

## OFSTED Deep Dive – possible questions

This is a list of possible questions that may be asked during an OFSTED inspection. It has been compiled with actual questions that have been asked by inspectors. It is not meant to be a definitive list of questions, but to provide examples of the types of questions that may be asked.

### **Safeguarding – all staff**

Who would you go to if you were concerned about a member of staff/colleague or concerned about the Headteacher?

What training have you had on safeguarding?

If you had a concern about a parent [mistreating a child] what would you do? What are your safeguarding procedures?

### **EYFS lead**

How do children's prior experiences influence decisions?

How do you ensure that the curriculum is implemented?

How do you ensure that children with SEND access the curriculum?

How do you ensure pupils are safe and secure? (Not just safeguarding - all elements - physical, emotional etc.)

What would you say are the strengths of the provision and what needs to be improved?

Where do you expect children's literacy to be by the end of Reception?

How do you promote literacy in EYFS?

How do you ensure progression and sequential teaching in all 7 areas of the EYFS curriculum?

How do you plan for training in EYFS and identify need?

Tell me about baseline data collected and is it typical? How do you know the data is accurate?

How do you plan your curriculum?

How do you engage parents in their child's learning?

How do you identify need in Nursery?

### **Early reading - English lead, not the EYFS lead**

How do you ensure that early reading is a priority in your school?

Do you teach phonics in Nursery?

Do you begin teaching phonics right away in Reception?

How do you promote a love of reading?

How do you know children are progressing in reading?

What do you do if a child fails their phonics screening test in Year 1?

When do you teach sounds/phonics (in what order)?

### **SEND lead/SENco**

What is the Intent for SEND provision across the school?  
What is your vision for SEND?  
What has been your role in developing the SEND vision?  
How do SEND pupils access the full curriculum?  
How are ALL pupils supported to access the curriculum?  
How do you monitor what TAs are doing when you are not there?  
What partnership work and parental involvement does the school take part in?  
How are SEND pupils supported in transitions?

### **Subject leaders (Deep Dive questions)**

What is your role in the school?  
What was your input and involvement in the development of curriculum in your subject?  
How do we ensure that knowledge is provided to children in [geography]?  
How do leadership/senior leaders support you with workload?  
How do you manage workload?  
How do you support colleagues to manage their workload?  
What is your workload like?  
What challenges have you overcome in your role?  
How do you feel you are supported in your role?  
What are your aims for children in [languages]?  
What suggestions/improvements would you make to this lesson?  
How does your curriculum show progression and build on previous knowledge?  
How is the curriculum organised in your subject? Why?  
How do you evaluate the effectiveness of your curriculum in your subject?  
How do you know about the progress children make in your subject?  
How does your curriculum meet the needs of/include SEND children?  
How are SEND children supported?  
How does your curriculum meet the needs of all students at this school?  
What is the impact of your curriculum?  
How long have you worked here?  
Do senior leaders support you?  
Do you feel supported?  
How do you support colleagues in your subject area?  
Talk through a typical week in your role.  
What are the key strengths of [art]?  
What are the areas for development?  
How are you addressing the areas to develop?  
How do you monitor progress in [history] across the year?  
How are more able children extended?  
How do you monitor the impact of [maths] interventions?  
How do children develop their skills in [music] over the years?  
How are you supporting teachers in developing their skills?  
How has the curriculum overall contributed to standards in your subject?  
Are you going to make any changes to your curriculum?

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### Teachers

- How do you know from the curriculum plan how to support SEND children?
- If you were an NQT, or new to the school, where would you look to know what to teach in [PSHE]?
- How would an NQT following the plan know how to differentiate it?
- How do you know what resources to use?
- How do you group children and decide what to teach?
- What was the children's prior learning?
- How do the children develop their learning?
- What training have you had for your development?
- What are you doing with children who failed the phonics screening test last year? (Year 2)
- What is the rationale for this lesson?
- How did you know if children are making progress in [design technology]?

### Pupils

- What is PSHE/history/geography/D&T etc?
- What are British Values?
- What would you like to do next in your lesson? What would your learning need to look like?
- What are you learning? How does this help you?
- Who helps you in school?
- Do teachers help you?
- Why do you think you are doing this activity?
- What have you learnt so far?
- What do you think your next learning might be?
- I hear that there is bullying in your school and that your teachers don't help you. Is that true?
- Do teachers deal with problems properly and help you to resolve friendship issues that happen in the playground?