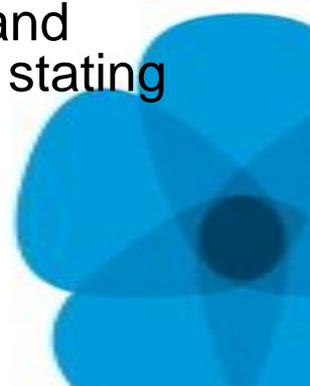


OFSTED so far

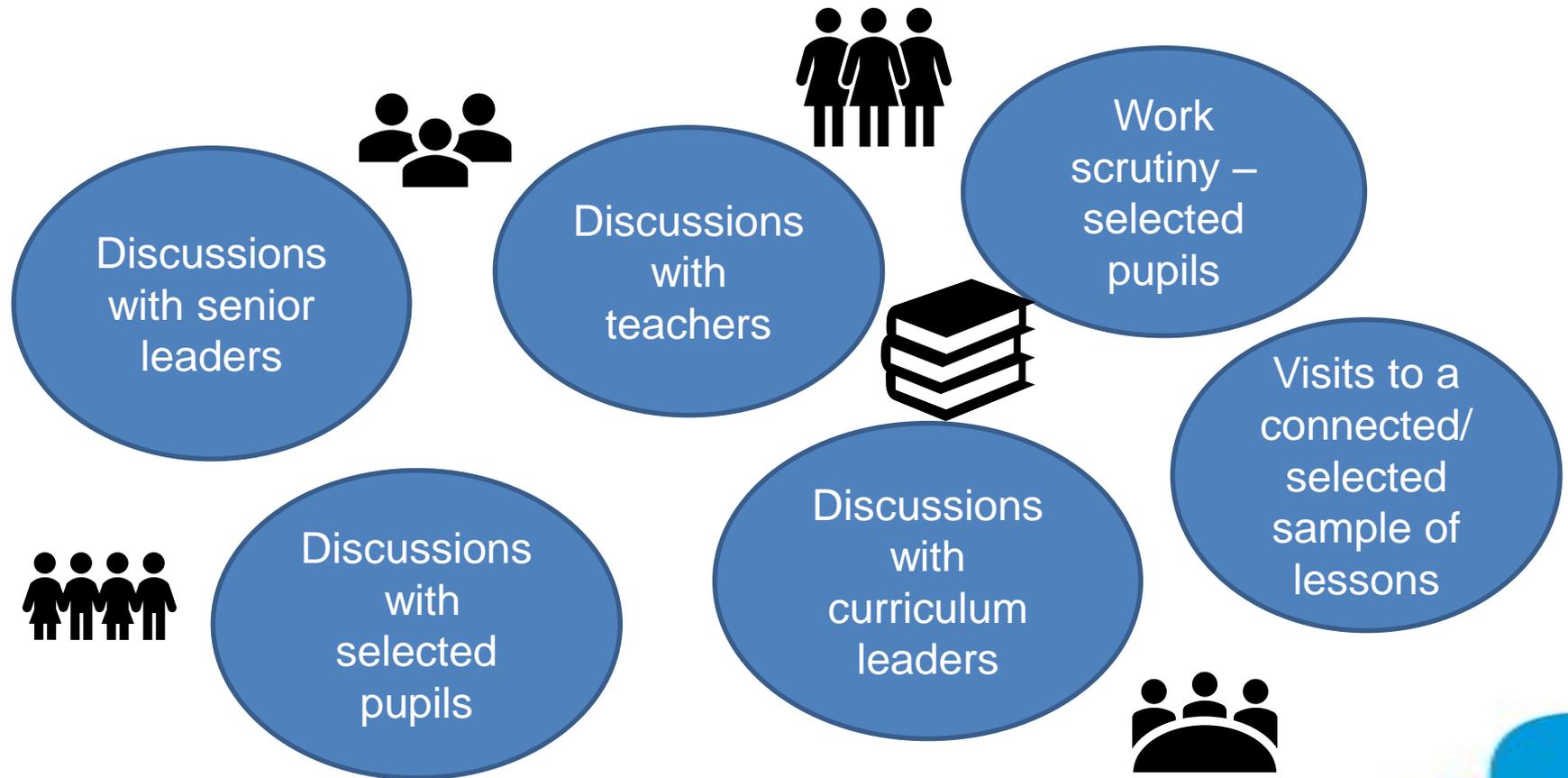


How we have supported schools

- Ten briefings on the Education Inspection Framework (EIF) were held across Hampshire and the IoW for headteachers and chairs of governors between July and November 2019. In Hampshire 234 schools attended a briefing totalling over 400 delegates.
- Seven briefings on the EIF were held for governors led by Governor Services, supported by HIAS across July and October which were also well-attended.
- Two cross phase “Curriculum” workshops with two more planned
- Schools have reported that both briefings were very helpful and informative, with those subsequently receiving an inspection stating they prepared them well.



Deep dive activities



Deep dives into National Curriculum subjects, including EYFS

- Between 4 and 6 deep dives (3-5 v. small schools)
- Reading, mathematics highly likely, then foundation subjects / science
- Minimum of two year groups per deep dive; all year groups and key stages covered across inspection.
- Day 1 – half a day per deep dive



Reading

- Essential element of all stages of education
- Early deficits matter so good reason to focus curriculum in key stage 1
- Diet includes:
 - Explicit and systematic phonics
 - Comprehension instruction
 - Literature rich environment; Authentic literature
 - Reading aloud
 - Early intervention and especially phonics
- PLUS fluency, vocabulary



Concepts that matter when devising a “knowledge enhanced” curriculum for all children

1. Progress means knowing more and remembering more.
2. Knowledge is generative (or ‘sticky’), i.e. the more you know the more easily you can learn.
3. Knowledge is connected in webs or schemata.
4. Vocabulary size relates to academic success, and schooling is crucial for increasing the breadth of children’s vocabulary.
5. Specific strategies to move experience from working memory into long term memory

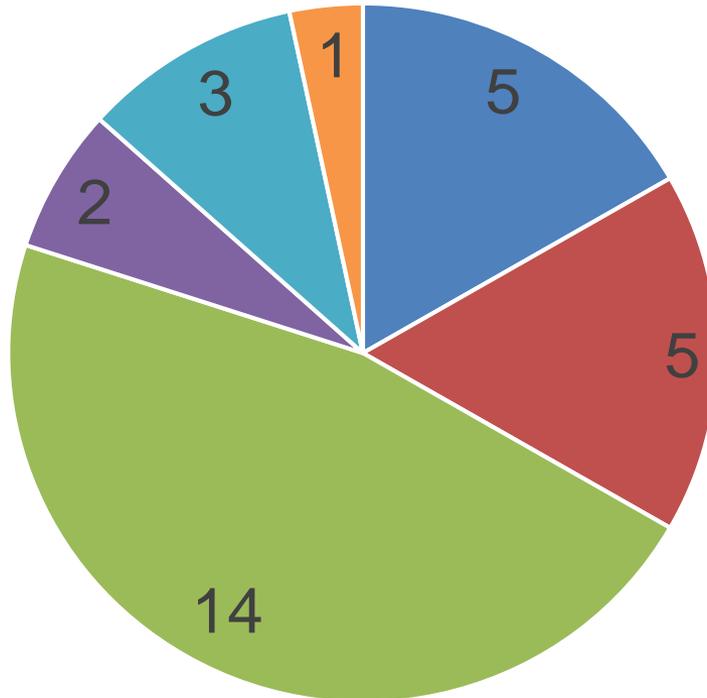


Ofsted update

- Over 30 inspections in Hants – no real surprises, outcomes as expected
- Being applied as the Ofsted framework/handbooks state
- Wide range of deep dive areas, discussed during initial phone call
- Greater staff involvement, less for heads – Need to know sequencing of learning across **all** subject areas!
- Inspectors do check if there is evidence of ‘off-rolling’ or ‘gaming’ or ‘reduced hours timetables’ in primary and secondary schools
- Some limited transition arrangements, only for a ‘good’ grade
- Section 8 reports short (2.5 sides) – ‘letter to parents’ in accessible wording. Verbal feedback at the end of inspection is the professional version.



Ofsted Improvement priorities



- Reading
- SEND
- Curriculum
- Behaviour and attitudes
- Personal development
- Other



Secondary picture (nationally)

Improvement areas identified in 58 inspections

curriculum	80
SEND	26
disadvantaged	18
teaching	15
behaviour	12
attendance	11
assessment	11
evaluation processes	8
governance	7

expectations	7
standards	6
reading	5
modern languages	5
information & Guidance	5
professional development of staff	4
6th form	3
off rolling	1
use of alternative provision	1

Inspection outcomes to Nov 21st

- Of the 39 schools inspected in Hampshire and the loW under the EIF with known outcomes:
 - Seven were infant schools, five junior, 22 primary, two secondary and three special
 - 27 schools (69%) had previously been judged good+
 - following their EIF inspection 33 schools (85%) were judged good+
 - Twelve out of 39 schools improved their OE judgement with four declining (2 O-G, 2 G-RI)
 - Overall +16% Good+
 - Hampshire Good+ 92%, Nat 86% (31/09/19)



Implications for our focus?

Primary phase

- **Subject support** to ensure curriculum progression in all areas including PSHE and RE including vocabulary precision
- Support to enable **good matching of curriculum to SEND** cohort
- Reinforce mastery teaching approaches that **set high expectations** and **use formative assessment**

Secondary phase

- Advice/support around **evaluating the impact of the curriculum in separate subject** areas. How to use this to revise the structure of schemes in departments
- How to use this to make **better provision for those who are disadvantaged and those with SEND**
- How to **teach higher order reading and support catch up reading**



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