

# **Effective English Leadership File: Supporting the Ofsted Process**

## **Part One – Overview and Documentation**

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## Effective English Leadership File: Contents

### **Part 1: Overview and documentation**

Introduction: preparing for your Ofsted inspection

Checklist for inspection

English/Literacy Policy:

- Header page
- English policy blank
- English policy headings

Action Planning:

- School Improvement Plan Introduction
- Our School Improvement Plan (insert)
- English Action Plan Introduction
- Sample Action Plan Blank
- Sample Action Plan Populated
- Our School English Action Plan (insert)

Headline Data - English

- Contents
- Performance Information
- Our school data (insert)
- Pupil Premium data/register
- How well do we use our data? Checklist
- Key Interventions and their impact

Grade Descriptors for Teaching and Learning (Ofsted Handbook 2016)

- Teaching and Learning Checklist for Subject Leader of English

Grade Descriptors for Effective Leadership (Ofsted Handbook 2016)

- Leadership and Management Checklist for Subject Leader of English
- Other Key Information from the Ofsted Handbook (e.g. para 157)

Monitoring and Evaluation of Impact

- Subject Leader's evidence of monitoring and work scrutiny; impact and next steps
- Set of blank monitoring forms

## **Part 2: The English Curriculum in detail**

- Introduction
- What Ofsted says about the curriculum
- Curriculum overview guidance and exemplar
- Early Years
- How phonics and spelling are taught in our school
- How grammar and punctuation are taught in our school
- The reading curriculum; reading provision and progression
- Writing provision and progression
- Our English /Literacy policies, including marking and feedback policy
- School-specific projects or developments
- What Ofsted says about marking and feedback

## **Part 3: Attainment and Progress**

- What Ofsted says about assessment
- What Ofsted will expect to see in terms of assessment
- Information about assessment at our school: how we measure attainment and progress; what we do with our data and assessment information
- What Ofsted says about measuring progress
- Preparing for questions about attainment and progress
- Phonics tracking and targets for current cohorts
- Spelling tracking
- Self-review questions for staffroom discussion
- Grammar group assessments in EY/KS1 and KS2
- Grammar pupil tracker
- Class tracking information
- Benchmark samples of age-related learning in reading and writing

## **Part 4: Pupils and Parents**

- What Ofsted says about pupils and parents
- Scenarios for gathering pupils' perceptions
- Pupils in action: how they take responsibility for their own learning; Literacy clubs; monitors; peer and self-evaluation; reciprocal reading etc
- Pupil perception survey
- Parent information and involvement: guidance; newsletters; training; voluntary support
- Website compliance: English/Literacy
- Concluding questions

***“Good leaders have an accurate understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all aspects of the school’s work.***

***Outstanding leaders and governors have a deep, accurate understanding of the school’s effectiveness ... they use this to keep the school improving by focusing on the impact of their actions in key areas.”***

Ofsted Handbook, p41/42

## Introduction: Preparing for your Ofsted inspection

When your school is notified of its next inspection, you will receive very little warning. This is likely to be no more than two days and can sometimes be as little as fifteen minutes! An Ofsted grab file is a handy way to be ready for that moment, and to reduce any anxiety you may feel in your role as leader of English.

This file will need to be populated by the relevant documents which refer to your own school, but it points the way for you and provides samples to guide you. The file is divided into **four parts**, but you may not feel you need to carry out every suggestion. Some are statutory but others are advisory. Where expectations are set out in the Ofsted Handbook (Section 5), we will let you know by using *italic font*.

Having a handy grab file will help you to feel in control of your subject, should you be invited to share a conversation about English with an Ofsted inspector – or indeed anyone who would like to discuss your leadership of this subject, such as a governor or head teacher. The documentation, data and factual information will remind you that you do indeed know what you are doing. At a time when you could be feeling under pressure, that can be very welcome.

You could begin by looking at the key documentation required in Part 1. Much of this may already have been completed by your school; other parts may be under construction. We recommend that you slot in any relevant documents (even those which are incomplete, to show that you are at least addressing issues of concern or have ideas for development).

As a final word, English (and Literacy) is an enormous field of learning, comprised of many elements. Whilst you lead the subject and have ultimate responsibility for standards and progress within it, all your teaching colleagues play their part in providing good quality teaching and learning of English, and every leader and manager should also be invested in this. Engage others to work alongside you and don't try to do everything yourself. In some schools, English is led by a team rather than one individual. This can work well, provided that members of the group liaise effectively and share regular discussions about their shared leadership.

Remember to keep your grab file updated, once it is ready to go.

Four part file:

- **Part One** – documentation
- **Part Two** – the English curriculum
- **Part Three** – attainment and progress
- **Part Four** – pupils and parents; website

Key:  means *insert your school information here*.