

Curriculum Breadth and Depth

The Education Inspection Framework 2019

Welcome



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Aims of this session

- To look at the new (Sept 19) Ofsted framework and inspection process (curriculum focus)
- Governor monitoring and questions we can ask.

STARTING WITH A POLL

Improved Inspections - Why new framework

To have an inspection on the real substance of education: **the curriculum.**

In some ways, the first batch of new reports lives up to this expectations.

We are about 6 months in (pre-lockdown)

Curriculum at the heart (Three I's)

Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the **knowledge** and understanding to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**)
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'

Curriculum at the heart (Importance)

*“If [children’s] entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.”*

MORE KNOWLEDGE THAN SKILLS – Long term memory approach

What will this mean for the new inspection framework in your schools



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The case for change

- **Accountability** is important, but old system divert schools from the **real substance of education**.
- An industry has arisen around and delivery of **performance table data**.
- This data focus also leads to **unnecessary workload** for teachers
- **Teaching to the test** has the greatest negative effect on those we care about the most: **the most disadvantaged and the least able children**.
- **How do you evaluate your schools – (changes)**

New Framework

Overall effectiveness

Teaching, learning & assessment

Outcomes

Personal development, behaviour & welfare

Leadership & management

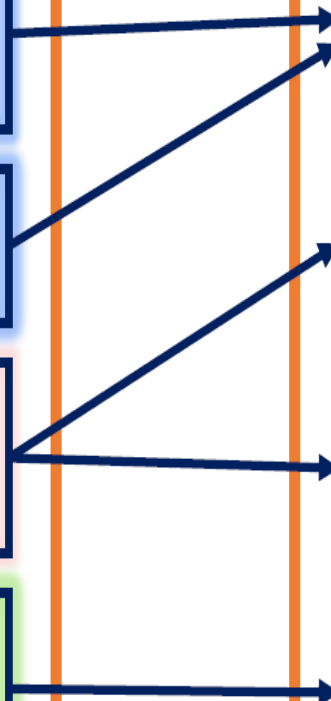
Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership & management



How does this look?

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding

The new framework covers

The new framework draws on the **knowledge built up through inspection history** as well as **wider research**.

75% of the visit is focused on:

- **Quality of education**
- Curriculum design – appropriateness and delivery
- Teaching method
- Assessment (sequenced approach)
- Reading (primary)
- Readiness for next stage in life

Quality of Education – Curriculum

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

The Inspection Process



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The Processes

All inspections **section 5 and section 8** will last two days unless you have less than 150 pupils

You will have an HMI and Ofsted Inspector – (min 2) on a section 5

Governors will be interviewed on second day

- Headteacher is notified of visit
- Call back from Ofsted for school content and suggestions of deep dives (between 4-6 depending on numbers on role – one will be reading (primary))
- Other Deep Dives probably be related to the previous inspection's areas for improvement.
- School uploads documentation and sends over scheduled

What is the remit for Schools

DEEP DIVES



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The Curriculum - what Ofsted is looking for

2a	The curriculum is at least as ambitious as standards set by the national curriculum / external qualifications.
3b	Subjects leaders have the knowledge, expertise and practical skill to design and implement a curriculum.
4a	Leaders ensure that ongoing professional development / training is available for staff to ensure that curriculum requirements can be met.
5b	The way that the curriculum is planned meets pupils' learning needs.
5c	Curriculum delivery is equitable for all groups and appropriate.
6b	There is a model for curriculum progression for every subject.

What do we need, as governors, to monitor this is happening?

The Teaching - what Ofsted is looking for

Teaching	
2a	Teachers demonstrate good communication skills.
2b	Teachers' use of presentation allows pupils to build knowledge and make connections.
2c	Teachers use relevant and appropriate resources during presentation to clarify meaning to pupils.
2d	Teachers possess good questioning skills.
2e	Teachers give detailed and constructive feedback in class.

The Behaviour - what Ofsted is looking for

Behaviour	
3a	Teachers create supportive classrooms focused on learning.
3b	Teachers create focused classrooms through their high expectations for pupils.
3c	Teachers communicate clear and consistent expectations which are understood and followed.
3d	Pupils' behaviour contributes to the focus on learning.

What information are you getting, as governors, and how?

Good Criteria



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Curriculum

Requires improvement

At present, only a few other subjects are well thought out.

... staff have not considered which parts of the curriculum they want pupils to remember over time. Curriculum planning does not make the necessary links between one topic and the next.

... the curriculum is not yet sufficiently coherently planned. For example, in art, activities are not well connected

Good

Long-term plans for English and mathematics are well sequenced to build upon what pupils already know and can do.

... pupils can develop their knowledge and skills in a logical order.

... knowledge is sequenced so that pupils' understanding builds steadily.

... plans for subjects have been arranged in a logical way. Leaders have identified the knowledge that they want pupils to know at certain points in their schooling.

[Teachers] check that pupils gain skills and knowledge in a logical order, which helps them to remember more.

Subject knowledge

Requires improvement

... middle leaders are not experts in the subjects that they lead and cannot support other teachers in the best way to teach that subject.

Good

Teachers have good subject knowledge. They plan for important concepts to be repeated so that pupils can remember more.

Reading

Requires improvement

In lessons, teachers use different ways to teach pupils new sounds and this is sometimes confusing. This means that some pupils struggle to read fluently and do not understand what they are reading.

Pupils' reading books are not always well matched to their reading stage. Books contain sounds they have not yet been taught. As a result, some pupils fall behind in their reading.

There are not enough phonics experts across the staff team to help all pupils to learn to read from an early age.

Good

Well-trained staff ensure the expert teaching of phonics. As a result, nearly all pupils meet the expected standard in the Year 1 phonics screening check.

There is a well-organised system for teaching reading, which starts from the beginning of Reception.

Almost all the children, including the disadvantaged, were successful in the Year 1 phonics screening check. Any pupil who falls behind is given extra help to catch up."

SEND

Requires improvement

Pupils who struggle with reading or those with special educational needs and/or disabilities (SEND) are particularly affected [by poor reading instruction].

Not all pupils with SEND make the progress that they should in all subjects.

in some lessons ... teachers give pupils work that is too difficult. This includes pupils with special educational needs and/or disabilities (SEND).

Good

Parents told us that the school meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND) or with medical needs.

Teachers ensure that disadvantaged pupils and those with SEND do well.

Leaders have ensured that teachers meet the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve well.

Pupils with special educational needs and/or disabilities are well supported.

Curriculum narrowing

Requires improvement

Outcomes in national assessments at the end of key stage 2 have improved. However, this has been achieved, in part, by pupils spending less time studying subjects such as science or geography in Year 6.

Good

Some Questions



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Possible Monitoring Steps (1)

Governors will need to know how teachers are implementing the curriculum in practice.

- The programme of lesson observations
- What the focus of lesson observations is and how it feeds into school development planning and continuing professional development (CPD)
- How lesson observations address school improvement priorities and concerns around quality of education

Possible Monitoring Steps (2)

- What pupil progress is like in lessons
- The training/CPD policies and procedures in place for teachers to improve practice and tackle under-performance
- How competency issues are tackled sensitively but consistently to support teachers and enable them to do their best
- If there is under performance, is it improving?

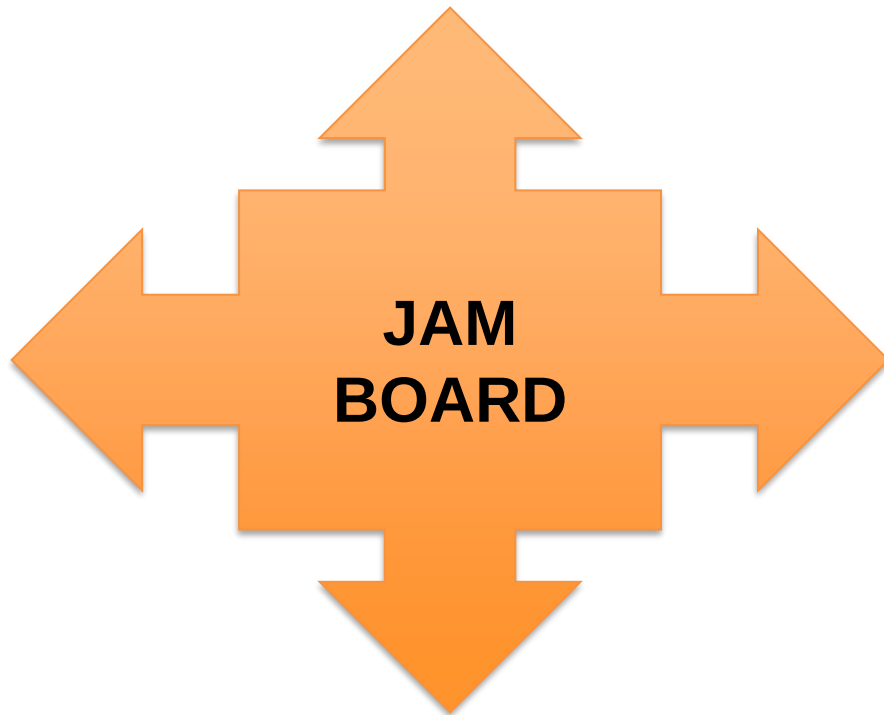
Questions that have been asked

- What areas of the curriculum do you (governors) see as 'good'? What are the strengths in the curriculum areas?
- Why did you decide to change the curriculum? What was wrong with the existing one?
- *(Question about the new curriculum...) What impact have the governors noted so far? [answer included reference to relevant governor visit reports and triangulation of conversations with pupil groups / teaching staff / work scrutiny]*

Questions that have been asked

- Reading – wanted to know what the governors knew about how it was delivered and the plans to raise standards
- Question lead to telling the inspector about the investment the school has made in developing capacity to learn / growth mindset / developing independent learners

Next Steps for your Board?



Questions?

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