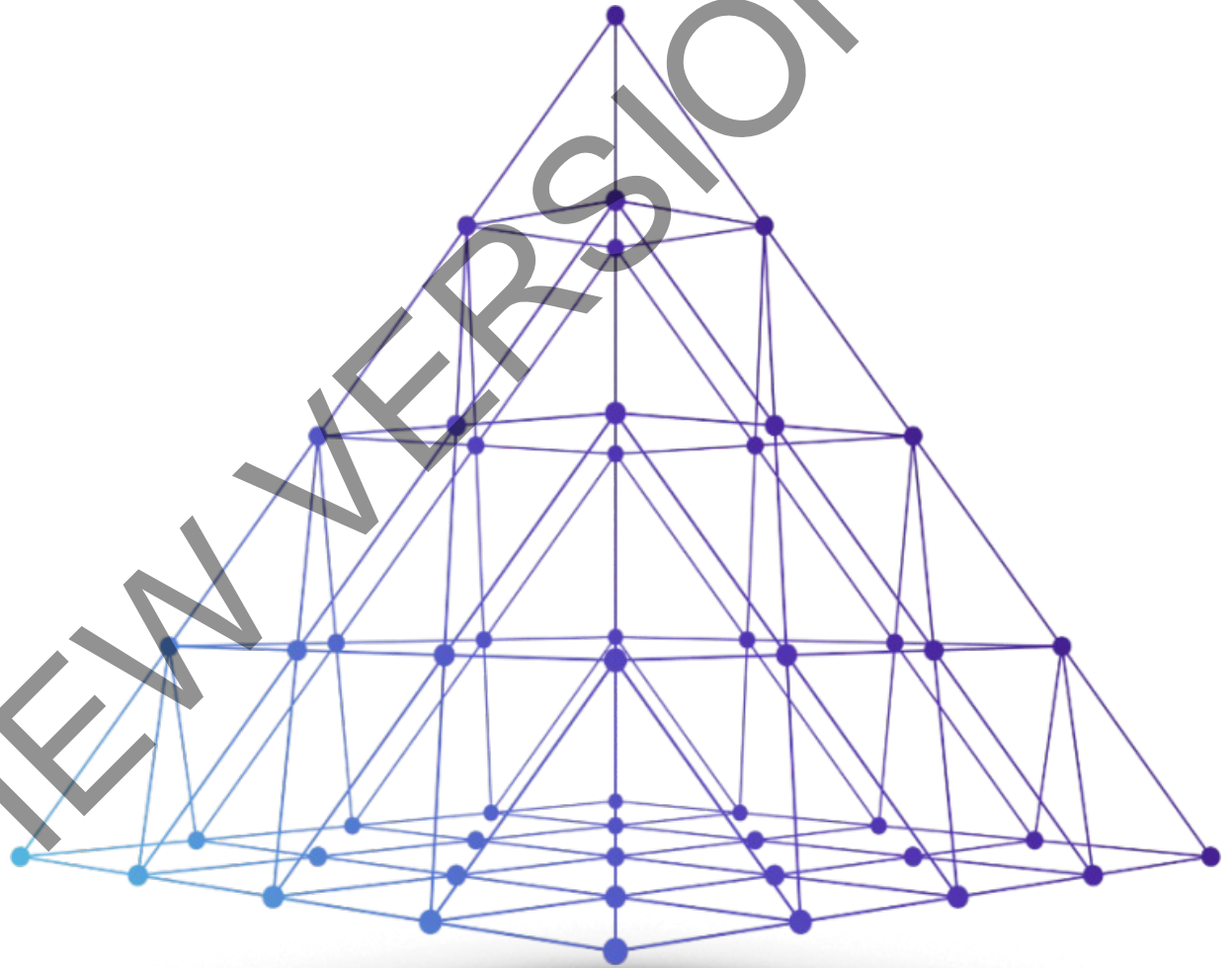
For example, a 'good' school, consistently in the 99th percentile for exam results, is an 'outlier' and could receive a graded inspection.



PREPARATION
IS THE KEY



During an inspection, evidence will be gathered from various sources to **triangulate findings** to support judgements being made for each of the four key areas of the Education Inspection Framework (EiF).



PREVIEW VERSION

Education Inspection Framework (EiF) 2019.

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

EYFS

VI Form

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Preparation for the next stage

Leadership & Management

- Vision and ethos
- Staff development
- Staff workload and wellbeing
- Equality and diversity
- Governance/oversight
- Safeguarding

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (national tests and assessments)
- Reading
- Destinations



Data

Know your data!

- Analyse School Performance
- IDSR – contextual, outcomes
- Question Level Analysis
- Attendance
- Behaviour
- Groups analysis
- Safeguarding

Benchmarking

Wherever possible, benchmark your data!

- Local schools
- National data
- Similar schools – Junior, infant, SEMH, SEND, middle schools

Benchmark everything you can think of!

Performance data is back

No progress data due to Covid



Primary data not published but in IDSR

KS4 (Y11) Progress 8 (P8) uses 2017 scaled scores

KS5 (Y13) no KS4 data due to Covid so no Value Added (VA) scores

Y3, Y4, Y7, Y8, Y12, Y13 no prior attainment

Reception baseline assessment starts

Performance data published for primary and secondary

KS5 (Y13) no KS4 due to Covid so no Value Added (VA) scores

Y4, Y5, Y8, Y9, Y13 no prior attainment

KS2 - no KS1 data due to Covid so no progress scores

KS1 assessment no longer compulsory

Y5, Y6, Y9, Y10 no prior attainment

KS2 - no KS1 data due to Covid so no progress scores

KS4 - no KS2 data due to Covid so no Progress 8 scores (P8)

Y6, Y10, Y11 no prior attainment

KS4 - no KS2 data due to Covid so no Progress 8 scores (P8)

All key stages progress is possible

2022

2023

2024

2025

2026

2027

Academic year ending

No progress
data means ...

You must talk about impact in
everything you discuss!

And 'how you know'.

Everything!

