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Telling your story


Objectives and key messages

School context and why it matters on inspection

School context and the curriculum for your children

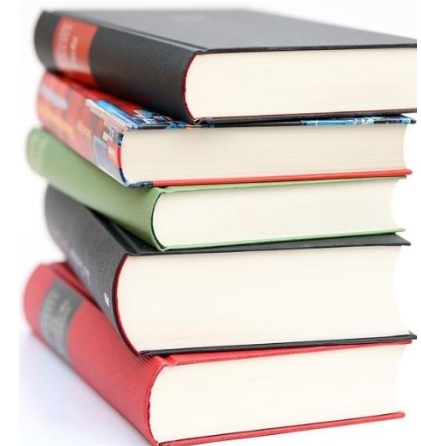
Education Select Committee May 2017 key messages

Ofsted – next steps and priorities.

A 3D white stick figure stands next to a whiteboard, holding a thin white pointer stick and pointing it at the text on the board.

School
Context

Key aspects that make
your school unique and
what they tell you...





What does Ofsted consider?

Para 29: PIR, surveys, complaints, LA inspections, website, data.

Para 38: SEF, SDP, SCR, exclusions, attendance etc. etc.

Common school contextual considerations:

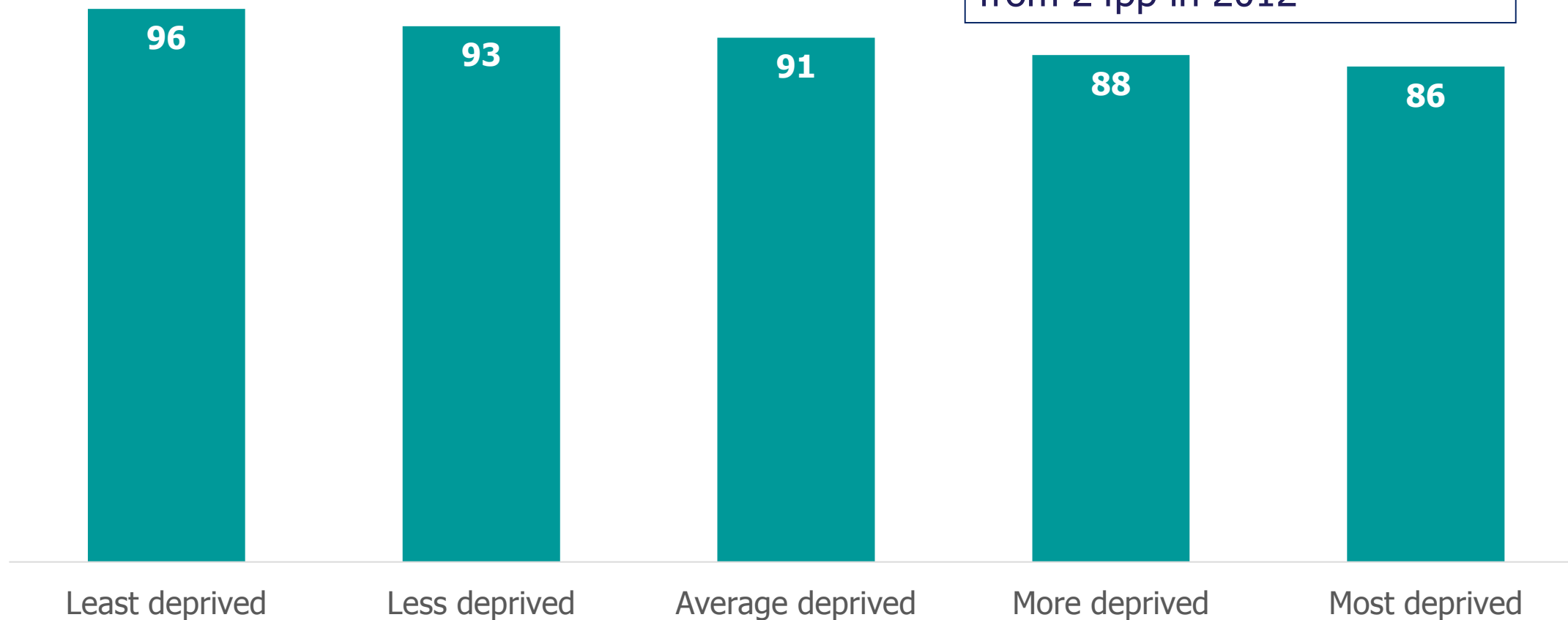
Deprivation – vital you understand this well

Mobility – have a firm grasp of induction and progress from starting point at your school.

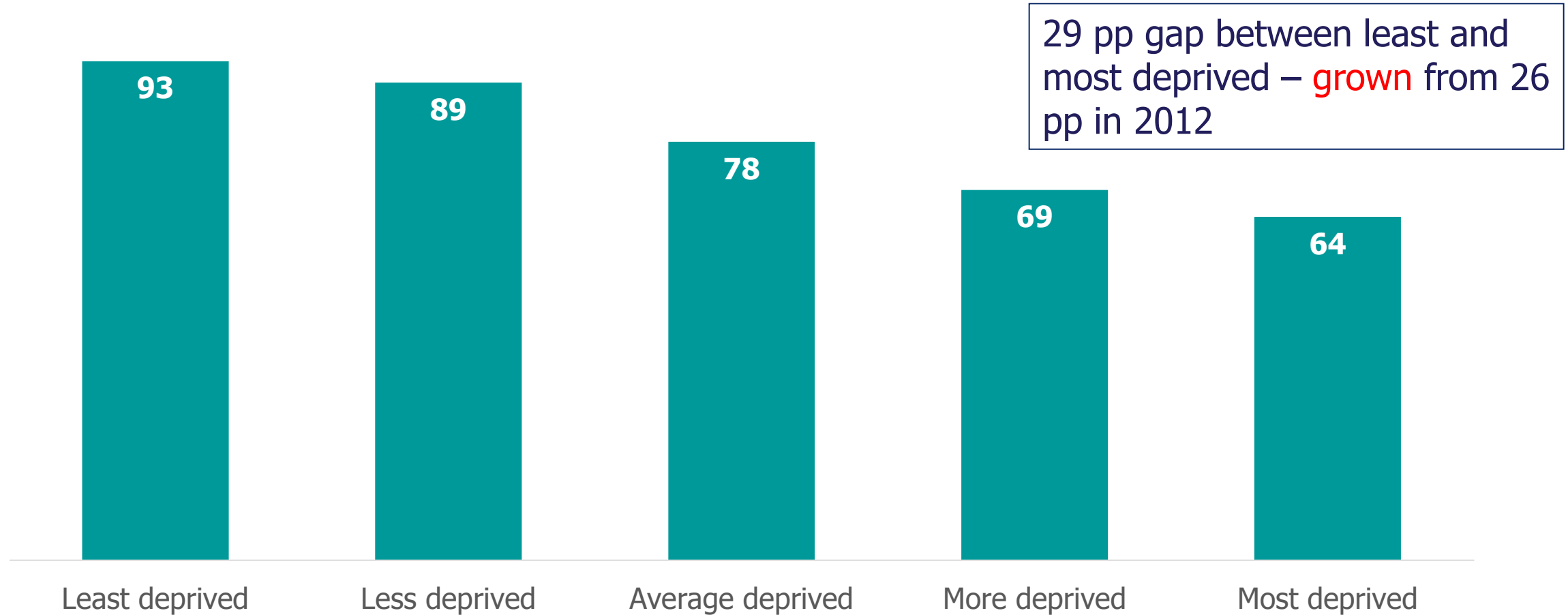
Proportion of good or outstanding **primary** schools, by deprivation band



10 pp gap between least and most deprived – **narrowed** from 24pp in 2012



Proportion of good or outstanding **secondary** schools, by deprivation band

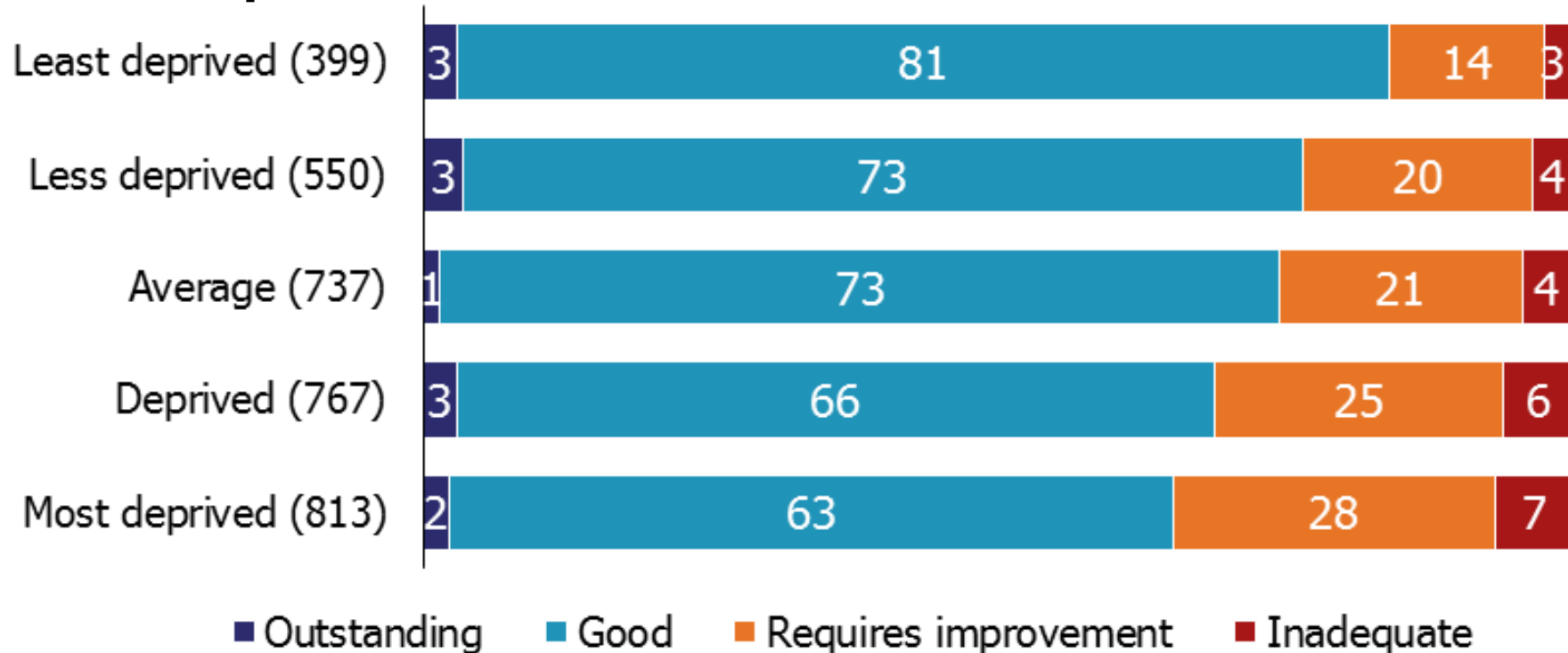


Improvement of RI schools



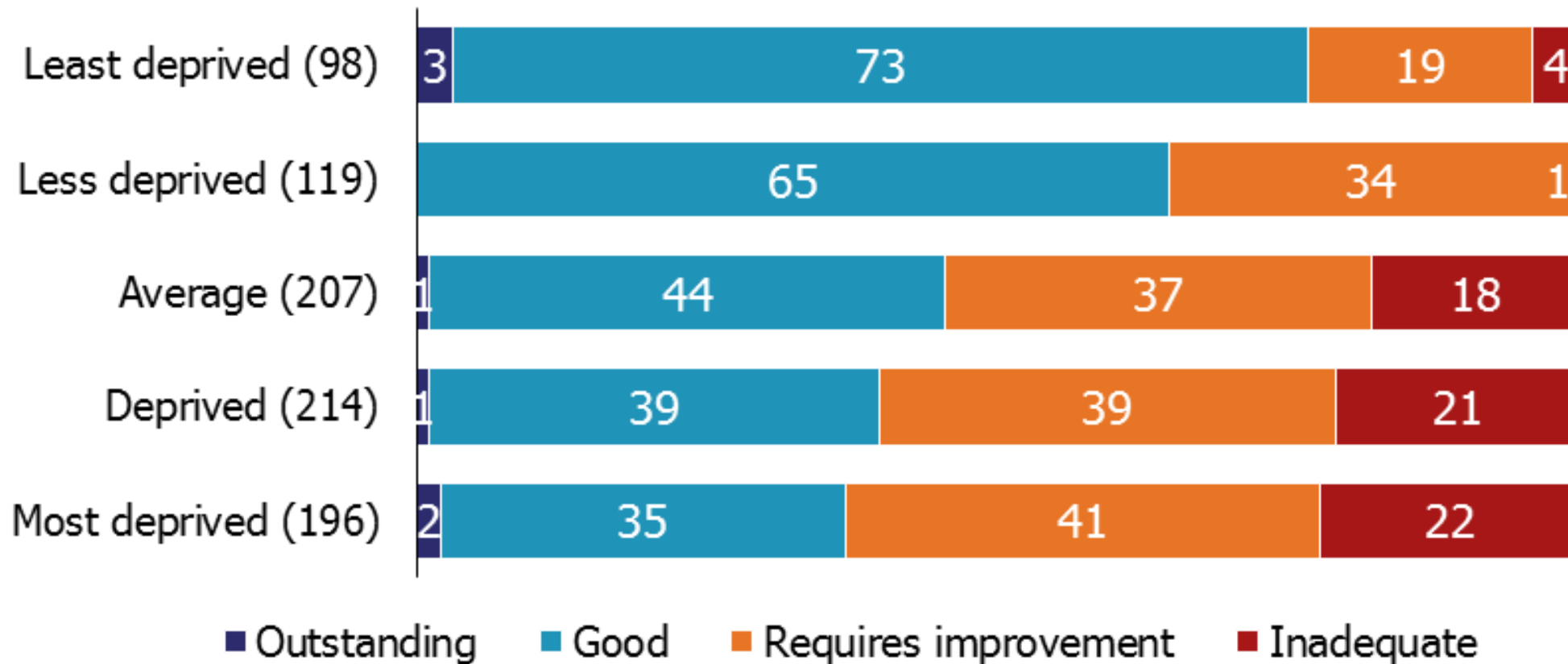
RI primary schools are much less likely to improve at their next inspection if they have more deprived pupils

Improvement of RI primary schools at their next inspection, by level of deprivation



The pattern for **RI secondary** schools is even starker. As well as being less likely to improve, schools with more deprived pupils are also more likely to decline to inadequate.

Improvement of RI secondary schools at their next inspection, by level of deprivation

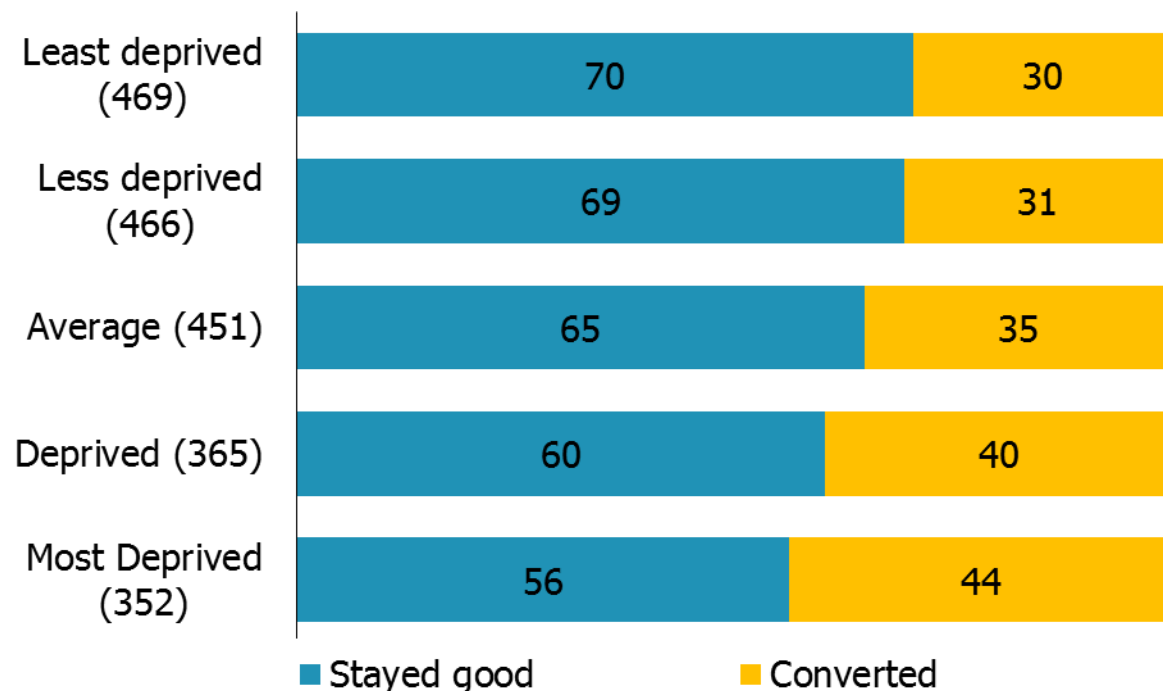


Proportion of good schools that stay good

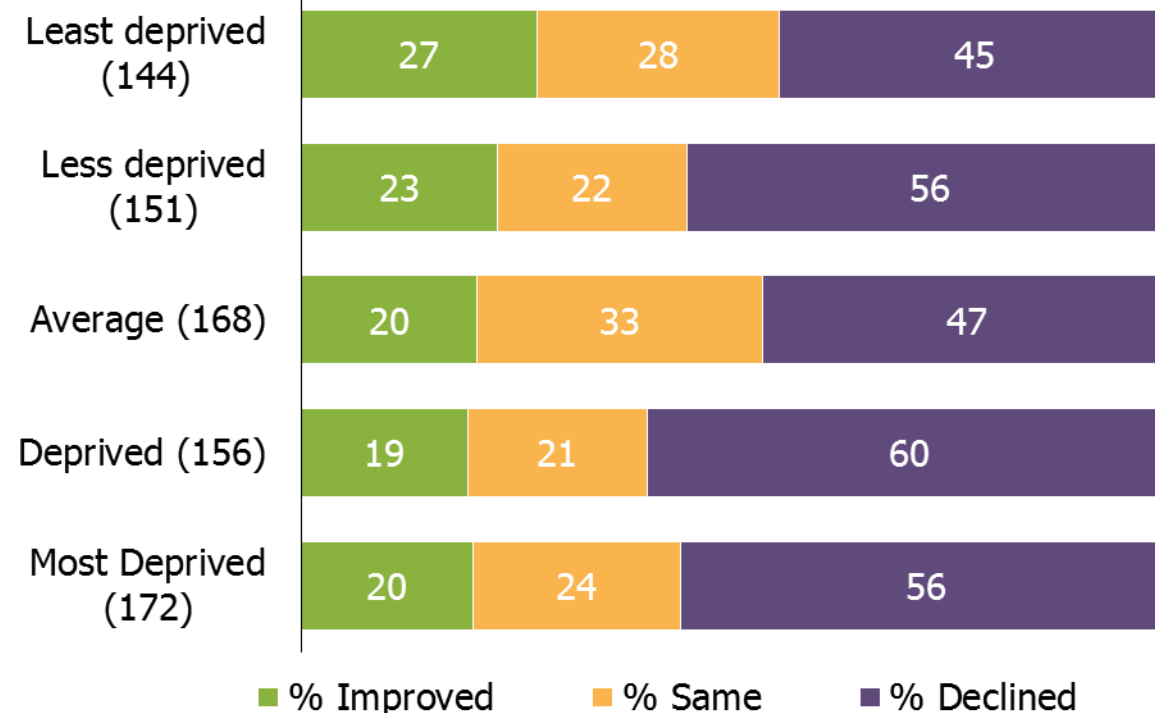


Short inspections of **good** schools are more likely to convert to full inspections if they have more pupils from deprived areas

Conversion rate of short inspections of previously good schools, by IDACI band



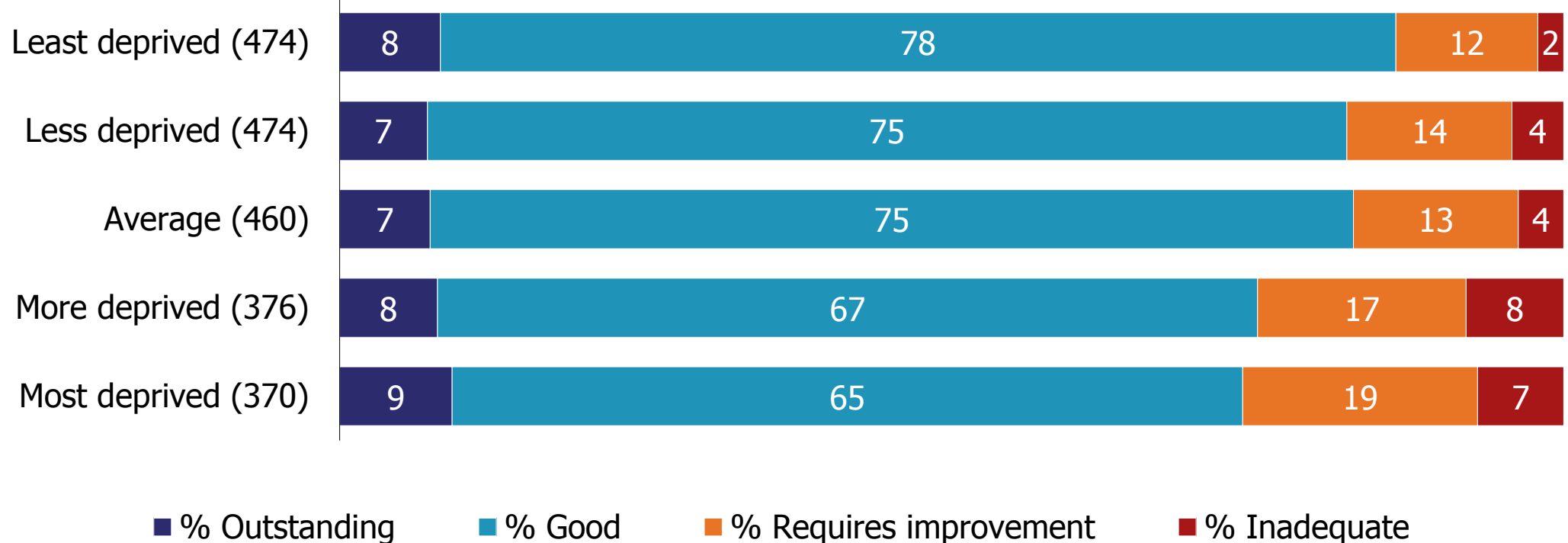
Outcome of the converted inspection



The result of this is that previously **good** schools are more likely to decline at inspection if they have a larger proportion of pupils from deprived areas



Outcomes of inspections of previously good schools (including short and full inspections), by IDACI band

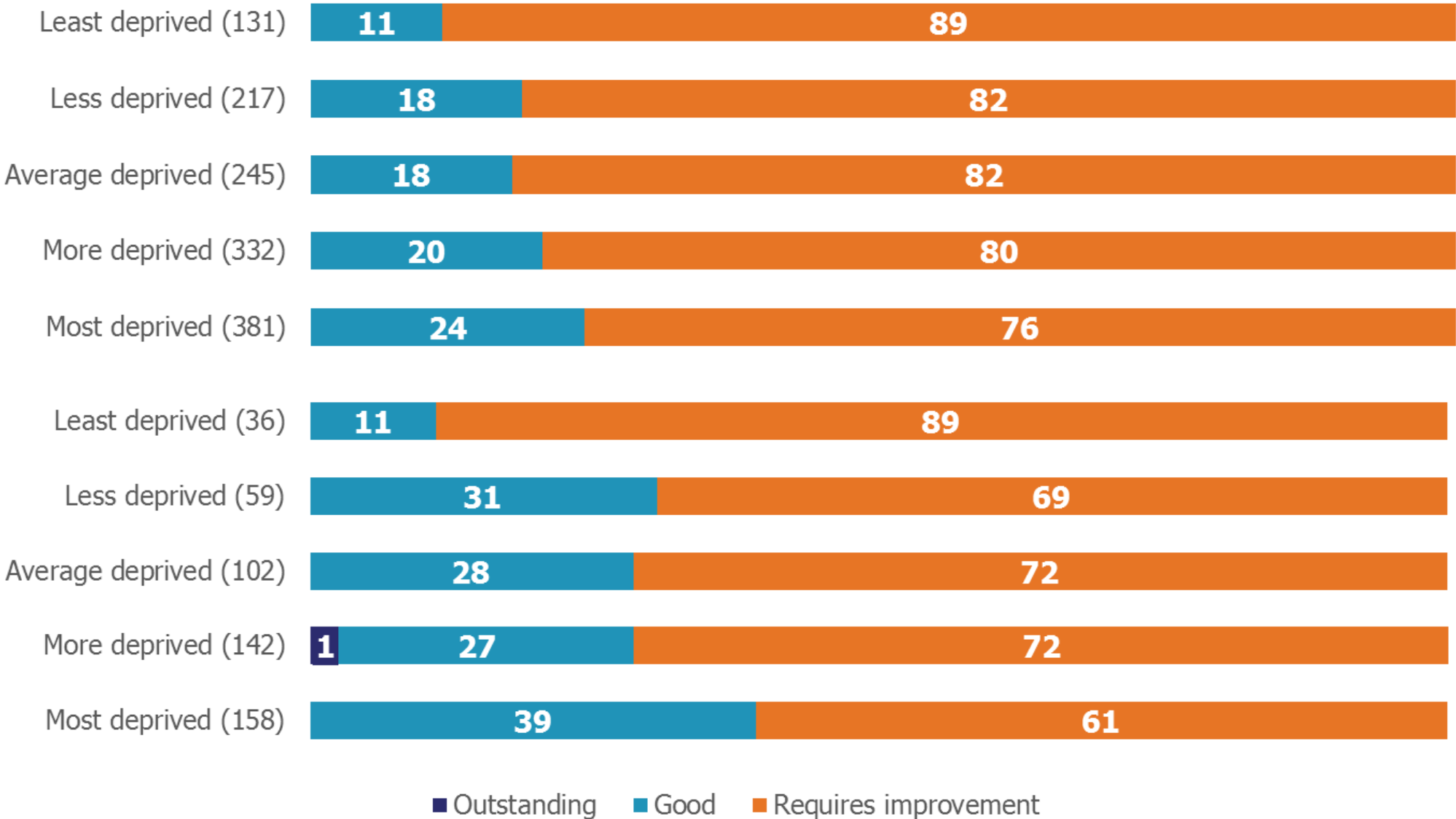


Differences between overall effectiveness and leadership and management grades

Are inspectors taking in to account the challenges schools face? Is this reflected in a stronger leadership and management grade?



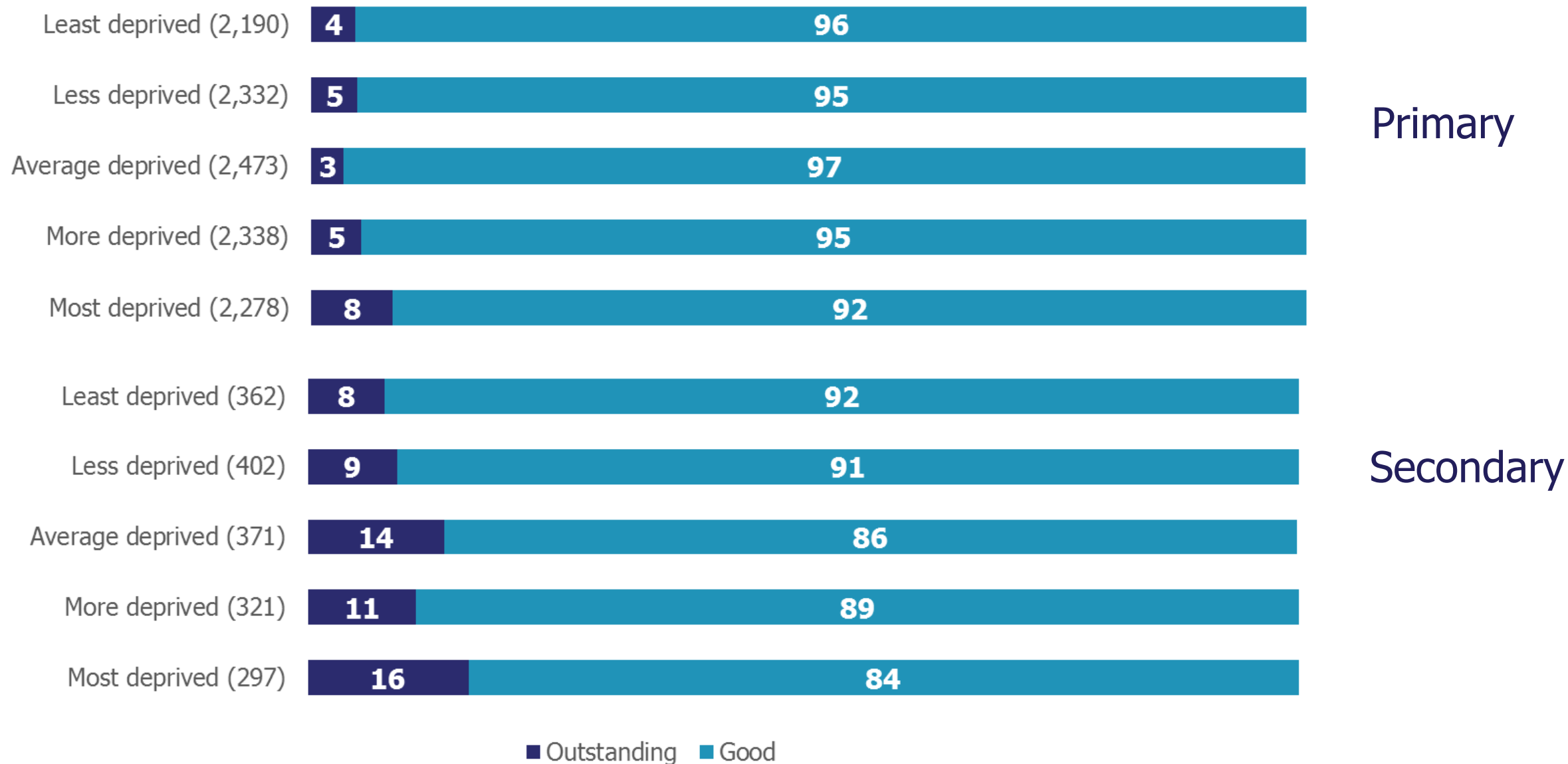
In schools graded RI overall, we sometimes grade L&M more positively in deprived areas, particularly for secondary schools.



Primary –
13pp difference
from least to
most deprived

Secondary –
28pp difference
from least to most
deprived

The overall pattern is similar for schools graded good overall, with L&M sometimes graded outstanding in deprived areas. However the differences by level of deprivation are smaller



Curriculum matters



Purposes and Principles

Purpose 1

Influence wider thinking on the role and importance of the curriculum in education by:

- developing a rigorous evidence base on the relative importance of the curriculum in outcomes
- identifying linkages between the curriculum and increased social mobility

Purposes and Principles

Purpose 2

Inform inspection policy by:

- understanding the current impact of inspection policy and practice on the curriculum in schools
- understanding the drivers of strategic decision making in schools and how to deploy inspection effectively in this context
- identifying the characteristics of an outstanding curriculum that is underpinned by evidence of successful outcomes for pupils

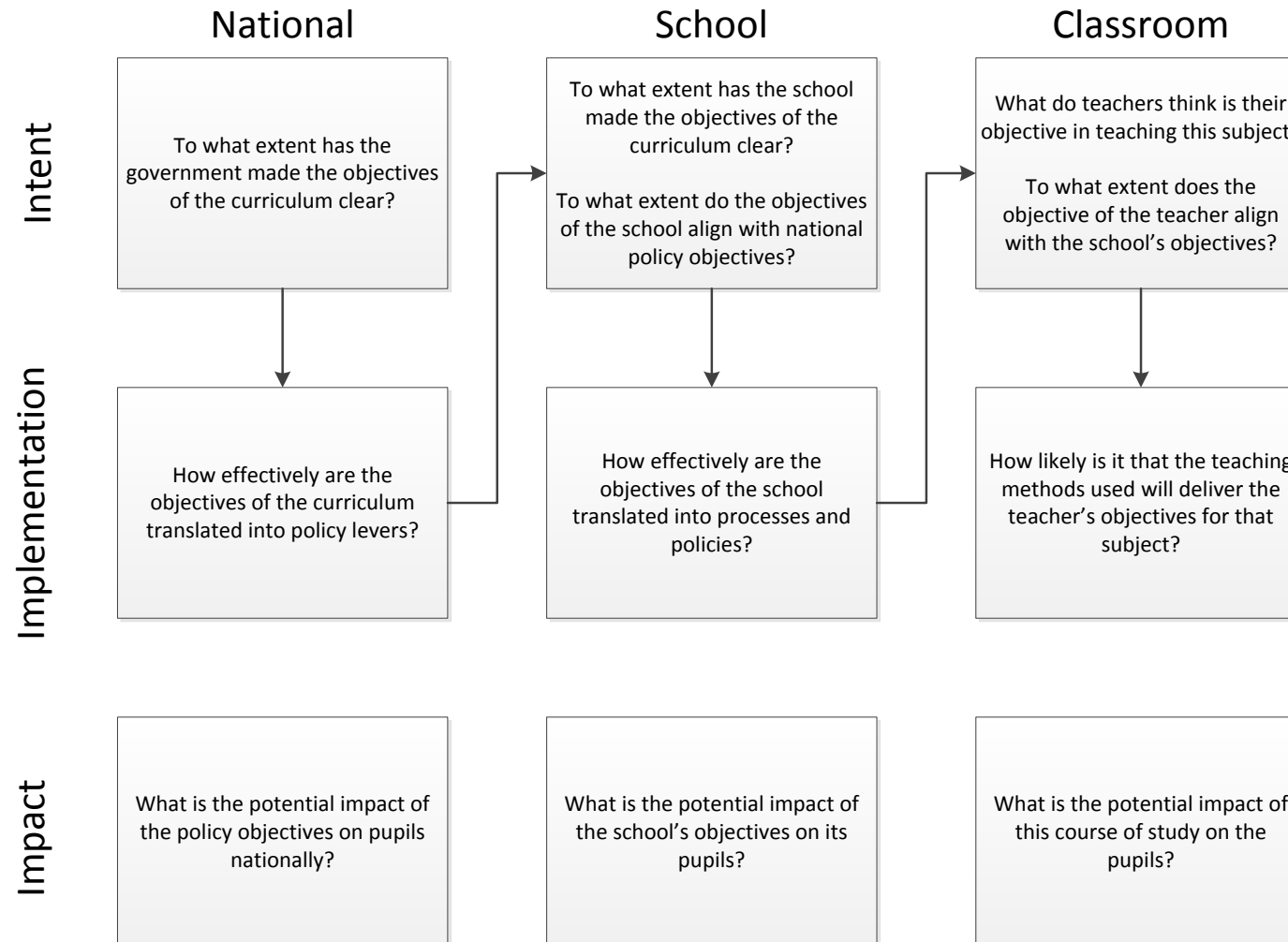
Purposes and Principles

Purpose 3

Inform policy making in the DfE by:

- testing the extent to which the curriculum at school and classroom level is influenced by national policy levers or other factors

Nine Box Framework



Nine Box Framework

National

Intent

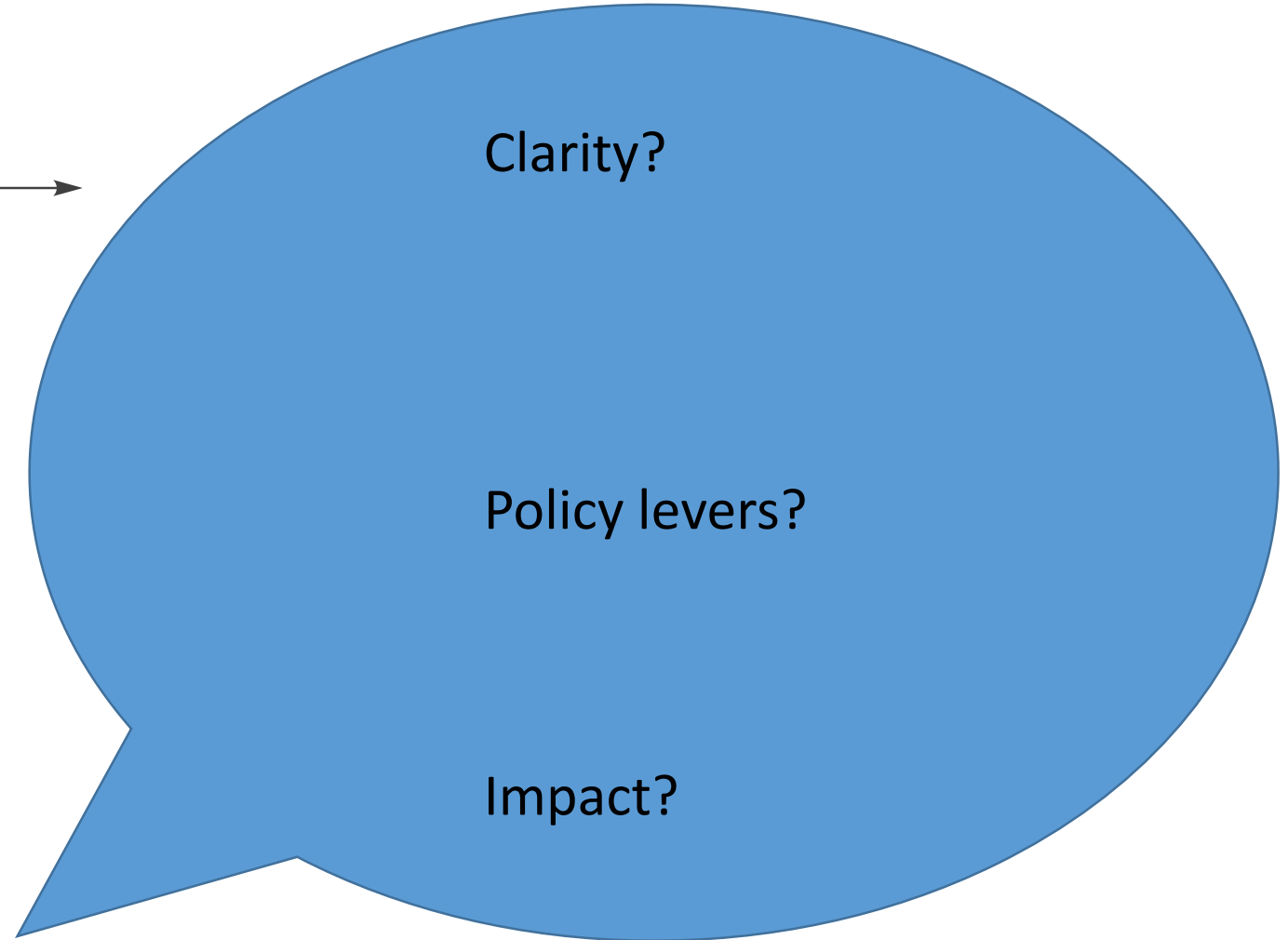
To what extent has the government made the objectives of the curriculum clear?

Implementation

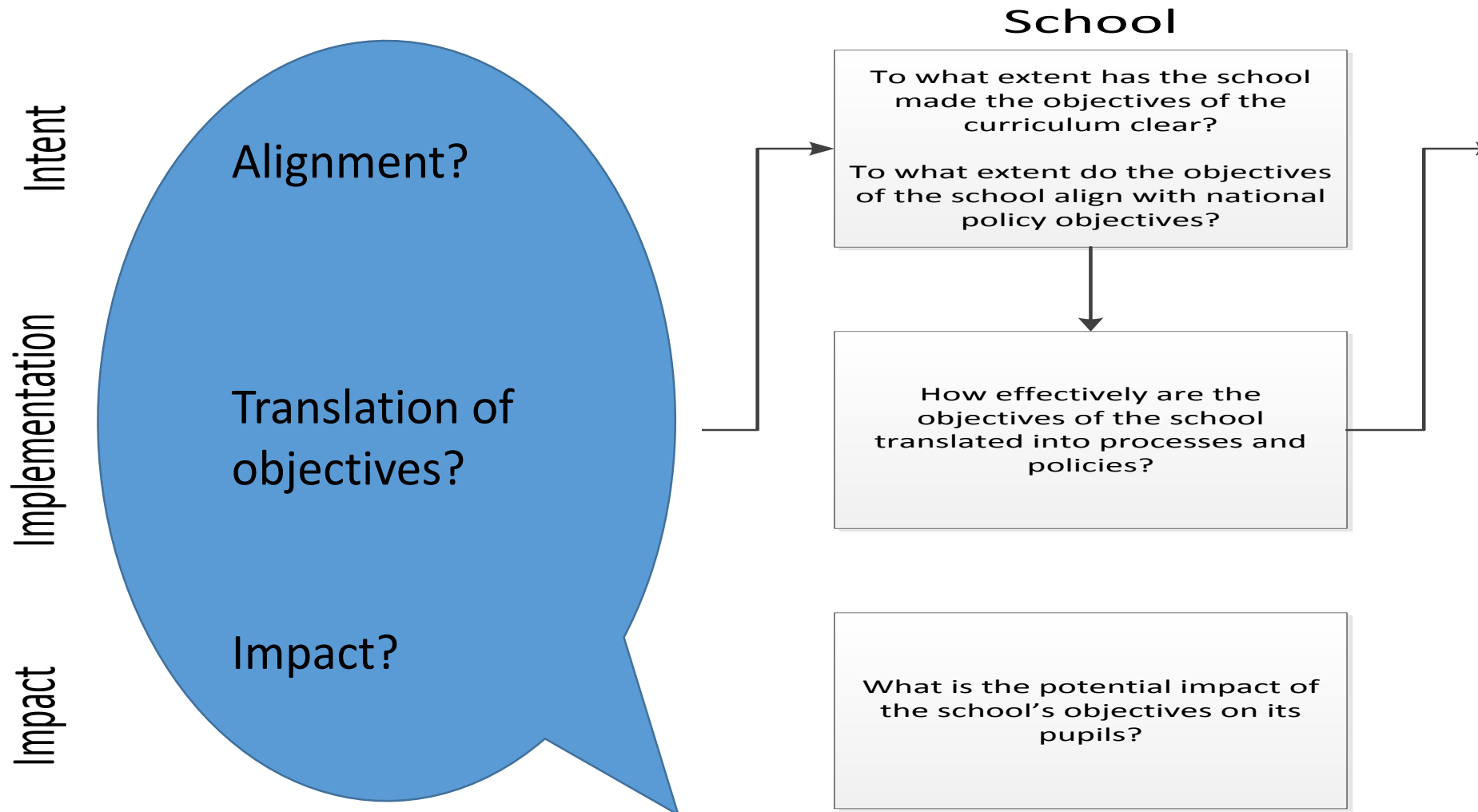
How effectively are the objectives of the curriculum translated into policy levers?

Impact

What is the potential impact of the policy objectives on pupils nationally?

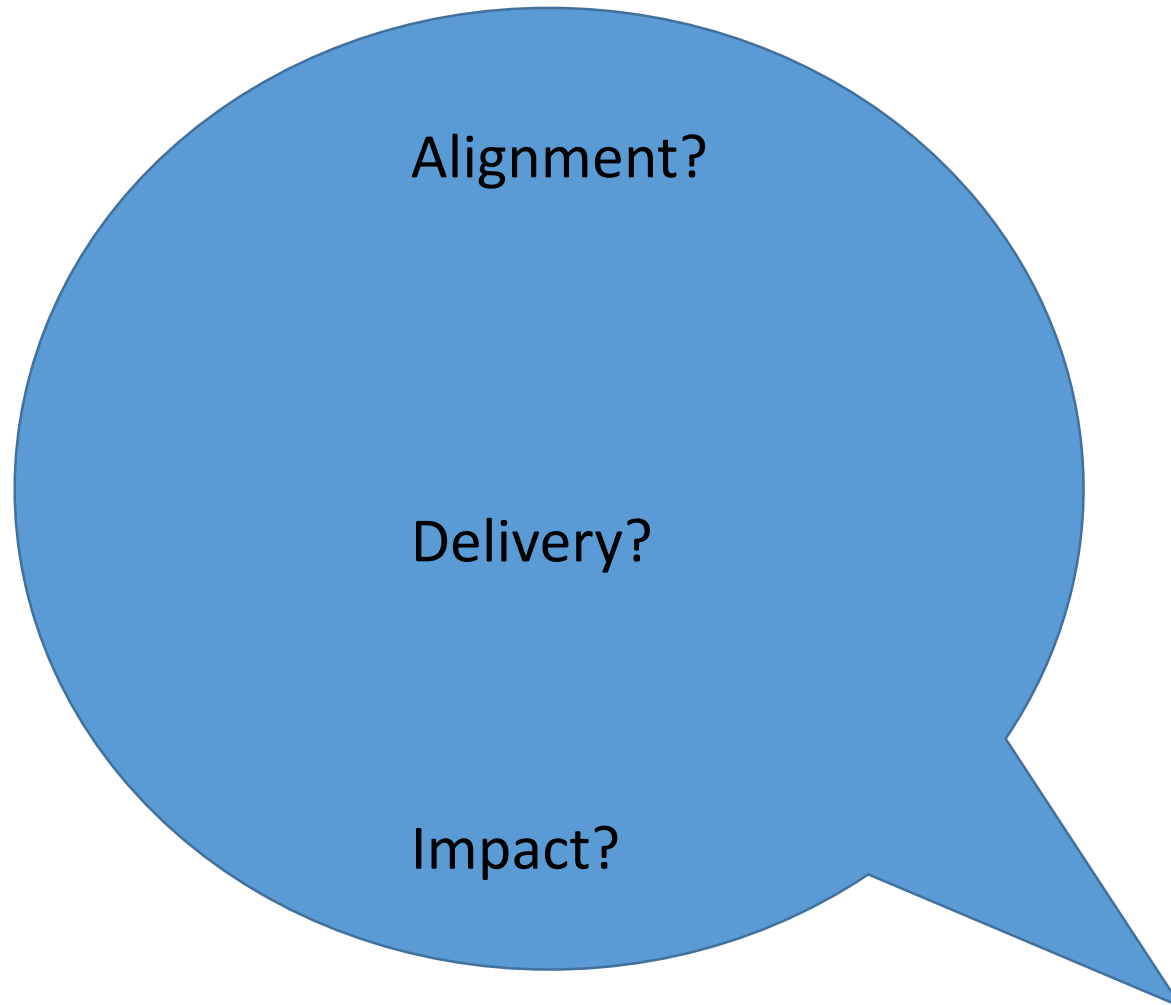


Nine Box Framework



Classroom

Intent
Implementation
Impact



What do teachers think is their objective in teaching this subject?

To what extent does the objective of the teacher align with the school's objectives?

How likely is it that the teaching methods used will deliver the teacher's objectives for that subject?

What is the potential impact of this course of study on the pupils?

Working definition of the curriculum

"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) and for evaluating what knowledge and understanding pupils have gained against expectations (achievement)."

The emerging challenge

- Having analysed our first visits to schools, we have been presented with a challenge
- The language being used is ambiguous, by both teachers and inspectors
- We want to develop a very detailed understanding of the techniques being applied in schools to develop and deliver the curriculum
- But, from our early evidence, there does not appear to be a shared understanding, across the sector, of what those techniques are or how to describe them
- Some examples...

'Skills' and 'transferable skills'

This has wide-ranging interpretations:

- skills involved with specific subjects or activities (e.g. reading skills)
- what might be called transferable skills (e.g. organisational skills, verbal communication skills, leadership skills)
- executive functions (e.g. memory, attention, inhibitory control)

'Enrichment'

- This tends to refer to additional activities which enhance the curriculum, including visits from relevant members of the public that might relate to a particular topic, and school visits. These may be aimed at particular groups of students (e.g. gifted & talented) or the whole class.
- An alternative meaning is associated with those who have already mastered a particular concept or learning, and they therefore acquire understanding at a deeper level through enrichment. In this case, it may be related to asking more analytical questions, or 'harder work'. This takes place during lessons, and is a way of extending the learning of those children.

'Repetition'

This has several interpretations – repetition as practice, repetition as lack of progression, or repetition in different contexts.

- Repetition of content could be a positive, where it enables children to practice so concepts can be embedded more deeply ('intelligent practice').
- It could be a negative where poor planning or progression mapping leads to content being revisited as new. This may be a problem particularly in Y7, where children from different primary schools have different levels of confidence in particular concepts, so some students may repeat prior learning.
- Repetition of skills in different contexts could have a positive effect on learning. Current research on executive functions suggests that practicing in a single context leads to improved working memory skills but may not transfer to other contexts.

'Theme-based' approaches

Examples include: theme-based approaches; cross-curricular; topic; block teaching of themes; umbrella topic; imaginative learning projects; and completely integrated topic.

- Ways of grouping subjects / knowledge / skills, but often with subtle differences.
- A key difference is whether subjects are kept distinct
- Subject matter can be grouped together, e.g. an overarching topic of 'Rivers' may have lessons on changing state in distinct science lessons, and combining paint colours in art.
- By contrast, in a 'completely integrated topic' the learning may be similar but without making reference to whether it's a science lesson or an art lesson.

`Broad and balanced`

- These terms are used frequently by schools and in evidence forms by inspectors, but there isn't an indication of when a narrow, imbalanced curriculum becomes a broad, balanced curriculum.
- Or whether this is age-dependent.
- Also, the comments tend to refer to curriculum offering, and may not relate to the actual content of what pupils studying.

What kind of things do we need to clarify to move forward?



- How do we describe the key points on the spectrum between teaching subjects discretely or merging subjects in topics or themes?
- What are the most common patterns of variation or repetition of content?
- What are the types of formative assessment and what impact do they have on the curriculum and vice versa?
- How do we describe the interplay between repetition, progression and formative assessment that captures how these might be appropriately or inappropriately aligned?
- What are the principal approaches to varying the pace of progression through the curriculum for pupils with different starting points and aptitudes?

Education Select Committee May 2017

- Schools have a front line role in promoting and protecting
- Welcomes government commitment to making PSHE mandatory in schools
- Training for mental health should be strengthened
- Variation in the quality of links between schools and CAMHS should be reduced along with differing levels of financial support
- Early intervention should be enhanced
- The use of social media needs greater management.





High
academic achievement

Good mental health and
wellbeing

School challenges



Inspection practice

'We welcome the inclusion of the personal development and well-being criteria in the Ofsted inspection framework. However, it seems that insufficient prominence is being given to it by inspectors. More must be done to ensure that mental health and wellbeing are given appropriate prominence in inspections and in contributing to the overall grade given to the school or college.'



Proposals for children and young people's mental health



- CQC review of mental health services with input from Ofsted
- Green paper planned for autumn 2017 with strong educational focus
- Mental wellbeing and resilience as well as access to high quality support at the right time and right place.



A still life photograph featuring a single, ripe apple with a mix of red and yellow-orange hues, resting on a stack of four books. The books have white pages and dark covers, with some colorful patterns visible on the spines. The background is a dark, textured surface, and the lighting is soft, highlighting the apple's texture.

Looking forward

The new framework

- Inspector training on policy and framework developments for Sept 2019 – management / governance, safeguarding
- Build on current curriculum survey work – design and implementation, leadership of curriculum
- Build on other research work – use of data, assessment research to inspect outcomes intelligently
 - Developed over time –
 - Engagement with sectors and...
 - Give time for sectors to adjust
 - Commence in September 2019.

