Computing deep dive question examples

A deep dive is an in-depth look by Ofsted inspectors at specific subjects in a school, based on the most recent Ofsted framework. It helps inspectors to get a feel for whether a broad and balanced curriculum is being offered, the quality of education the children are receiving, progression and sequencing, retention of prior learning, and whether the curriculum at the school is doing what is intended. Ofsted can choose any subject area for their "deep dive" during an inspection, including Computing.

A deep dive means looking at:

- **Curriculum Intent** – what does the Computing curriculum intend to do?
- **Implementation** – how is the Computing curriculum implemented?
- **Impact** – what progress do children make in Computing?

What is the purpose of a deep dive in computing?

According to Ofsted, the purpose of a deep dive is, "to allow inspectors to gather the evidence necessary to form an accurate evaluation of how education flows from intention to implementation to impact within a school".They will be looking at the flow of lessons and sequences of work, to check whether progression of skills is taking place. There will be observed lessons as well as book scrutiny (in the case of Computing, work scrutiny if you don't use books), and interviews with the Computing subject lead.

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What is curriculum intent?

Your school or subject's Computing curriculum intent is what you want children to learn, and the skills you want them to acquire. Be clear on exactly what this is so you don't go off on a tangent. What is key to their future life chances? What do teachers think is their objective in teaching Computing?

What is curriculum implementation?

Curriculum implementation is how you put your plans into practice, how you ensure that your intent is being carried out. How likely is it that the teaching methods used will deliver the teacher's objectives for Computing?

What is curriculum impact?

Curriculum impact is whether the children have learnt what they are supposed to have learnt. Has the intent and implementation worked? What is the potential impact on the subject teaching on the pupils? Has the intent and implementation done what it is supposed to have done? Have the children gained the knowledge and skills that they need? Can you demonstrate clear progression?

How are Computing deep dives carried out?

Ofsted explains that deep dives into subjects includes:

- interviews with staff members including curriculum leaders, pupils and the leadership team
- examining pupils' work – especially over time to check that there is progression
- lesson observations (though individual lessons will not be judged).

What is expected of Computing subject leaders?

Computing subject leaders should:

- have a clear idea of their role and responsibility
- have good subject knowledge
- research and provide CPD opportunities for other staff
- have an understanding of the Computing resources available in school, and whether they are effectively utilised
- regularly review the efficacy of their subject across the school
- ensure the Computing National Curriculum is being covered
- ensure the curriculum is delivered according to the curriculum intent
- be an advocate and champion of their subject.

Typical Computing Ofsted deep dive questions

Of course Ofsted will ask whatever questions they see fit, but here are some examples of previous Ofsted deep dive questions from our community:

- How do you evidence progress in Computing?
- Who teaches Computing?
- How do you challenge your higher ability children?
- How can you assess and demonstrate progression across key stages?
- How is this monitored?
- How do you ensure the National Curriculum is being covered?
- What are children learning?
- Why do you teach what you do?
- How is the Computing curriculum you teach particularly relevant to your children?
- How do you ensure there is a sequence of learning?
- How do you address online safety in this school?
- How do you assess children's prior knowledge?
- How do you ensure that staff have good Computing subject knowledge?
- How do you support staff that need it?

- What provision is there for Computing across the curriculum?
- What scheme do you follow (if any) and why?
- What are the strengths and weaknesses in Computing?
- How is Computing taught?
- Do you have enough time to deliver the Computing curriculum?
- What staff CPD do you have planned?
- What is your long term vision for Computing in your school?
- What changes have been made to Computing since the last inspection?
- What is the progression of knowledge and skills like in Computing?
- How is this monitored?
- Show me an example of a skill children learn in Computing and how it progresses from EYFS to year 6.
- How do you ensure correct use of vocabulary, and progression of vocabulary across the age ranges?
- In what way does the learning environment support learning?
- How is your Computing curriculum tailored to the needs of the children in your school?
- How do you support children who need extra support with Computing, as well as the children who are exceeding age related expectations?
- Do your Computing lessons provide Cultural Capital?
- What opportunities do children have to link their learning to other subjects?
- What is it like to be a pupil at this school?
- What barriers and challenges do you face at your school?
- How do pupils remember what you've taught them?
- What did you think of the observed lesson/s?
- What do you want children to be able to do with their Computing knowledge once they leave school?
- Do you feel like Computing is one of your strongest subjects?
- What is behaviour like in Computing lessons?

What is expected of Computing subject leaders?

When observing Computing lessons, inspectors are looking for:

- Computing lessons with pace that build on prior learning and knowledge
- Clear objectives using age related Computing vocabulary
- Both on and off screen lessons
- Peer learning and peer assessment of learning.