

Policy update

East Sussex Headteachers' Association Meeting

October 2019

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Brexit, Brexit, Brexit

Gavin Williamson and Cronus in Sanctuary Buildings (13 weeks to the day)

- Gavin Williamson – state comprehensive, sixth form college – a-levels, Uni of Bradford
- Nick Gibb still in place
- Chris Skidmore, Kemi Badenoch, Michelle Donelan, Lord Agnew, (Cronus)

Key announcements

- Funding announcement from Number 10
- STRB remit letter – flatter pay structure
- SRMA increase
- New regulations for schools to report on knife crime – Queen’s speech 2019
- TPC speech focused on FE and maths schools
- Removal of Gove’s outstanding exemption
- A Falcon in the SNOW
- Troops to Teachers

The new Ofsted framework

What are the headline changes?

- New judgements
- Longer and more significant phone call with the headteacher on the afternoon before
- Both short (section 8) and long (section 5) inspections will last two days (except in small schools)
- Inspectors will not look at a school's internal assessment data
- “Gaming” and “off-rolling”
- “Cultural capital”
- SEND not a bolt-on - woven throughout the framework

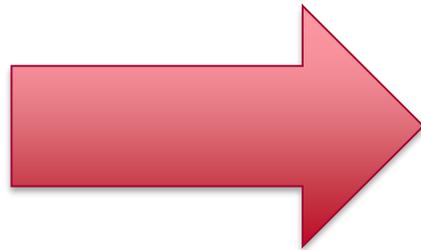
What stays the same?

- The four Ofsted grades
- “No preferred teaching styles or approaches”
- “Inspectors will not make a judgement about the quality of education based solely or primarily on its progress towards the EBacc ambition.”

Goodbye to ...

- Lesson observations
- Lesson feedback
- Book scrutiny
- “Typicality”
- Key lines of enquiry
- Emerging judgements
- Areas for improvement

Overall effectiveness





“What do we understand to be the real substance of education? When we think about what the core purpose of education is, what comes first to our minds? In recent years, we have thought a great deal about the role of leaders and the importance of teaching. We have also given a great deal of our collective time to exam grades and progress measures. These are undoubtedly important. However, at the very heart of education sits the vast accumulated wealth of human knowledge and what we choose to impart to the next generation: the curriculum.”

Amanda Spielman, Ofsted Chief Inspector

Key messages from “Quality of education”

Intent

- How does the curriculum address the local context/social disadvantage/gaps in knowledge, skills and experience?
- “Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums”
- One year transition period – provided that schools have “a plan” combined with “genuine action”
- How are schools equipping pupils with cultural capital?

Key messages from “Quality of education”

Implementation

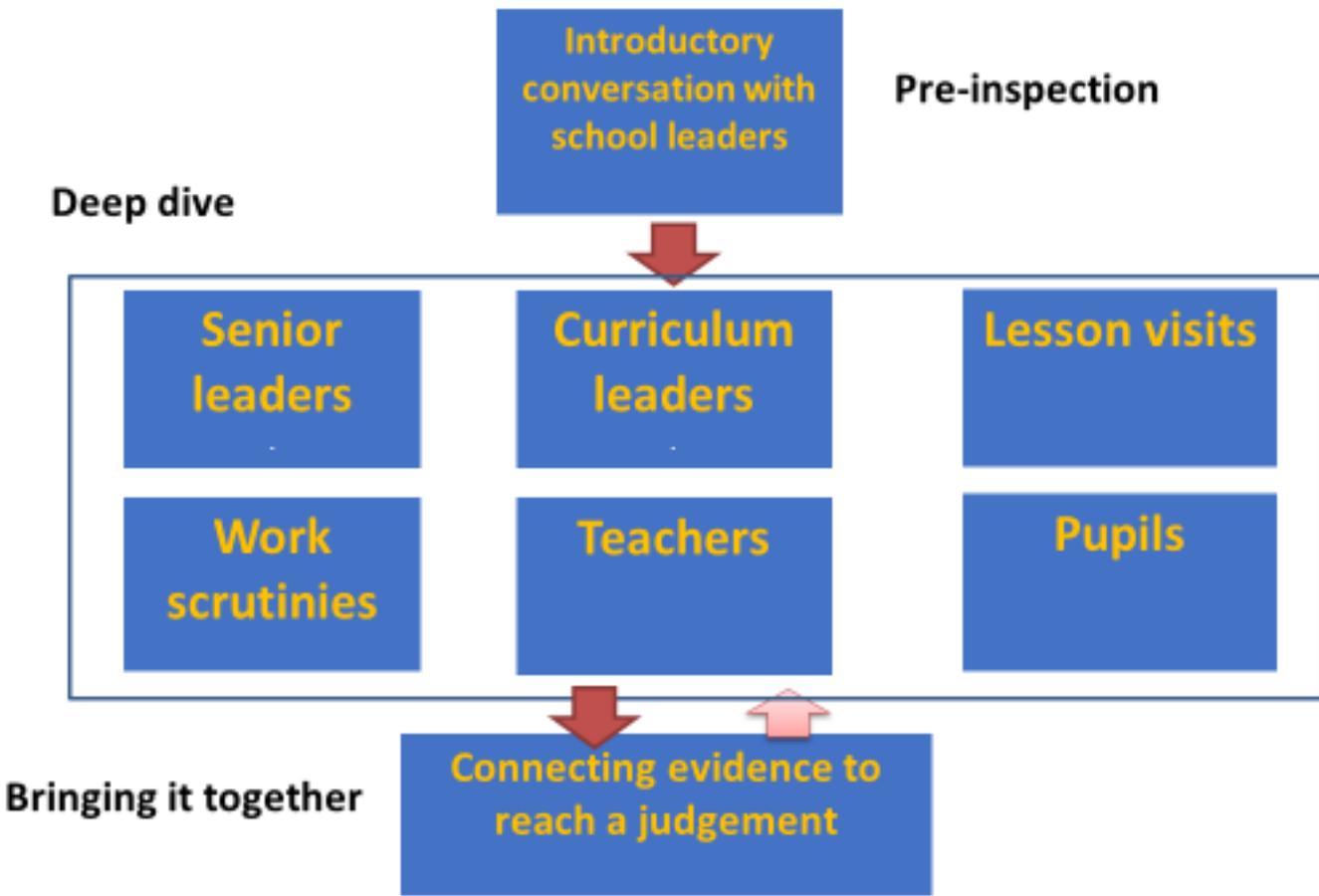
- Do teachers have expert subject knowledge?
- Is teaching sequenced so that “*new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points*”?
- “*Pupils embed and use knowledge fluently and develop their understanding, and do not simply memorise disconnected facts.*”
- Does assessment support the teaching of the curriculum?
- Is data collection proportionate, efficient and sustainable for staff?

Key messages from “Quality of education”

Impact

- “National assessments and examinations are useful indicators of pupils’ outcomes, but they only represent a sample of what pupils have learned.”
- “Inspectors will not use schools’ internal assessment data as evidence.”
- Impact judgements based on the IDSR, observations, discussions, work scrutinies, destinations data, listening to children read (in primary) and how well pupils with SEND are prepared for next steps and adulthood
- **One overall judgement for quality of education**

Inspection activity



So what is a curriculum area deep dive?



Deep dives

- At least four including one foundation subject on day one
- Reading always a deep dive in primary
- Will only be curriculum-focused in mainstream
- SEND will have a specific focus in at least two deep dives
- Early years/sixth form will be in every deep dive
- No hierarchy of activities
- Probably 4-6 (joint) lesson visits, at least 15 minutes

Work scrutiny

- With curriculum leaders and their curriculum plans
- Not just looking at written work
- Work of same pupils as in lesson visits
- Minimum of 2 year groups, 6 pupils in each
- Not about judging progress
- Why this? Why now?
- Has the planned curriculum been taught?
- How is it sequenced for progression?
- How are the needs of disadvantaged/pupils with SEND addressed?
- Show how pupils are drawing on prior learning?
- How does assessment affect workload?

Lesson visits

- How does the lesson fit into the sequence/this topic/this year's work...?
- Are the activities appropriate for the curriculum intent?
- Focus on content choice and sequencing
- Other key areas of the framework, eg behaviour and attitudes
- No judgement of teaching

SEND

Top-level view

SEND context and ambitions.

Organise a sample of pupils with SEND in at least 2 subject deep dives with copies of EHC and SEND support plans.

During deep dives

Is curriculum implemented for pupils with SEND?

What are they learning?

How well are they involved in school life?

Day 2

Discussion with Senco and sample group of pupils with SEND.

Review the day 1 and 2 evidence and evaluate the quality of education for SEND.

One year transition

Ofsted acknowledge that schools will be responding to the new EIF, and may not have every in place. They want to encourage deep discussion around curriculum, and don't want to schools to knee-jerk. As such the **one year transition** has been applied.

However – health warning – this **only applies to curriculum intent** – and needs to be more than just an ambition – must include actions!

“Everything up to the classroom door”

What do the new reports look like?

1. Summary of judgements
2. What it's like to attend this school
3. What this school does well, and what it could do better
4. Safeguarding
5. Areas for improvement (for the school and LA / MAT)
6. Information about the school
7. Information about the inspection

The reports so far

Pop quiz

- How many S5 or S8 mainstream secondary? • 24
- Percentage outstanding? • 0%
- Percentage good? • 46%
- Percentage RI? • 54%

RI reports stats

- At least two judgements good, but QOE 'RI' – 62%
- Mention 2 yr KS3 – 54%
- Mention Ebacc entry – 31%

Emerging trends from the first reports

- KS3 narrowing
- Ebacc entry rates
- Content sequencing – why this, why now?
- Reading – even at secondary
- SEND fully embedded
- Genuine conversations
- Quality of education one judgement – don't get hung up on the three Is
- Off rolling
- Distinct purpose of reports from data – “a counter balance”

Questions for senior leaders

What does the school want its pupils to learn and why?	How is your curriculum intent reflected in curriculum planning?	How is the curriculum quality assured?
Do you follow the national curriculum or something of similar ambition and breadth?	How do you ensure that your curriculum offer remains as broad as possible for as long as possible?	How have you ensured that useful content is selected and taught in logical progression?
How do you ensure that pupils remember content long-term?	How do you ensure that the curriculum is sufficiently ambitious for all pupils?	How does the curriculum meet the needs of pupils with SEND?

Questions for curriculum leaders

Talk us through your curriculum plans	How do you select curriculum content?	What is your model of progression?
Why this content? Why at this time?	What are the key composites and underlying components in your subject?	Pupils in year x are now studying y. What prepared them for this in previous years?
How does your approach to assessment check that pupils have learnt the key components?	What systems are in place to support inexperienced/non-specialist/struggling teachers?	How do whole-school priorities inform the curriculum offer in your subject?

Questions for teachers

How does the lesson fit into the sequence/this topic/this year's work?	Are the activities appropriate for your school's curriculum intent?	Why has this content been chosen?
Why is this content taught at this time?	How have you been helped to develop your subject knowledge and pedagogy?	How does work in x topic in year 7 relate to work in year 8?
How do you try to make sure that pupils remember key concepts?	How does assessment affect workload?	

Common questions

Ofsted says...

What if I'm in the process of changing my school's curriculum?

There will be a **transitional period**. We will review the position after a year.

Is there an 'Ofsted curriculum'?

No. We support curriculum flexibility. Different schools taking radically different approaches to the curriculum will be judged fairly.

Should I get advice from a consultant or buy in specific products?

No! There is nothing mysterious here. The quality of education is about schools and trusts thinking about the curriculum carefully for themselves.

Q. Does Ofsted want us to have written a curriculum intent statement for them?

A. No
But they will expect you to be able to explain your curriculum intent

Q. Will Ofsted expect us to encourage all pupils to follow a particular curriculum model – eg EBacc?

A. No

But they will want you to show that your curriculum is as ambitious as national standards.

So...

DO

- Revisit your curriculum intent – talk about what you want your pupils to learn and why
- Look at how the work of different departments links to the whole school curriculum intent.
- Look at how your approach to teaching and learning relates to your curriculum intent.
- Share your ambition for curriculum as part of your ethos statement.

DON'T

- Spend ages writing a curriculum intent statement for Ofsted.
- Think that Ofsted's curriculum focus means that you need to change what you teach.
- Assume that Ofsted has a preferred curriculum model.

Key word:

AMBITIOUS

Ofsted MAT summary evaluations

Ofsted and MATs

- “Summary evaluations” not inspections
- Draw on previous inspections of academies
- Reviews “the extent to which the MAT is delivering a high quality of education and raising standards and outcomes...”
- No power to insist MATs engage

Ofsted and MATs

- Stage 1 – batched inspections – within one week or two terms before
- Stage 2 – summary evaluation – same or following term
- Meetings with MAT leaders and trustees – discuss inspection findings – may visit academies by agreement
- Stage 2 at discretion of Ofsted – *eg* high-, weak-performing or improving academies
- “...most MATs are unlikely to undergo a summary evaluation...”

Ofsted and MATs

- Stage 2 within a single week
- Telephone surveys with non-inspected academies
- Before stage 1 – review of published information – *eg* MAT approach to curriculum design and implementation or CPD
- Inspections gather evidence on MAT support

Ofsted and MATs

- MAT will have 5 days' notice
- No prescribed documentation
- If available, strategy documents, self-evaluation, intervention strategies, data analyses
- “Meetings with key staff and representatives of the trust board are to share and discuss any areas of focus based on pre-inspection analysis and inspection outcomes from the academy inspections. It is also to consider further evidence that shows the impact of the MAT’s work with its academies. Discussions will centre on the quality of education across the MAT, drawing on achievement and other relevant data for all the academies within the MAT, and the MAT’s arrangements to oversee, challenge and support its academies.”

Ofsted and MATs

- “...the impact the trust has on its academies, including what elements of education are uniform across the trust, where the trust allows academies more autonomy and how the trust reduces underperformance.”
- “...how the trust monitors its academies, especially how it understands the quality of education being offered and its impact.”
- “...how the MAT trustees work with the MAT leadership, including how they set priorities and how they constructively challenge leaders.”

Ofsted and MATs

- Oral feedback on emerging findings
- Formal feedback of provisional findings
- Summary evaluation letter
- No graded judgements

Extracts from the very first summary evaluation report 20.2.19

- “Trustees provide a clear vision which guides decision-making at all levels in the Trust. They keep an unwavering focus on achieving their key strategic priority, ‘to improve the life chances of all children and young people in our schools’. There is no place for ‘quick fixes’ in this Trust. Its work is firmly grounded in sustainable improvement.”
- “The Trust continually challenges its leaders and staff at all levels to improve educational standards.”
- “Trustees are effective at a strategic level. Their vision guides decision-making. Strategic development planning by the Trust is strong. Trustees’ planned actions address key priorities.”

Extracts from the very first summary evaluation report 20.2.19

- “Trustees regularly discuss safeguarding. This enables them to understand recent developments and recent government guidance, as well as being informed of ongoing risk. The Trust board analyses information from safeguarding audits, including any trends or areas of concern across the Trust. These audits have triggered additional Trust intervention or support from the headteacher lead.”
- “The estates manager implements thorough processes to monitor the condition of buildings and the appropriateness and safety of learning environments. Trustees direct funds quickly and efficiently in response to the checks carried out. Evidence seen shows that school sites are safer and better maintained than previously.”

Funding

The 'headlines'

- £7.1bn more cash in schools block over three years
- £2.6bn in 2020; £2.2bn in 2021; £2.3bn in 2022
- 'Harder' formula of £5000 pp in secondary; £4000 pp in primary
- No new money for 2019
- £700m for High Needs block
- £400m one-off top up funding for 16-19 in 2020
- Teachers' starting salaries rising to £30,000
- Flatter pay structure in MPS, UPS and LPS

The impact on schools block

- To achieve starting salaries of £30k by 2022 amounts to a 23% for M1
- Other bands will have to rise, to keep up, by around 3%
- This costs the system £2.76bn over three years, which feeds into rising school costs

This table shows the real term gap needed to restore to 2015 levels – taking into account costs and rising pupil numbers

Year	Actual	Necessary to return to 2015	Gap from 2015
2019	£35.1bn	£38bn	-£2.9bn
2020	£37.0bn	£39.5bn	-£2.5bn
2021	£38.6bn	£41.1bn	-£2.4bn
2022	£40.6bn	£42.5bn	-£2bn

Distribution of schools block

- All schools will see at least 1.8% more cash in 2020
- However, this means that roughly a third of schools will see real term cuts, and will have to make further savings next year
- The extra money overwhelmingly helps schools in affluent areas. Secondary schools in the lowest FSM band will have only -£33 per pupil less than in 2015. For schools in the highest FSM band it's -£427

Impact on high needs and 16-19

- The gap between what is needed to get back to 2015 EHC Plan funding is currently - £1.7bn. The extra cash will ease this somewhat next year, but by 2022, the gap will have actually risen to -£1.8bn
- Similar in 16-19 where the £400m next year will just about cover rising costs. FE funding has been cut in real terms by 27% since 2015. The current gap of -£1.1bn will rise to -£1.4bn by 2022

Thank you

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