



BRENT SCHOOLS  
PARTNERSHIP

# Ofsted update

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# Focus – section 8(i)

- always consider and evaluate all aspects of the aims of the school's curriculum, including the degree to which the school's overall curriculum is coherently sequenced and structured
- consider the extent to which teachers have good knowledge of the subjects they teach, present subject matter clearly, check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback to pupils
- consider the extent to which pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of education, employment or training

## Focus – section 8

- quality of education
- safeguarding
- ‘spotlights’ on behaviour / bullying, gaming/ off-rolling, staff workload and protection from bullying and harassment

## Focus – section 8(ii)

- explore how well a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2. Inspectors will focus first and foremost on the teaching of reading, particularly on how children gain access to the whole of the national curriculum through learning to read fluently and with comprehension
- Inspectors will gather evidence about the implementation of the curriculum so that they can form a view about the degree to which series of lessons follow the curriculum intent of the school. They will also look at the degree to which these series of lessons are well sequenced within the intended curriculum and how well they provide purposeful opportunities for pupils' progression through it.

# Section 8 personal development

- Inspectors will consider the extent to which the curriculum goes beyond the academic, vocational or technical, whether the school provides effectively for pupils' broader development and whether the school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- Inspectors will not make a judgement on the criteria contained in the 'personal development' judgement.

## Section 8 workload

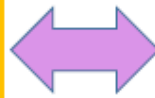
- Inspectors will consider the extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively. They will consider the extent to which staff are free from bullying and harassment. Inspectors will also consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens

# Education-focused conversation



## Context and challenges

The **curriculum**:  
How are leaders ensuring and assuring appropriate content choices and sequencing



Progress since the previous inspection



Subjects, year groups, phases including timetables\*

Behaviour & attitudes  
and personal  
development

*How do leaders ensure pupils can remember the curriculum long term?*

*Does the curriculum remain as broad as possible for as long as possible?*

*What does the school want pupils to learn and why?*

*How is this put into practice in the school curriculum planning?*

## Consider your responses...

### Top-level view questions: ensuring curriculum quality



- Are leaders following the national curriculum or confident their curriculum is of similar breadth/ambition in each subject?
- Does the curriculum remain as broad as possible for as long as possible? (EBacc considerations)
- Have leaders ensured that the curriculum contains content that has been identified as most useful, and taught in a logical progression?
- How do leaders ensure pupils can remember the curriculum content long term?



## Top-level view questions: curriculum intent

- Vague, values-laden statements are not a sufficient explanation of curriculum intent.
- Rather, you will want to ask: what does the school want pupils to learn, and why? How is this put into practice in the school's curriculum planning?



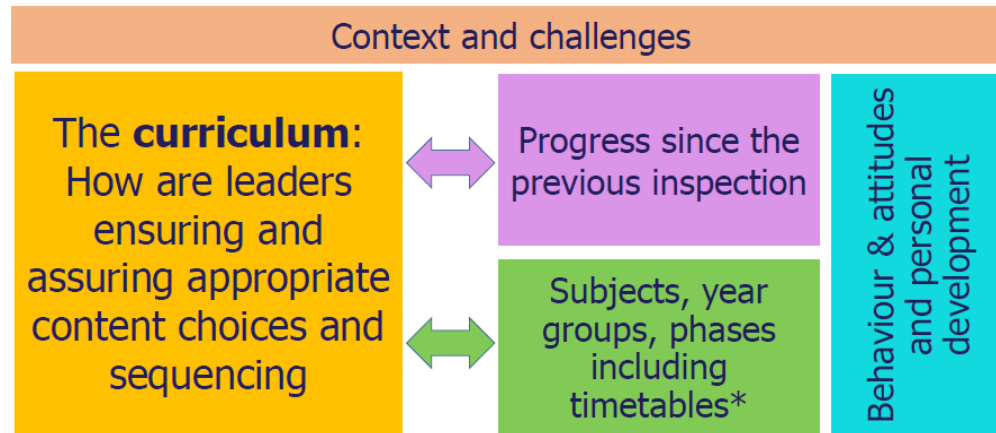
# Phone call part 1 – some questions to think about (i)

- Give me the big picture of your curriculum. Where has it come from and what do you want it to achieve?
- How do you ensure that pupils achieve their very best in each subject?
- Tell me how you ensure that teachers can challenge and extend learning in all subjects?
- How is learning sequenced over time in [subject]?
- Who leads [subject] and what training have your staff in [key stage] had?

# Phone call part 1 – some questions to think about (ii)

- Tell me about your work to improve leadership.
- Can you give me an example of the mapping in [subject]?
- Do you have the same quality of leadership and sequences of learning in say, [subject and subject]?
- So, how do teachers know what pupils need to know, and be able to do, by the end of the year?
- So, how do teachers know what the key concepts are that children need to learn in order to do the things you want by the end of the year?

## Education-focused conversation

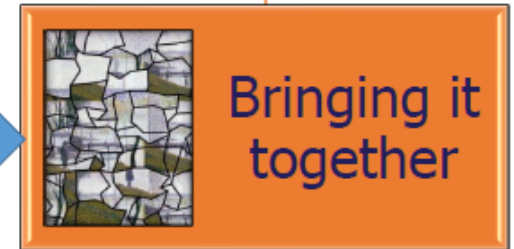
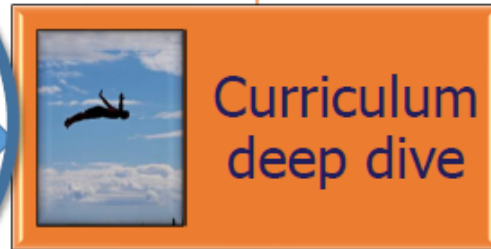
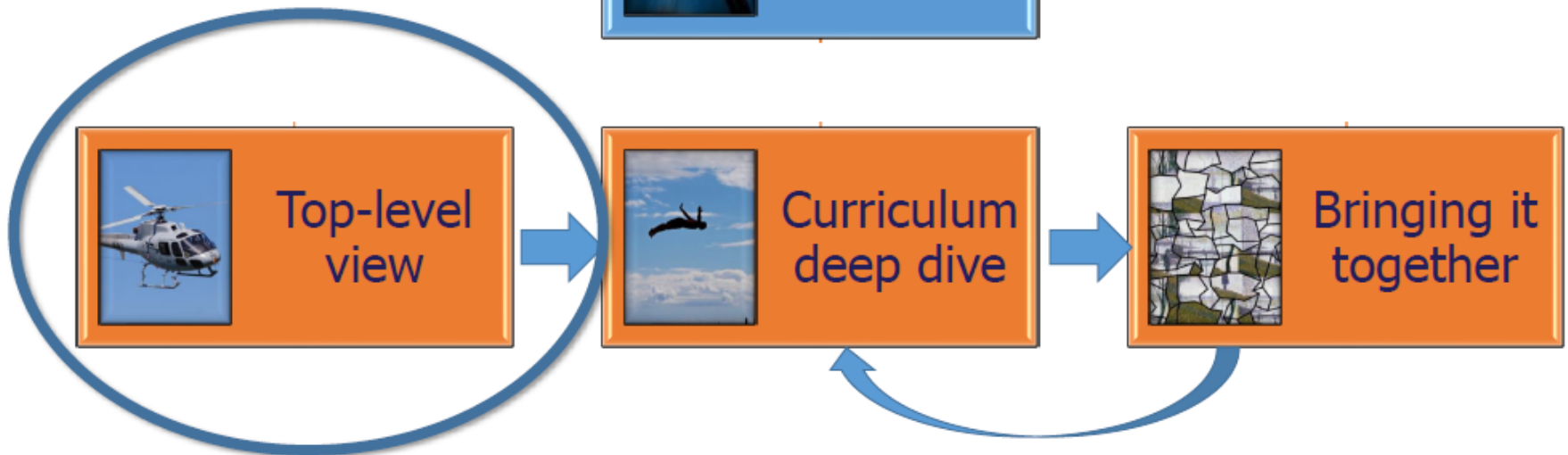


- How ready are you to discuss the curriculum in this way?
- What actions do you need to take to prepare for this?

# THE DEEP DIVE



# Quality of Education



# Deep dives

## Pre-inspection

**Introductory conversation with school leaders**  
Context  
Curriculum

## Deep dive

**Senior leaders**  
Curriculum intent.  
Understanding of implementation and impact.

**Curriculum leaders**  
Long- and medium-term thinking and planning.  
Rationale for content choices and sequencing.

**Lesson visits**  
Evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

**Work scrutinies**  
of pupils in observed classes.  
Where possible, jointly with teachers/leaders.

**Teachers**  
Understand how the curriculum informs their choices about content and sequencing.

**Pupils**  
From observed lessons.  
How well do they build schema and recall learning.

**Connecting evidence to reach a judgement**  
Forming a view of quality of education

If there is insufficient evidence, or if leaders wish to present more, we will collect additional evidence. We may also collect additional evidence to identify whether or not the strengths and weaknesses that inspectors have seen during the deep dives are systemic.

## Bringing it together

# So what is a curriculum deep dive?





- Ofsted Inspection Handbook 2019: 'Deep Dives'
- Curriculum themed meetings with subject leaders, staff & pupils

Talk to me about timetabling and coverage of the subject

Talk to me about the deliberate action you have taken to shape the curriculum.

Learning walk to see teachers across years groups, speaking to pupils and staff about stretch, challenge and knowledge coverage.

Scrutiny of curriculum mapping and pupil outcomes to see the curriculum mapping in action .

Do all groups have access to the curriculum? How do you know?

What is the impact of staff training on staff subject knowledge and expertise?

# Subject deep dive lesson visits

4-6 (across different year groups and EY/sixth form).

How lesson fits in: sequence, topic, year, key stage etc.

Are activities appropriate for the curriculum intent?\*

Consider other key areas e.g. behaviour and attitudes.

# Deep dives

- ‘It’s not about making judgements, it’s about asking questions’
- Focus on intent choice & sequencing, focus on **appropriate** pedagogy not general pedagogy
- Focus on - do pupils know more and remember more rather than the old concept of progress
- Work scrutiny is not about judging progress but is about seeing what the planned curriculum looks like in practice or how successfully the curriculum has been enacted.
- Is the stated curriculum evident in books? Are pupils drawing on a wide range of prior knowledge? A unit of learning is a sequence of lessons not an individual lesson.



# Deep Dives – context matters

Inspectors need to know the **purpose** of the lesson (or the task in a workbook), **how it fits into a sequence of lessons over time**, and **what pupils already know and understand**.

# Deep Dives (CPD)

- How are teachers supported to develop their subject knowledge alongside their pedagogical knowledge?
- How are teachers supported to teach the component knowledge leading to NC outcomes
- Inspectors to ask specific questions related to the school curriculum content or 'give me an examples of something that is a taught in Y2 that is built on in Y4 and Y6?
- How have you built on learning in Y3 in Y5?

# Deep Dives – work scrutiny

**Work scrutiny will form a part of the evidence we use to judge whether the intended curriculum is being enacted.**

Do the pupils' books support other evidence that what the school set out to teach has, indeed, been covered?

Work scrutinies can provide part of the evidence to show whether pupils know more, remember more and can do more, but only as **one** component of the deep dive which includes lesson visits and conversations with leaders, teachers and pupils.

Coverage is a prerequisite for learning, but simply having covered a part of the curriculum does not in itself indicate that pupils know or remember more. Work scrutinies cannot be used to demonstrate that an individual pupil is working 'at the expected standard' or similar, and it is not valid to attempt to judge an individual pupil's individual progress by comparing books from that pupil at two points in time.

# Deep Dives – work scrutiny



## Key messages for work scrutiny:

- This is a step change: work scrutiny is **not** about judging progress, but it **is** about seeing whether the planned curriculum has been taught in practice.
- What is the scope of the planned curriculum, and is it being covered?
- **A key question:** Are pupils drawing upon a wide range of prior knowledge?
- Evidence will not just be in books – particularly for subjects such as music, drama, art and PE.

## Work Scrutiny

- *Progress is defined as “knowing more, remembering more”*
- Inspectors will be referencing the NC more to evaluate content
- There will be consideration of appropriate content choices, depth of content and sequencing across the curriculum  
*e.g. Can this progression be seen from the Early Years through KS1,2 and from Yr7 through to 6<sup>th</sup> Form?*



**Table 3: Book scrutiny indicators selected for the pilot**

<b>Building on previous learning</b>	<b>Depth and breadth of coverage</b>	<b>Pupils' progress</b>	<b>Practice</b>
<p>Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time.</p>	<p>The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.</p>	<p>Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.</p>	<p>Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.</p>

'It forced me to look at curriculum subjects in a new, deeper way. For example, I noticed in the history books I scrutinised that lower ability pupils focus more on literacy (reading comprehension), but not so much on grappling with the historical concepts or deepening history knowledge.'

'The indicators and descriptors eliminate questions about marking, handwriting, neatness, etc. They focus HMI more and can eliminate variation in what they focus on. This helps you think about what pupils are actually learning.'

**Figure 21: Process applied during the subject review with subject leadership**

<p><b>Intent</b></p> <p>Talk to me about the <b>deliberate action you have taken to shape the curriculum</b></p>	<p>Talk to me about timetabling, coverage, mapping of subject</p>	<p><b>Gathering first-hand evidence of implementation</b></p> <p>Work through pupils books to demonstrate <b>progression across a key stage</b>. E.g. take a strand of that subject. Ask leaders to show you how this plays out in the books or pupils' output</p> <p>Short learning walk around the department, including speaking to pupils and teaching staff about stretch and challenge and knowledge coverage</p> <p>Curriculum mapping and assessment materials to help identify extent of knowledge and skills coverage and depth in the curriculum</p>	<p>Show me how teachers assess across unit, term, year, key stage</p> <p>Record first-hand evidence</p>	<p>Impact of staff training</p> <p>Staff specialisms</p> <p>Staff subject knowledge</p> <p>Record first-hand evidence</p>
<p><b>Impact</b></p> <p>During the book scrutiny you will be examining the impact of the implementation of the curriculum. E.g. does the school's design of KS 3 performing arts curriculum/carousel activities limit pupils' exposure to music?</p> <p>Does an absence of formative assessment systems impact on the curriculum quality?</p> <p>LPA pupils are taught by non-specialists in all year groups – what impact does this have on the implementation and impact of the curriculum for these pupils?</p> <p>Do all groups have access to the curriculum? How do you know?</p> <p>Are all staff in their department subject specialists? What impact does this have on curriculum implementation?</p>				

Initial discussion

Collection of first-hand evidence

# The quality of education: the overall picture



## **Intent**

- Curriculum design, coverage and appropriateness

## **Implementation**

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

## **Impact**

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

# The Quality of Education

- **Intent:** the way the curriculum sets out the knowledge and skills that pupils will gain at each stage
- **Implementation:** the way the curriculum developed or adopted by the school is taught and assessed
- **Impact:** the outcomes pupils achieve as a result of the education they have received
- How do leaders judge the QoE?
- How do they know?

# Mythbuster – curriculum intent

Intent is about what leaders intend pupils to learn. Good intent, according to the Ofsted handbook, has the following features:

- a curriculum that is ambitious for all pupils
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- a curriculum that is broad and balanced for all pupils

Intent is all the curriculum planning that happens before a teacher teaches the knowledge that pupils need to learn the next thing in the curriculum

So, intent is nothing new. **There's no need to write new statements, adapt websites or restructure staffing to cover intent.** Intent is not the next big thing.

# Curriculum Design-Quality of Education-'Intent'

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Y3-Y6.

# In a nutshell– curriculum intent

- In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by senior, subject and curriculum leaders.
- Inspectors will talk to senior leaders to find out whether the curriculum is broad and balanced.
- Is it at least as ambitious as the national curriculum?
- **Does it contain the right knowledge in the right order? Is the curriculum providing pupils with the building blocks of what they need to know and be able to do to succeed in each subject?**



# In a nutshell– curriculum intent

- To what extent do leaders understand that the ‘curriculum is the progression model’?
- What does the school want pupils to learn and why?
- How is this put into practice in the school curriculum planning?
- EYFS to KS2 – how do teachers know what to teach and when to teach it?
- Appropriate content choices and sequencing. Depth of content & sequencing across the key stages. Can this progression be seen from the Early Years through KS1 and KS2.
- Inspectors will be referencing the NC more.

# Cultural Capital

'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'



# Teaching-The Quality of Education-'Implementation'

- Teachers have **expert** knowledge of the subjects they teach
- Teachers enable pupils to understand key concepts, **check for understanding systematically**, ensure pupils embed key concepts
- Are pupils making progress in lessons? What about **all** groups, particularly disadvantaged, most able and SEND
- Teachers use assessment to check pupils' understanding in order to **inform teaching**.

# Quality of Education

## To Consider:

Learning through pupils' eyes; do they **really** know what they're learning and why they are learning. What evidence demonstrates this?

How do teachers make sure knowledge 'sticks'?

Are children making progress in lessons? What about **all** groups, particularly, disadvantaged and SEND?

Is learning behaviour/are attitudes strong?

Do resources maximise progress (including support staff)?

How skilled and knowledgeable are staff?

Do staff know their children well – how is this demonstrated in lessons?



# Evaluating the quality of the curriculum - implementation

- What are the reasons for differences in subject effectiveness across the school?
- How do leaders quality assure the curriculum and in what ways and what difference is it making?
- Can leaders explain the focus, rationale and impact of staff training on the curriculum?
- How do leaders ensure pupils can remember the curriculum long term?
- Does the curriculum remain as broad as possible for as long as possible?



# Evaluating the quality of the curriculum - implementation

- Curriculum leaders not middle leaders
- Quality of Education: How do we evaluate & develop the quality of middle leadership? Early Reading
- How do you use research to support teaching? E.g. pedagogical discussions using research. Next steps to support HT with articulating this.
- Knowing more and remembering more.

# Over to you

② The Quality of Education

Grade

?

## Implementation

- **Curriculum delivery-sequencing of learning**
- **Teaching (pedagogy)-learning that sticks**
- **Impact of CPD-improving teaching**
- **New to teaching**
- **Impact of coaching techniques**
- **Use of assessment**

# Outcomes Across the Curriculum-'Impact'

## Quality of Education Grade Descriptors: Outstanding

- Pupils consistently **achieve highly**, particularly the most disadvantaged. Pupils with SEND achieve the **best possible** outcomes.

## Quality of Education Grade Descriptors: Good

- Pupils develop **detailed** knowledge and skills **across** the curriculum and, as a result, **achieve well**
- Reflected in results from **national tests** and examinations that meet government expectations
- Pupils with SEND achieve the **best possible** outcomes
- Pupils work **across** the curriculum is of **good quality**





# Evaluating the quality of the curriculum - impact

- How do you know that this curriculum is working?
- What subjects are not as well planned?
- Where is curriculum the strongest?
- How do you know pupils know more and remember more?
- How ambitious is your curriculum for pupils with SEND or who are disadvantaged?



# Evaluating the quality of the curriculum - impact

- What is the impact of CPD on teacher subject knowledge?
- How do you use starting points in Yr7 to avoid repetition?
- ‘What do you want pupils to know/what is your ambition for the end of KS3?’
- Choice of texts?

# Outcomes-'Impact'

**Consider the impact of:**

- Phonics
- Reading
- Maths knowledge, understanding and skills....

...on achievement across the curriculum

About ensuring that schools do the **basics well** against a shared and coherent vision for the curriculum

Progress must be strong in a **wide range** of subjects for outcomes to be good.

## SEND methodology:

### **Top-level view:**

SEND context and ambitions  
Organise a sample of pupils with SEND in at least two subject deep dives with copies of EHC and SEND support plans.



### **During deep dives:**

Is the curriculum **implemented for pupils with SEND. What are they learning?**  
How well are they **involved in school life?**



### **Day 2:**

Dialogue with SENCo and sample group of pupils with SEND.  
Review the day 1 and 2 evidence and evaluate the quality of education for SEND.

# Mythbusting (ii)

- Ofsted does not require schools to:
  - do additional work or to ask pupils to do work specifically for the inspection
  - carry out a specified amount of lesson observation or use the Ofsted evaluation schedule to grade teaching or individual lessons
  - ensure a particular frequency or quantity of work in pupils' books or folders
  - include targets relating to the proportion of good or better teaching in headteacher objectives
  - set teachers' performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which it would then hold teachers to account
  - retrospectively apply for DBS and other pre-employment checks for staff appointed before and continuously employed since the introduction of the Disclosure and Barring Service requirements take any specific steps with regard to site security; in particular, inspectors do not have a view about the need for perimeter fences
  - take any specific steps to identify or track pupils or the work of individual pupils who would be included within the calculation of government pupil premium funding, other than that required for their pupil premium strategy
  - carry out assessment or record pupils' achievements in any subject, including foundation subjects in primary schools, in a specific way, format or time
  - use any particular format for policies relating to staff behaviour or have a separate code of conduct document
  - be at similar stages of English Baccalaureate (EBacc) implementation as other schools, or provide additional information outside of their normal curriculum planning
  - produce a self-evaluation document or summary in a particular format. Any assessment that is provided should be part of the school's business processes and not be generated solely for inspection purposes.
- Ofsted does not specify:
  - how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain
  - that tutor groups/form time must include literacy, numeracy or other learning sessions
  - the frequency, type or volume of marking and feedback
  - the content of, or approach to, headteacher and staff performance management

## Learning from recent reports: 'Good' School (Primary) Box Church, Wiltshire

- The school organises its curriculum plans so that teaching builds on what pupils have learned before. However, leaders do not check on the impact of these plans in class well enough. **Some teachers check on the skills that pupils learn rather than what pupils know and remember..... pupils do not always remember or apply the knowledge set out in the school's planned curriculum.**
- The vast majority of pupils read with accuracy and understanding by the end of key stage 2. Most pupils use and apply their knowledge of phonics and read accurately. However, there is not a sharp enough focus or an effective system in place to ensure that those younger pupils who struggle to read catch up quickly and spell correctly. Pupils do not receive enough practice to apply phonics to read Inspection report: Box Church of England Primary School 11–12 September 2019 4 whole words accurately. Leaders must ensure that all teachers and support staff have strong subject knowledge and teach phonics so that pupils read well.

## Learning from recent reports:

### **‘RI’ School (Primary) Aldermaston, Reading**

- Leaders need to ensure that teachers have the skills to be able to implement and deliver a coherently planned curriculum in all subjects. Some teachers require training to develop their pedagogy and subject knowledge.
- Pupils with SEND do not achieve well in all areas of the curriculum. This is because the curriculum is not adapted well enough to meet their needs. Leaders should ensure that teachers adapt the curriculum so that pupils with SEND make progress and gain the agreed knowledge for their ability.
- Continued...

# Other useful points of reference:

- <https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools>
- There is also a useful video guide for Governors which gives an overview and key points for Governors.
- [https://www.youtube.com/watch?time\\_continue=13&v=UvqA1SFiqOo](https://www.youtube.com/watch?time_continue=13&v=UvqA1SFiqOo)