

Help your classroom teachers prepare for an Ofsted visit by providing them with this checklist of tasks to tick-off before the first day of inspection.

Area	What to check	Complete?
Achievement	I can explain how I am accountable for the progress of the pupils that I teach and can explain their progress in relation to their starting points and their circumstances.	
	I can demonstrate the progress made by my pupils over the year to date and can explain any variations from their individual targets.	
	I understand our school's performance in relation to local as well as national data.	
	My written feedback is up to date. It shows pupils: <ul style="list-style-type: none"> • how well they have done • what they need to do to improve and • explains how they can do it. My marking is followed up so that I can demonstrate that it leads to improvement.	
	Pupils I teach with SEN make good progress from their starting points. I can show that the gap is narrowing between their achievement and national expectations.	
	I know which of my pupils is supported by the Pupil Premium and can explain how it is helping to raise their achievement.	
	Pupils with EAL and those from other vulnerable groups make good progress from their starting points. I can show how their performance compares favourably with national expectations.	
Behaviour and safety	I understand and can articulate the school's behaviour management policy and demonstrate how I implement it.	
	Pupils in my class(es) feel safe and valued and relationships in my class(es) are good. There are effective systems for supporting pupils with personal problems.	
Inspection	I am aware of the relevant <u>inspection documentation</u> and understand how it is used to shape the inspection.	
	On the eve of the inspection I will be able to give the headteacher an up-to-date timetable of my teaching for the two days of the inspection.	
	I have discussed with my headteacher the level of planning that I will be presenting to inspectors, especially if this is different from my day-to-day planning.	
	I have a plan of the actions that I will take when the school receives notice of the inspection.	
Leadership and management	I am able to explain to inspectors how my performance management has contributed to improving my teaching.	
	If I have a subject responsibility I have an excellent understanding of the standards and progress that pupils achieve: <ul style="list-style-type: none"> • in each year group and • against national standards at the end of each key stage. 	

	I monitor my subject and know what its strengths and weaknesses are. I know how well teachers provide feedback to pupils and how successfully this leads to improvement.	
SMSC (spiritual, moral, social and cultural development)	I know how to promote pupils' spiritual development by providing opportunities in lessons for them to reflect on elements from which they can derive awe and wonder.	
	I ensure that my classroom is a place where pupils' moral development is promoted by fair play and a clear implementation of classroom rules.	
	I use opportunities in class to promote pupils' social development through collaborative learning. Pupils from diverse groups get on well together.	
	I make the most of opportunities to promote pupils' cultural development, both through involvement with creative and artistic elements and in preparing them for a democratic and diverse society.	
Teaching	I plan my lessons so they are well-structured to promote pupils' progressive learning.	
	I can demonstrate that I have high expectations of my pupils in the way that I plan and set work for them.	
	I differentiate my lessons so that pupils with SEN and those with EAL can access the learning with the rest of the class.	
	I am careful to provide pupils with ongoing feedback in my lessons so they know how well they are doing and how to progress.	
	My classroom is tidy and organised, with pupils' workbooks easily to hand.	
	Classroom displays are up to date, smartly presented and interactive so that they are part of a stimulating learning environment.	