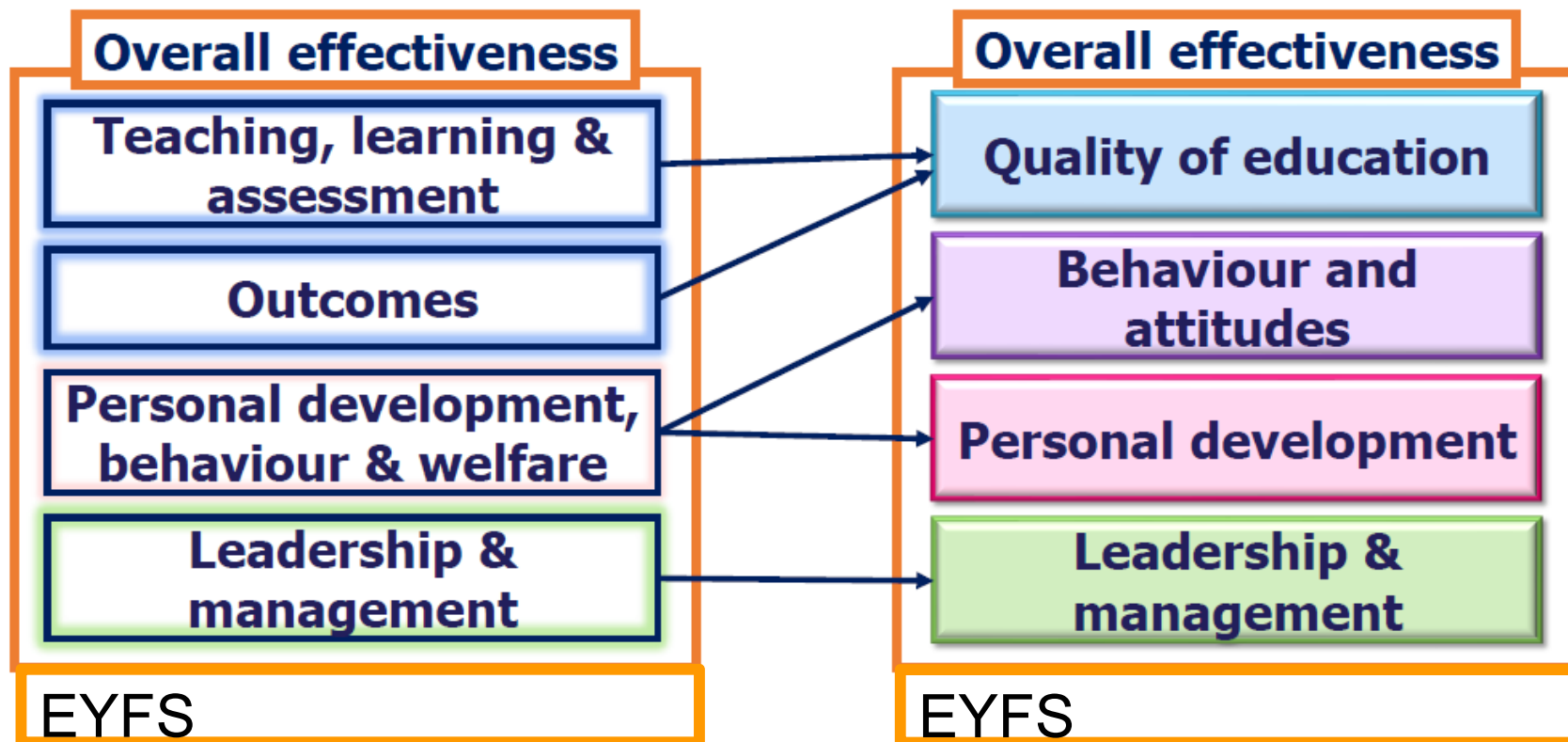
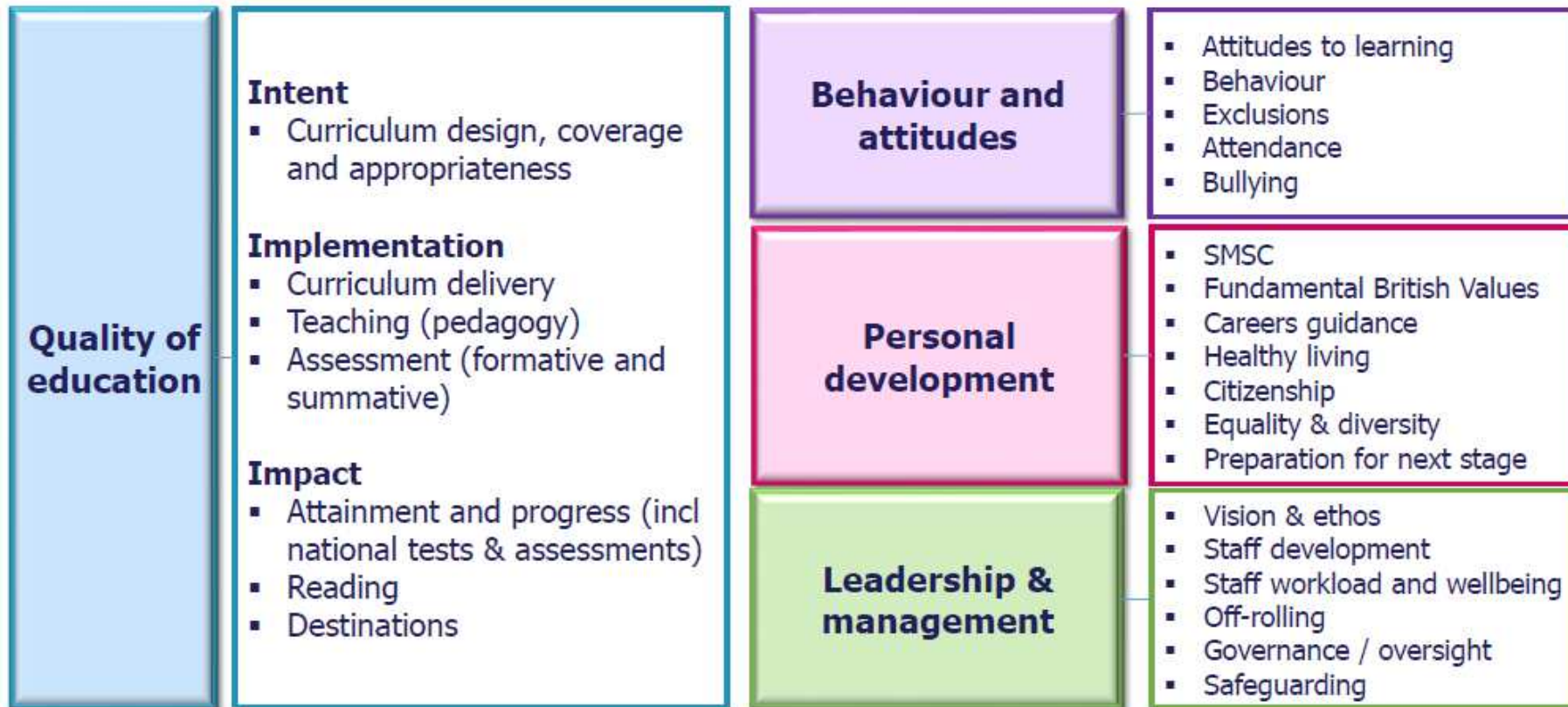


# Implications of the new Education Inspection Framework





Education Inspection Framework 2019  
Vincent Ashworth SHMI;  
Assistant Regional Director; Oct 2018



Education Inspection Framework 2019  
 Vincent Ashworth SHMI;  
 Assistant Regional Director; Oct 2018

Draft School Inspection Handbook;  
 Jan 2019; No:180041

## EYFS

258. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and providers plan, design and implement the curriculum
- how effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children's outcomes
- the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND
- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
- children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.

# Curriculum research



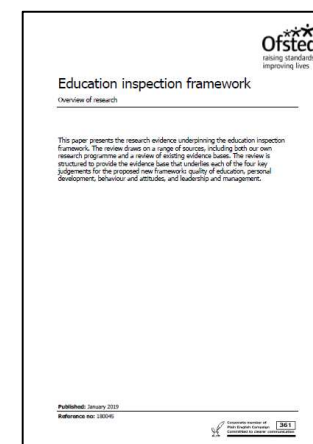
## An investigation into how to assess the quality of education through curriculum intent, implementation and impact

PDF, 1.73MB, 54 pages



## Ofsted's curriculum research Ofstednews

<https://www.youtube.com/watch?v=08lofb-KjI4&t=0s&index=3&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>



Education Inspection Framework  
Overview of Research  
Jan 2019  
Ref 180045



The importance of knowledge acquisition for progress has been highlighted by HMCI

'Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance, on the knowledge that we want young people to acquire**, is often lost...

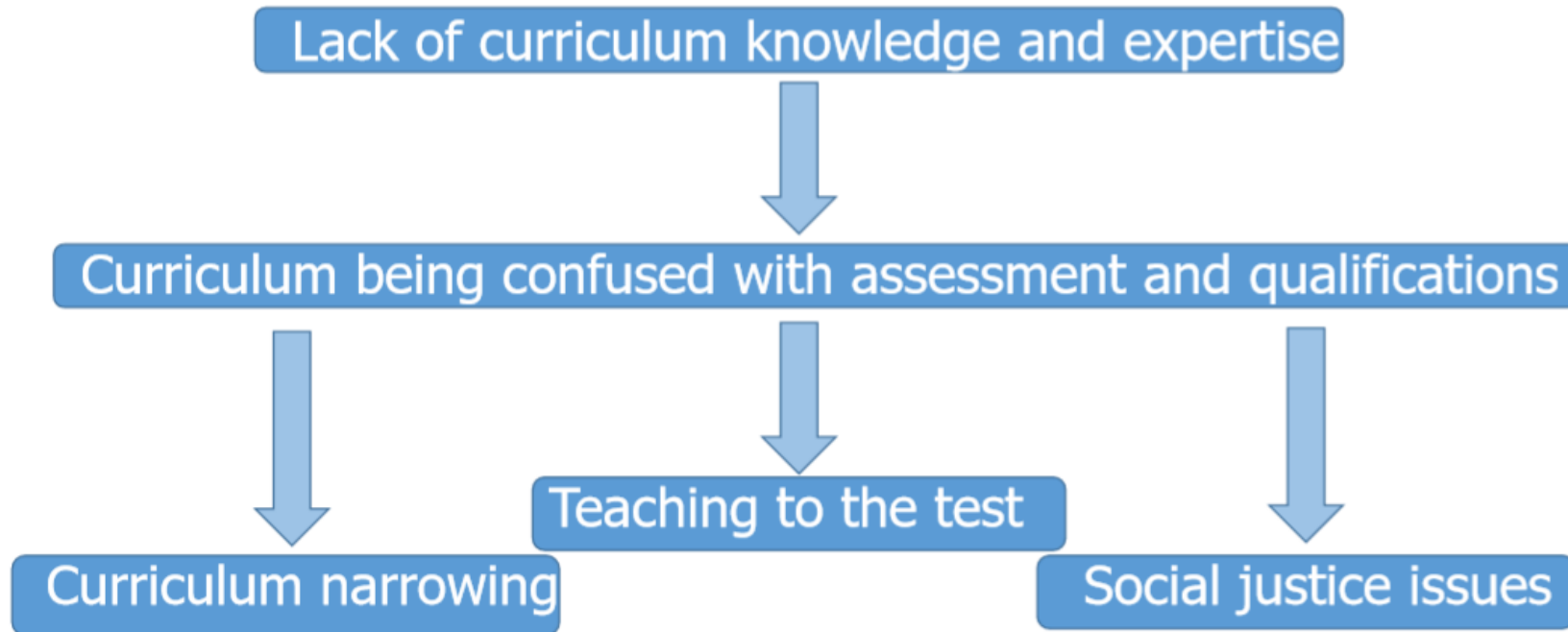
...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Ofsted Curriculum Workshops; Autumn 2018

<https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>

# What did the curriculum survey (phase 1) find?

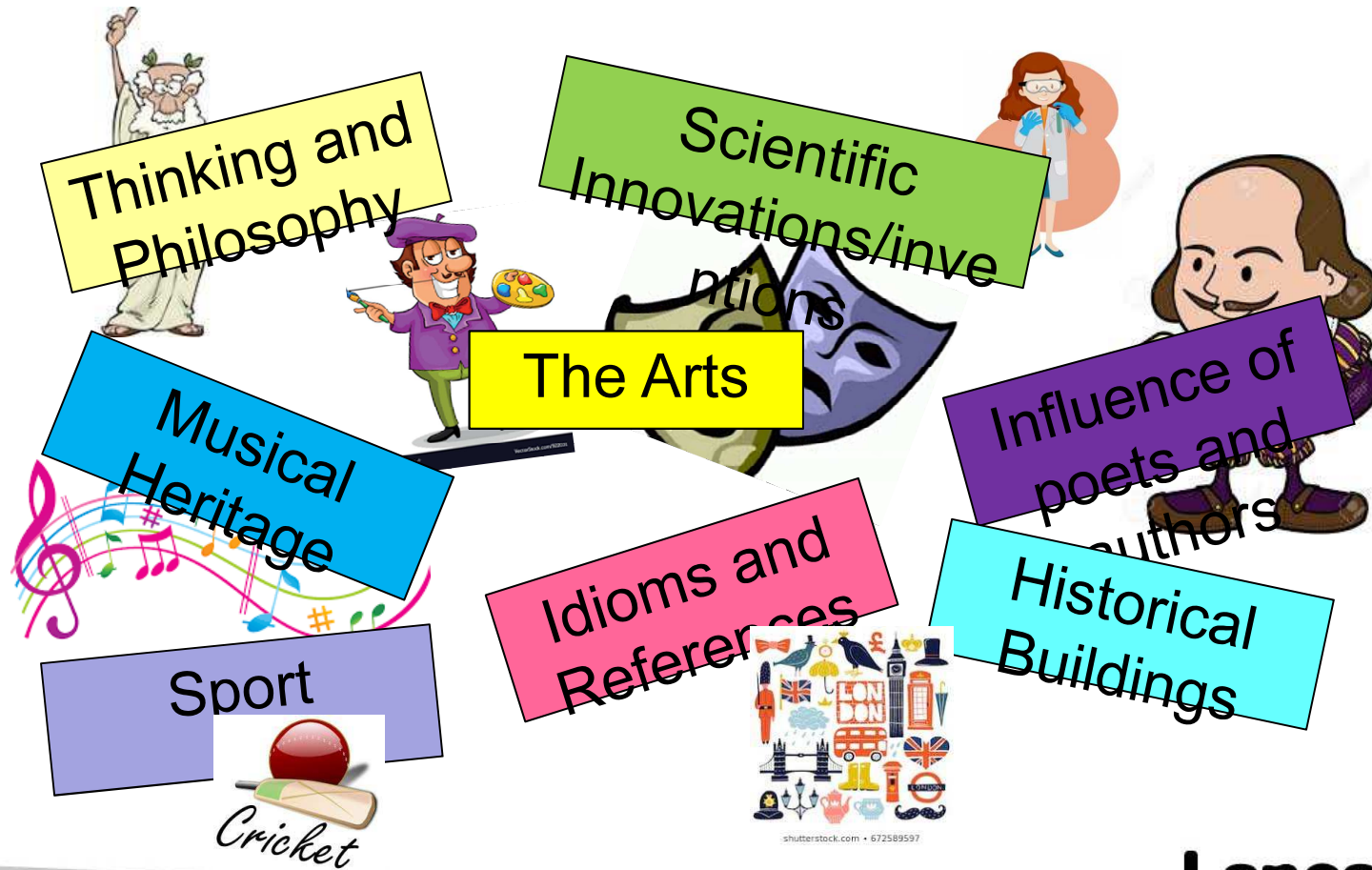


Education Inspection Framework 2019  
Vincent Ashworth SHMI;  
Assistant Regional Director; Oct 2018

# Curriculum Narrowing

- Ofsted's research into the curriculum has shown that **some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3**. This has **a disproportionately negative effect on the most disadvantaged pupils**.
- It is appropriate that, in key stage 1, teachers focus on ensuring that pupils are able to read, write and use **mathematical knowledge**, concepts and operations; therefore, curricular breadth and balance are less important at this stage. **From key stage 2 onwards and in secondary education, however, inspectors will expect to see a broad, rich curriculum.**
- That **includes languages and the humanities, along with the arts and other creative subjects**. Inspectors will be particularly **alert to signs of narrowing in key stages 2 and 3** curriculums

# Cultural Capital e.g ...





# Subject Knowledge – where are you?

- Content knowledge
- Pedagogical knowledge
- Pedagogical content knowledge



# Key features of Ofsted's current messages about curriculum:

- The importance of knowledge acquisition
- The importance of teaching vocabulary.



## Curriculum flexibility ( p41)

**158.** The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge, skills and understanding to be gained at each stage. It enables the evaluation of pupils' knowledge and understanding against those expectations.

**159.** All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education. <sup>58</sup> Academies are expected to offer all pupils a curriculum that is similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science, and religious education.

*From Page 13*

## Inspection of religious education (RE) and collective worship

33. The Secretary of State designates certain schools as having a religious character.<sup>24</sup> In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005. This is different in schools with a religious character. In these schools, denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.<sup>25</sup>

Please refer to the new Ofsted Criteria for a GOOD school to see expectations around Intent, Implementation, Impact.

Implications for the SACRE?



# Next Steps

- To provide some advice for schools on how to create an intent statement for RE; provide an Ill overview.
- Ensure that all teachers are aware of the progressive knowledge, concepts and skills in the RE curriculum
- Provide training for teachers to improve their content pedagogical knowledge.
- Continue to provide advice on how to undertake formative assessment and form summative judgements in RE.