

APSE Seminar

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Objectives



- Explain Ofsted's role in schools
- Explain what inspectors ask and why
- Explain where to find guidance
- Questions



Ofsted's Role



- The Framework for School Inspection
- The School Inspection Handbook
- Subsidiary Guidance
- www.ofsted.gov.uk



The subsidiary guidance (paragraph 76)



- Inspectors should consider the food on offer at the school and atmosphere of the school canteen. They should:
 - consider how lunch time and the dining space contribute to good behaviour and the culture in the school, including by spending time in the lunch hall, and
 - ask school leaders how they help to ensure a healthy lifestyle for their children and, specifically, whether their dietary needs have been considered.



Why ?



- Ofsted's *Subsidiary guidance* for inspectors was updated in September 2013 following the publication of the School Food Plan in July 2013, which set out an action for Ofsted to consider behaviour and culture in the dining hall and the way a school promotes healthy lifestyles.
- <http://www.schoolfoodplan.com/>



The school food plan



■ HMCI

'As a head teacher I always wanted to make sure that my children ate a good school lunch. Not only does a good quality lunch improve a pupil's concentration in the afternoon, but the atmosphere in the canteen is critical to encouraging good behaviour.

More than that, lunch is the only time of day when the whole school – children and teachers – have a chance to come together. The atmosphere of the canteen sets a tone for the rest of the school and helps to establish the school's culture.

Great schools do all things well. They not only nurture a child's mind through outstanding teaching; they nurture the whole child through sport, art and food. Only with a combination of all of these things will we enable our children to reach their full potential.'



In the best schools, strong leaders and governors routinely challenge low expectations and mediocre teaching. They recruit and retain good teachers, including by ensuring effective support for new teachers in their first years of teaching. **They create a culture in which good teaching can flourish** – orderly and welcoming schools that insist on high standards, where teachers routinely challenge children to do better. These leaders reward good performance and tolerate neither inconsistent teaching nor poor behaviour.



Questions

