Quality Assured
Educational Consultancy

Today's slides - www.qualityassurededucation.co.uk/learning-partnership

SCAN ME

Learning Partnership.

Walk this way: Using Inclusions Walks and Case Sampling to remove barriers to learning

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Participate in discussion - you can use either the chat function or via your microphone. Raise your hand and we can answer your questions



Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Session objectives

- ✓ Understand the role of Case Sampling in Ofsted inspections
- ✓ Define Case Sampling and consider how the same principle can be applied to our own ongoing quality assurance model
- ✓ Undertake a hypothetical case sampling exercise

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The typical shape of inspections

Lens	Focus area
Leadership	Leaders' priorities, actions and the impact of these.
Curriculum, teaching and achievement	Strong foundations and subject clusters, including case sample pupils
Inclusion	Case sampling and learning walks with leaders (Eg SENCO, Inclusion, Pastoral, Attendance etc)

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How will we do this in primary schools? (1)

- Team inspectors will carry out learning walks in EY and KS1 on the morning of day 1.
- Inspectors will consider leadership, inclusion and the experiences of pupils in the case sample.
- The curriculum, teaching and achievement focus for these learning walks will be on 'strong foundations'.
- As part of these learning walks, inspectors will hear some lower attaining pupils reading an unfamiliar book to a familiar adult.

How will we do this in primary schools? (2)

- One team inspector will consider 'strong foundations' for older pupils (KS2), including meeting with the SENCo/inclusion leader on the afternoon of day one.
- Other team inspectors will carry out learning walks in KS2 on the afternoon of day one, broadening evidence across foundation subjects and following up on emerging evidence.

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The key notions…

'Know thy impact' – ***John Hattie, Educational Leadership, Vol. 70, No. 1, pp. 18–23***

'The more leaders focus their professional relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes" - ***Robinson, V. M. J. (2007). The impact of leadership on student outcomes: Making sense of the evidence. Research Conference 2007, Australian Council for Educational Research (ACER)***

Quality Assurance through learning walks and case sampling is not just for Ofsted. It is a fundamental approach that leaders can systematically undertake to provide rich and accurate evidence to celebrate, validate and highlight. – ***Phil Abbott***

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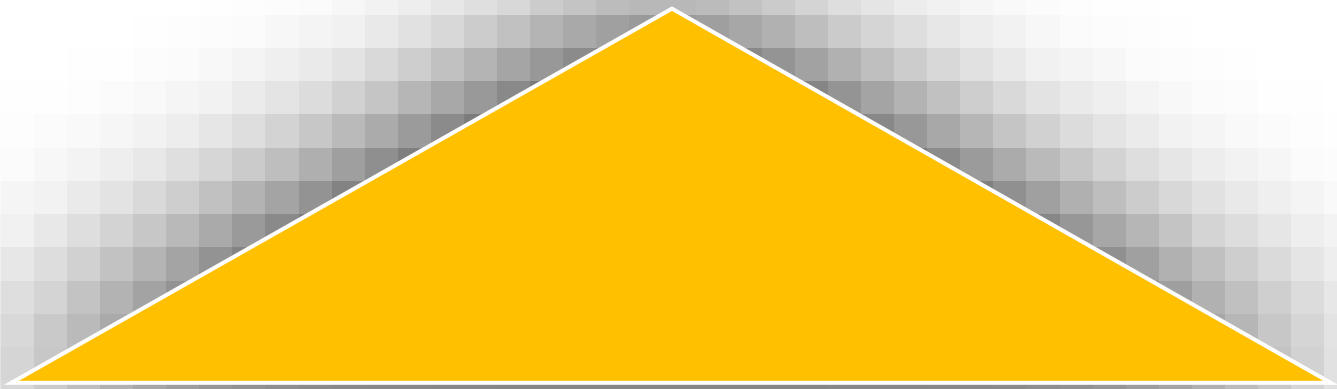
The Triangle of Validation

Learning walks and case sampling



Ongoing Self-evaluation

School Improvement Planning

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What is case sampling?

Case sampling *is a process whereby selected pupils' experiences in school are examined through lesson visits and other activities to determine the extent to which:*

- *Their abilities and barriers to learning are known*
- *The provision they receive helps them to achieve and thrive (including by helping them to develop strong foundational knowledge and skills)*



What is case sampling?

What it is	What it is not
A window into a sample of pupils' experiences	Case studies, pre-written and prepared
An indicator of what is typical for other pupils	A single activity on which to draw conclusions
An opportunity to identify what is working well and what else can be done to improve further	Designed specifically to make life harder



Case sampling activities?

Seeing how strong foundations are being built, especially for vulnerable pupils	
Visiting lessons	Checking high-expectations for all pupils
Looking at how pupils are supported and the impact of this	Establishing what is typical, not just seen in one lesson
Noting how work is adapted	Understanding how staff meet specific pupils' needs
Evaluating achievement (inc. data)	Looking in books and talking to pupils



What are the implications for staff of case sampling?

We are all responsible for enacting our role in;	
Knowing the pupils well, including their strengths and barriers	Knowing our role well when working with pupils
Making sure we consistently tailor our provision to meet individual pupil need	Articulating the successes we are having with each pupil
Ensuring that we maintain high-expectations for what all pupils can achieve	Knowing how and when we will measure the impact of the work we do with each pupil



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Let me introduce you...



NAME:	Noah
AGE:	5
CLASS:	Cherry

Noah, in Y1, is a curious and gentle child who is developing confidence with peers. He has a diagnosed **speech, language and communication need** and works with a speech therapist termly. He finds following multi-step instructions challenging and can struggle to retrieve words in spontaneous speech.

He enjoys construction play, story maps and anything to do with animals. His attendance is good and he is punctual.

He loves "show and tell" when visuals are used to help him talk, particularly when it is about his favourite subject of dinosaurs. He travels around 30 minutes to and from school each day.



NAME:	Amelia
AGE:	8
CLASS:	Oak

Amelia, Y3, is warm and determined. She is **eligible for Pupil Premium** and has a **physical special educational need linked to foetal alcohol syndrome** —including reduced muscle tone, fine-motor difficulties and fatigue. She is left-hand dominant and uses a sloped writing board. Amelia enjoys art and outdoor learning but tires after lunch. Her attendance has been **erratic** this term and she sometimes arrives late. She is working just below age-related expectations in reading and has been identified for additional phonics intervention and ELSA support to develop her resilience and emotional wellbeing.

Her parents want her to enjoy life and be happy.

Activity 1a

On the next slide, we are going to find out a bit more about our hypothetical school before we case sample the pupils. Looking at the context of the school, previous AFIs, current SIP targets and progress against them, we are going to note all the references to inclusion in the context page, specifically those that relate to our two case sample pupils.



Activity 1a

SCHOOL CONTEXT

GENERAL CONTEXT					
NO ON ROLL :	204	FSM:	16% (33 pupils)	ATTENDANCE:	94.2%
Girls	101	SEND:	11% (22 pupils)	Y1 PHONICS:	78.3%
Boys	103	EAL:	6% (12 pupils)	KS2 READING:	61%/4%

SCHOOL'S EVALUATION OF PROGRESS AGAINST PREVIOUS AFIs	
1.	All staff received CPD on communication-friendly classrooms; visuals and pre-teaching vocabulary are embedded in EYFS/Y1. QA indicates consistent use of talking frames.
2.	IEP/ILP templates have been refined; targets are SMART and reviewed half-termly with parents. Provision mapping shows timetabled interventions for reading and fine-motor development.
3.	Clubs offer a broad range of inclusive activities. Participation stands at 78% overall; SEND pupils' participation increased to 72% following adaptations.

CURRENT WHOLE SCHOOL DEVELOPMENT OBJECTIVES	
1.	To close the attainment gap in early reading for PP-eligible pupils
2.	To improve attendance and punctuality to be in line with national averages for all groups of pupils
3.	To strengthen oracy across the curriculum and raise attainment for pupils with Speech, Language and Communication needs

SCHOOL'S EVALUATION OF PROGRESS SO FAR AGAINST THE SDP OBJECTIVES	
1.	✓ A daily phonics "keep-up" slot is on the timetable ✓ A new assessment system is running alongside the phonics scheme ✓ Governors receive data relating PP and SEND groups
2.	✓ Attendance monitoring is in place ✓ First-day calls happen reliably ✓ Capacity for pastoral follow-up is limited and currently reliant on senior leaders
3.	✓ Oracy prompts and sentence stems are visible in all EYFS/Y1 classrooms ✓ Weekly vocabulary lists are sent home ✓ Staff use visual timetables and Now/Next boards with fidelity



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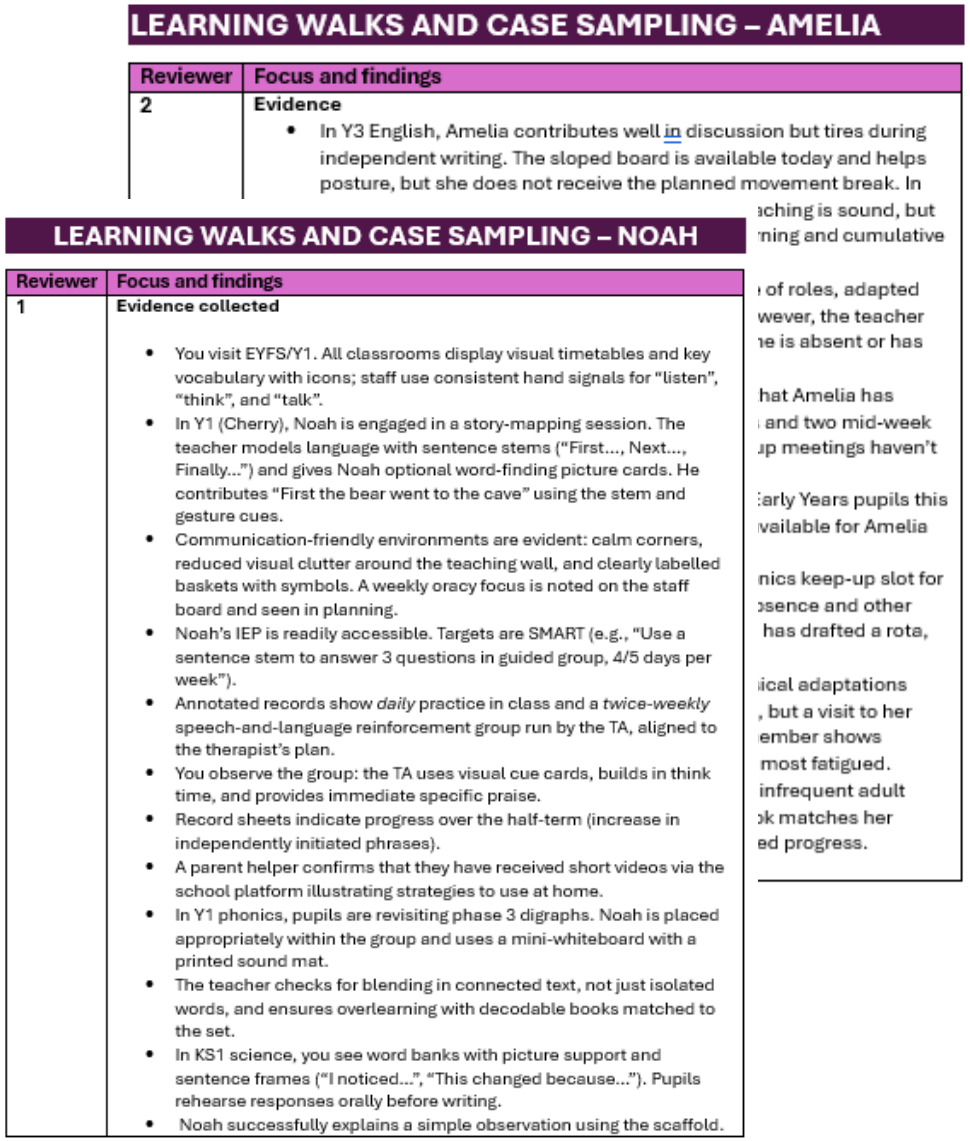
Activity 1b

Given what you now know so far, what, specifically are you expecting to see embedded when you visit the two pupils in your case sampling? (HYPOTHESIS)

What specifically are you expecting to see that might have weaknesses, be inconsistent or not yet fully embedded? (QUESTION)





LEARNING WALKS AND CASE SAMPLING – AMELIA

Reviewer	Focus and findings
2	**Evidence** • In Y3 English, Amelia contributes well in discussion but tires during independent writing. The sloped board is available today and helps posture, but she does not receive the planned movement break. In aching is sound, but ning and cumulative

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Case Sampling

Specific SEND needs

Current attainment/ achievement

Barriers to learning

EHCP, Personal targets (ILP)

Pathway and End goals

Attendance levels/trends

What should we collectively know about Pupil X or Group Y?

Behaviour(s)

Pastoral Support

Classroom provision and Adaptations + **Targeted support in place** = **Impact**

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And finally…

SCAN ME

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

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