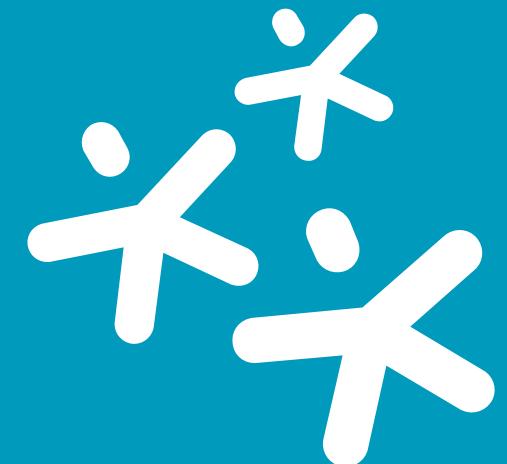


# Ofsted Update

## Emma Ing HMI

Regional Director of North East, Yorkshire and Humber



As Her Majesty's Chief Inspector, Amanda Spielman said, the great majority of schools, colleges, nurseries and child minders in England are good or outstanding, reflecting the hard work of teachers, leaders and support staff who work there.

This is true in the North East.

**85% of our schools are good or outstanding.**



85% of NE schools are good or better

- And only 18 out of our 1152 schools are stuck...

## In the North East

- This masks a curious primary/secondary divide:
  - 90% of primary schools are good or better
  - 58% of secondary schools are good or better

# Primary Schools in the NE



Primary School Inspection outcomes	% good or outstanding as at 31 August 2019	% change since 31 August 2018
<b>England*</b>	<b>87</b>	<b>1</b>
<b>North East</b>	<b>90</b>	<b>0</b>
North Tyneside	95	0
Gateshead	94	1
Hartlepool	93	7
Stockton-on-Tees	93	0
Redcar and Cleveland	93	-2
Sunderland	93	0
Newcastle upon Tyne	90	4
Middlesbrough	90	5

Primary School Inspection outcomes	% good or outstanding as at 31 August 2019	Change since 31 August 2018
<b>England</b>	<b>87</b>	<b>1</b>
<b>North East</b>	<b>90</b>	<b>0</b>
Northumberland	89	4
South Tyneside	89	0
Durham	88	-4
Darlington	83	3

# Secondary Schools in the NE



Secondary inspection outcomes	% judged good or outstanding	Change since 31 August 2018
<b>England</b>	<b>76*</b>	<b>0</b>
<b>North East</b>	<b>58</b>	<b>0</b>
Stockton-on-Tees	77	8
Middlesbrough	71	0
Newcastle upon Tyne	71	0
Durham	66	4
North Tyneside	63	-6
Northumberland	61	2
Gateshead	60	20

Secondary inspection outcomes	Percentage judged good or outstanding	Change since 31 August 2018
<b>England</b>	<b>76</b>	<b>0</b>
<b>North East</b>	<b>58</b>	<b>0</b>
South Tyneside	56	-11
Hartlepool	40	0
Sunderland	39	-11
Darlington	38	0
Redcar and Cleveland	30	-10

# Schools in the NE test/exam outcomes



	Reading, writing and maths (%)	Reading (%)	Maths (%)
England	65	73	79
North East	66	74	80
Below England	1 LA	3 LAs	1 LA

	Average A8	Average overall P8	Grade 5+ En & Ma
<b>England/NE</b>	<b>47/45</b>	<b>0.0/-0.2</b>	<b>43/39</b>
Northumberland	46	-0.1	43
Stockton	46	-0.2	45
Darlington	46	-0.2	42
North Tyneside	46	-0.2	41
Gateshead	47	-0.2	42
Durham	45	-0.2	38
Newcastle	43	-0.3	38
South Tyneside	43	-0.3	33
Middlesbrough	41	-0.3	34
Hartlepool	43	-0.3	37
Sunderland	43	-0.4	37
Redcar & Cleveland	44	-0.5	40

# What is going on?



# Could this be about curriculum?



# The importance of acquiring knowledge...



*'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.'*



# The Education Inspection Framework 2019

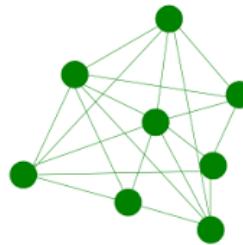


- What young people learn has too often come second to delivering **performance data**.
- This data focus leads to **unnecessary workload** for teachers.
- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **lowest attaining children**.

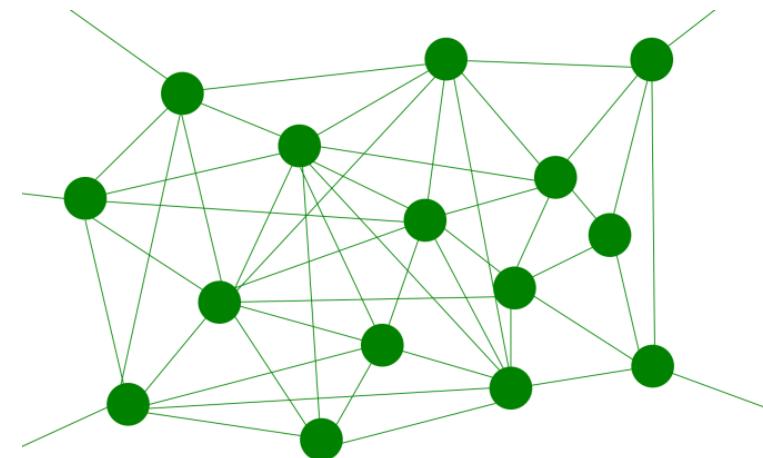


# What are the implications of putting curriculum at the heart of the new QE judgement?

- It means starting from the assumption that weak outcomes are due to knowledge gaps

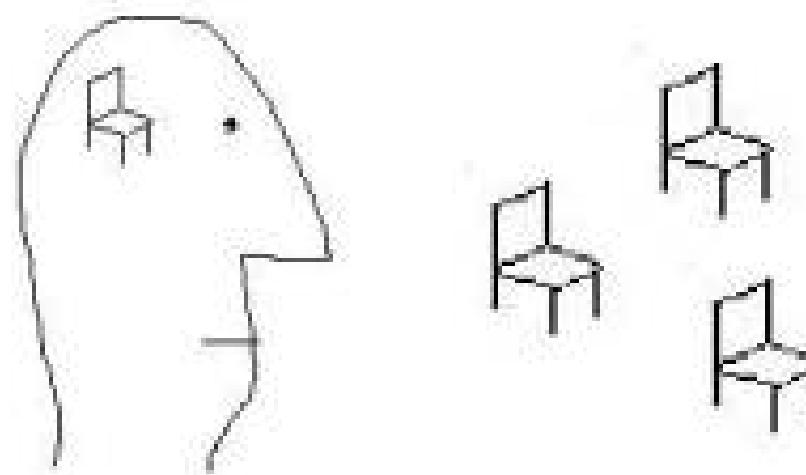


Relevant schema of a child who achieves a low outcome



Relevant schema of a child who achieves a high outcome

# Schema and prototypes



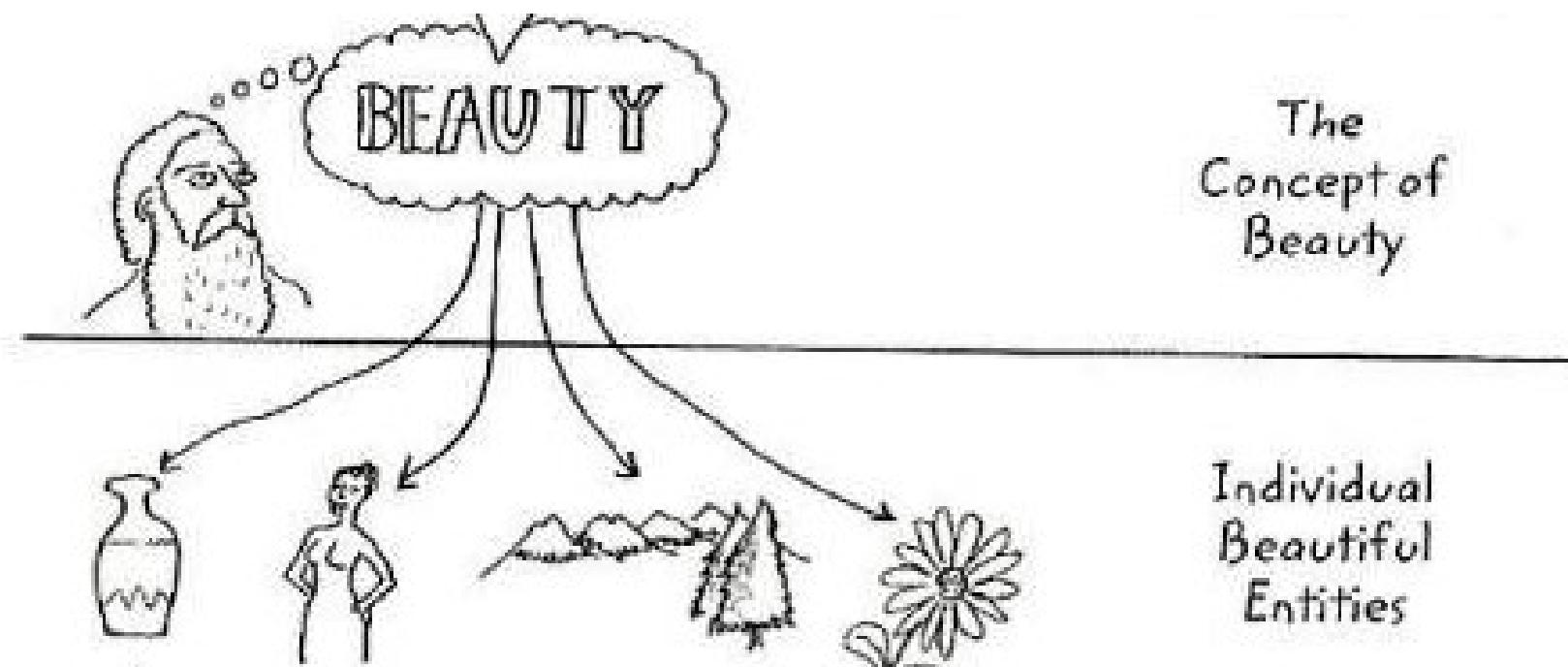
# Assimilation and connections



# Accommodation



# Beauty, truth, justice (and health and physics and ...)



# The importance of pupils' knowledge of **schemata** (expanding and interconnected webs of concepts)

## Mechanisms and regulation of RNA polymerase transcription

The RNA polymerase laboratory at the UCL Institute for Structural and Molecular Biology follows a multidisciplinary research programme that aims at unravelling the molecular mechanisms of transcription. Transcription is a fundamental process in biology and evolutionary ancient and the engines of cellular transcription - RNA polymerases (RNAPs) - are closely related in all three domains of life. This applies particularly to the archaeal and eukaryotic systems, which are not only similar in terms of RNAP subunit composition and architecture, but also regarding the transcription initiation and elongation factors and molecular mechanisms that govern their activity. We have developed a recombinant transcription system from the hyperthermophilic euryarchaeon *Methanocaldococcus jannaschii* that is reconstituted from individual subunits. This allows us to perturb the RNAP by a molecular genetics and biophysical approaches to assess function, complex topology and -dynamics by the use of molecular probes (e.g. fluorescent dyes) incorporated into RNAP subunits and transcription factors. We have applied this bespoke transcription system to illuminate the structure, function and evolution of transcription in vitro. In order to bridge the gap to the living world we have developed genetic tools to characterise in vivo phenotypes of mutants of the crenarchaeal *S. solfataricus* RNAP and transcription factors, and adapted systems biology approaches to (i) map the global promoter landscape and transcriptome of *M. jannaschii*, and to (ii) describe the whole genome occupancy of the transcription apparatus.



## Recap: a schema is:

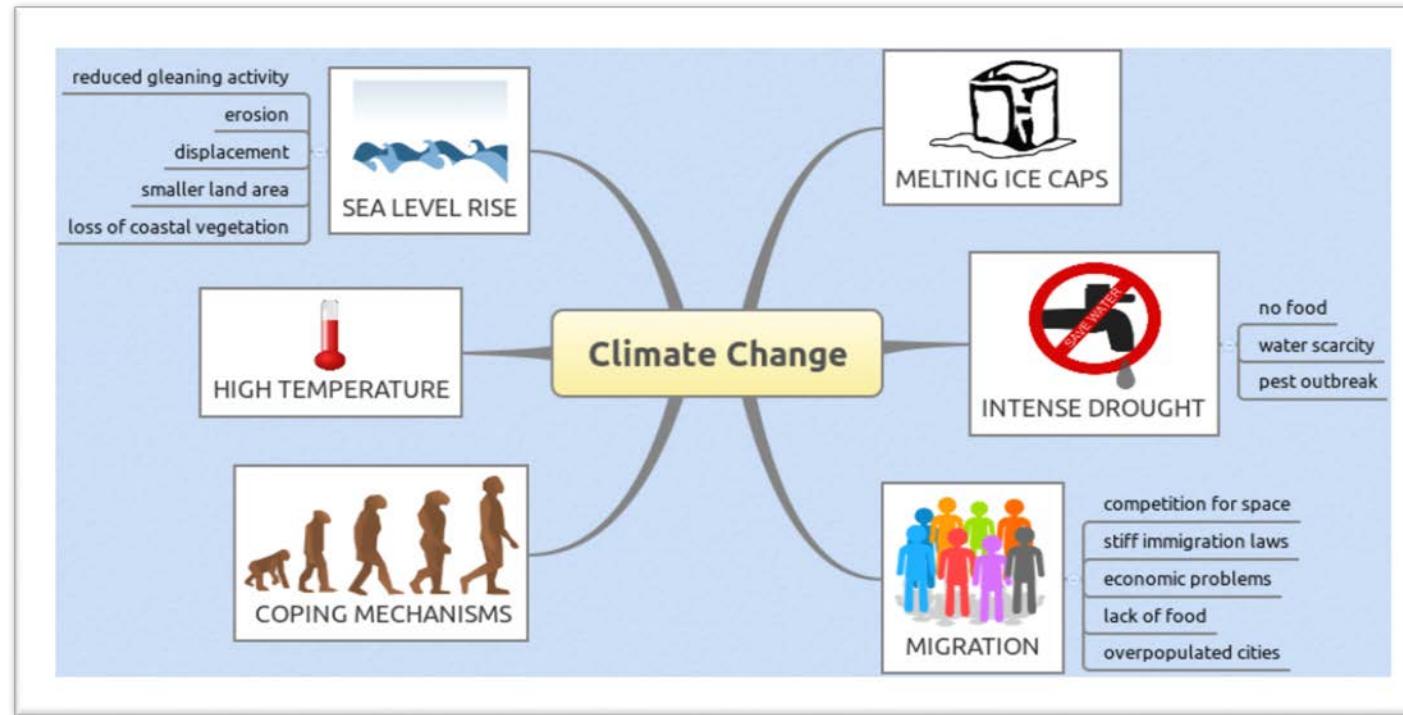
- a mental structure of ideas/words
- a framework representing some aspect of the world
- a system of organising and perceiving new information.



# Schema theory and memory

- Learners are more likely to notice things that fit into an existing schema.
- New, relevant information slots into existing schemata... or the teacher can help the learner to start to build a new schema.
- This frees up working memory to embrace new content or skills, take in the overall flow of a text or think about what is being apprehended.
- Schemata therefore affect uptake and absorption of new content.

# Activity 1



- Evolution
- Climate change
- Sport
- Music
- Fashion
- Architecture
- Human anatomy
- Grammar

**Vocabulary** size relates to academic success.

Such correlations between vocabulary size and life chances are as firm as any correlations in educational research.

**Simply put:** knowing more words makes you smarter!



Our biggest question is WHY have some children gone through schooling and yet not acquired the necessary schemata that others, equally capable, do acquire?

Perhaps the component content:

- was not identified and taught
- did not receive necessary emphasis
- was not delivered in a coherent sequence
- was not taught using effective approaches
- was not practised till deeply embedded and readily recalled

Social justice requires that we provide an education which gives the less privileged access to the knowledge they need to succeed.



## Ofsted's definition of curriculum:

“the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage”

# Distinguishing curriculum from teaching and assessment

**Curriculum:**  
WHAT is taught

**Pedagogy:** Teaching  
activities or HOW  
curriculum content is  
taught

**Assessment**  
Desired high level outcomes  
and measures of those  
outcomes

## The curriculum **is not...**

- ...**just** the subject or qualification offer
- ...the same as teaching activities: the curriculum is **WHAT** is taught and not how it is taught
- ...about devising extra or more elaborate or creative activities
- ...vague – it is a **specific** plan of what children need to **know** in total, and in **each subject**.

## In summary, a high-quality curriculum:

- is based on proactive thinking
- will be the product of clear consideration of the sequence of content necessary for children to make progress
- will provide children with the knowledge they need for subsequent learning – transferable knowledge
- builds deeper understanding and the capacity for skilful performance.

# The Education Inspection Framework 2019



## Overall effectiveness

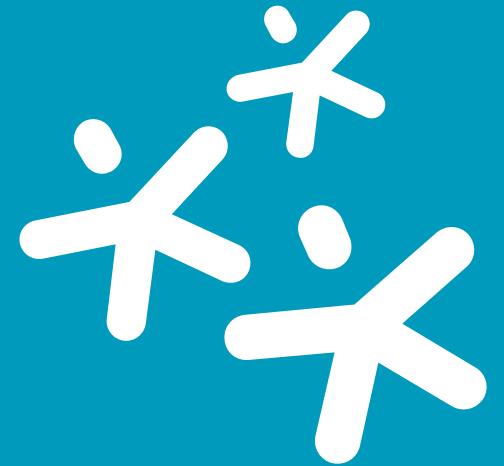
Quality of education

Behaviour and attitudes

Personal development

Leadership and  
management

# So what about behaviour?



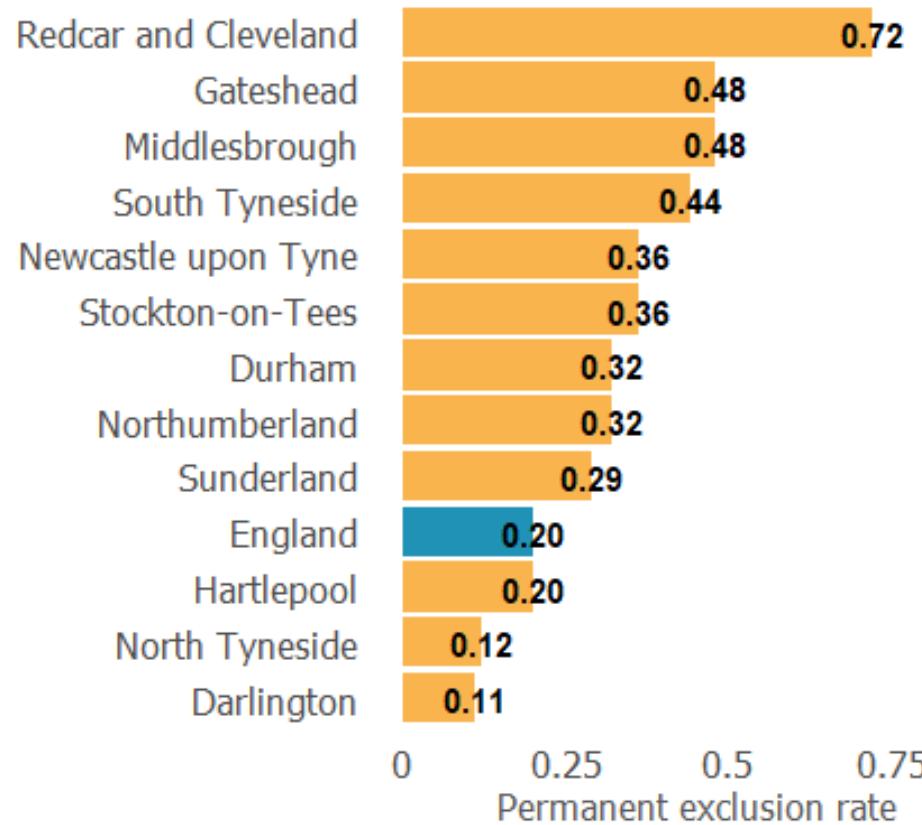
## Fixed period exclusion rates in state-funded secondary schools in 2017/2018

Figure 6: Fixed period exclusion rates in state-funded secondary schools in 2017/2018



	Total number of pupils	Number of pupil enrolments with one or more fixed period exclusion in secondary schools	One of more fixed period exclusion rate per pupil enrolments in secondary schools (%)	Number of fixed period exclusions in secondary schools	Fixed period exclusion rate per pupil enrolments in secondary schools (%)
England	3,258,451	153,479	4.7	330,085	10.1
North East	155,600	9,556	6.1	33,282	21.4

Redcar and Cleveland had the highest permanent exclusion rate nationally for secondary schools in 2018.



In addition, **Gateshead, Middlesbrough** and **South Tyneside** were among the 10 highest LAs nationally for permanent exclusion rates. **Durham, Gateshead, Middlesbrough** and **South Tyneside** have had secondary exclusion rates higher than national since 2013/14. **Darlington** and **North Tyneside** had the lowest secondary exclusions rates in the region. The primary school permanent exclusion rate in each North East LA was in line with or lower than the national rate (0.03%).

It is important to say...

There is nothing wrong with fixed term exclusion, per se

There is nothing wrong with permanent exclusion, per se



'I absolutely support the right of schools to exclude pupils, for example when their behaviour is violent, threatening towards teachers or affecting the learning of other pupils.'

But....

- There is also something wrong with permanently excluding pupils because they are not convenient.
- And there is something wrong when a school feels it appropriate to exclude on a fixed term basis repeatedly and over a long period.

Certain pupil groups have much higher exclusion rates than others



- Over half of all permanent and fixed period exclusions occur in **year 9 or above**.
- The permanent exclusion rate for **boys** was over **three times higher** than that for girls.
- Permanent exclusion rates for **FSM** pupils was around **four times higher** than those who are not eligible.
- Pupils with identified **special educational needs** accounted for around **half of all permanent and fixed period exclusions**.

# Hidden children

- Schools act as a protective factor in children's lives.
- Children who do not attend school can become hidden – we are less able to help and protect them
- They may face risk from within their family or from outside the family.
- They may be at risk of not achieving their educational potential.

# New inspection handbook

- Schools should have an inclusive culture that facilitates arrangements to:
  - Identify early those pupils who may be disadvantaged or have additional needs or barriers to learning
  - Meet the needs of those pupils...and help those pupils engage positively with the curriculum
  - Ensure pupils have a positive experience of learning, and achieve positive outcomes.

A photograph of a young man with short brown hair, wearing a dark zip-up hoodie and blue jeans, sitting cross-legged on a set of concrete steps. He is looking down at a bright blue smartphone held in his hands. In the background, there are two light-colored rectangular boxes mounted on the wall, possibly mail slots or small windows.

Most of us are here today because  
our lives were transformed by one or  
more teachers.

Let us join together and do the same  
for our most needy pupils

A photograph of a wooden boardwalk with railings, leading through tall grass towards a sunset sky.

Thank you for your time

# Useful resources available online



- **'Inspecting the curriculum':**

<https://www.gov.uk/government/publications/inspecting-the-curriculum>

- **Curriculum roadshow** – slides and videos live on website now:

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

- **Videos** about key topics (e.g. curriculum, data) – live now:

<https://www.youtube.com/watch?v=xZhhPLsO8mY&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>

- **Research commentary:**

[www.gov.uk/government/publications/education-inspection-framework-overview-of-research](https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research)

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