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Ofsted Inspector – Towards inspection of teaching and Learning Outside

The 2008 Ofsted report into Learning Outside, 'How far should we go?' recognised the benefits of Learning Outside and also some aspects for further development. It reported on education which takes place in the school grounds and local area, extending to residential experience and included such activity across the Key Stages during the school day, out of school hours and during school holidays.

Recognition of teaching and Learning Outside

(The numbering that follows each statement refers to the Ofsted Inspection Handbook for Section 5 Inspections. The 'b' denotes the number of bullet points down.)

Where the Leadership Team believes that teaching and Learning Outside makes a positive difference to outcomes for children and young people, it may request that this contribution towards improvement and overall effectiveness, including personal and social development and well-being, is recognised. (28, 65, 174, 175)

The Lead Inspector may:

- Invite the Head to explain **why** Learning Outside is integral to the process of teaching and learning; **how** it is planned and links to the curriculum and ethos; and **what** impact this has on children's learning and outcomes.
- Request information about the range, balance and integration of Learning Outside as part of the breadth and balance of the curriculum and extra-curricular activity. (141b5)
- Seek to identify the place of Learning Outside within the self-evaluation document, policy documents, strategic planning and where appropriate in the improvement plan. (38b1,2 141b4)
- Ask for evidence of the evaluation of the quality of teaching and Learning Outside and the ways in which learning is assessed. (38b11,14)
- Ask how Pupil Premium funding has been used to support Learning Outside and the difference it has made to the learning and progress of disadvantaged pupils. (141b7, 152b3)

Towards inspection judgements

The establishment and its identity

The educational vision and ambition of the establishment are commonly defined within its ethos. As well as academic achievement the ethos often refers to the personal and social development and the confidence of children and young people to engage positively with others and the community. (141b1)

Inspectors may request examples of teaching and Learning Outside which support the ethos and have led to:

- A distinctive and inclusive, broad, balanced, 'whole person' experience which engages the school community.
- The nurturing of character and the confidence of children and young people to engage positively with others and the community.

Clarity of understanding and planning, and the quality of teaching, learning and assessment

Inspectors may:

- Observe Learning Outside in order to identify evidence of the quality of teaching, learning and assessment.
- Talk to staff about the effectiveness of their planning so as to establish the clarity with which they have identified the benefits for a group and individuals within the group.
- Ask about the extent to which outcomes have been achieved and have made a difference, including to the progress of disadvantaged pupils and those with special educational needs and/or disabilities. (61, 64, 160, 193b14, Outstanding 1b2 Page 56)
- Ask about assessment and evaluation and how it informs future planning for teaching and Learning Outside. (155b5)
- Listen to teacher dialogue in the outdoor setting and how it may communicate awareness of where extra help and encouragement is needed and provides feedback on how the group and individuals are progressing. (155b5,6, 157b7)
- Explore how planning for Learning Outside has been co-ordinated within each year and across the Key Stages to understand the level of integration, inclusiveness and balance. Evidence supporting organisational continuity may include: recruitment/job descriptions; policies where Learning Outside is a consistent theme; professional development and the development plan. (135b2, 141b5)
- Determine whether the planning and approval processes for Learning Outside follow good practice and comply with the employer's requirements to ensure that children and learners are kept safe. (47)

Effectiveness, social, cultural and personal development, behaviour and well-being

During their visit, Inspectors will consider the well-being of children and young people and the extent to which they are enjoying their education as confident motivated learners, proud of their achievements, who form good relationships and are well prepared to respect others. Through conversations with pupils and

surveys, Inspectors may take into account pupils' perceptions and the views of staff and parents about the school and the quality of teaching and learning. (28b2, 54, 57, 76b5, 81, 83 157b4))

They may request examples of:

- Learning Outside that has been fun, which has stimulated interest, generated enthusiasm and understanding and helped to develop positive attitudes and resilience to failure.
- Where Learning Outside has developed mutual respect and tolerance of others and where children and young people have worked positively together. (64, 136, 138b3, 141b5, 157b7, Outstanding1b9 Page 48, 193b8,9)
- Where there has been use of imagination and creativity in learning. (136)
- Where there has been an opportunity to reflect on experiences and understand and appreciate the viewpoints of others. (136, 137b3)
- Where Learning Outside has involved appreciation of artistic, musical and cultural opportunities. (139b4, 141b6)
- Where literacy and numeracy (and other curriculum areas) have been developed through the process of teaching and Learning Outside. (155b9, 163b2)
- How, during planning, children and young people are involved in decisions about risk and their safety so that they learn how to look after themselves and others and understand the consequences of their behaviour and actions. (47, 137b2)
- Visit plans demonstrating competent leadership and appropriate visit management strategies. (47)

The engagement of the Governing Body

Inspectors may:

- Ask Governors how teaching and Learning Outside contributes to the ethos and the educational provision of the establishment. (85, 141b1, 148b1)
- Request examples of Governor minutes demonstrating how they seek information and challenge to ensure clarity about the benefits and outcomes of teaching and Learning Outside and that they understand the difference that it makes to pupils, their well-being and school effectiveness. (38b13, 148b6)
- Seek to establish the extent to which Governors recognise the importance of whole school planning for Learning Outside so that the curriculum has suitable breadth, depth and relevance; is exciting and motivating to its learners and meets the needs of children and young people. (135b2, 141b5, 148b7)
- Ask Governors how they evaluate the school's use of the Pupil Premium where used for Learning Outside, any differences made to the learning and progress of disadvantaged pupils by these experiences and how effectively Governors hold leadership and management to account. (148b8, 152b3)

(See also 5.1d *Ofsted Inspection*)

