

**Resource 1 - Annex A**

**Ofsted and the subject leader**

***‘A deep dive*… *involves gathering evidence on the***[***curriculum intent, implementation and impact***](https://cornerstoneseducation.co.uk/podcasts/how-to-achieve-ofsteds-three-is-of-curriculum/)***over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils.’***

**Inspecting the curriculum, Ofsted May 2019**

This document is one of three that have been written to support subject leaders in preparation for a ‘Deep Dive’ as part of either a school review or an Ofsted inspection.

**Resource 1**: this document outlines the key areas from the Ofsted Inspection Handbook that relates directly to the role of the Subject Leader.

***Resource 1 - Annex 1***: *some additional guidance takenfrom the Ofsted 2019 Handbook*

**Resource 2**: **Preparing for a ‘deep dive’** aims to support a subject leader in preparation for either an internal / external ‘deep dive’.

**Resource 3**: ‘**Deep dive’ in a foundation subject / area** – provides advice for subject leaders across all foundation subjects in relation to what subject specific questions, they may be asked.

**Preface:**

I have included, below, those paragraphs from the Ofsted School Inspection Handbook that refer directly to a subject leader. (I have highlighted in ***bold / italics*** what I consider to be the key points.)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook> (*Updated 11th July 2022)*

I have also drawn from other publications – *which are well worth a read*: **Education inspection framework: overview of research***,* Ofsted, July 2019; [www.gov.uk/government/publications/education-inspection-framework-overview-of-research](http://www.gov.uk/government/publications/education-inspection-framework-overview-of-research)

**How to assess intent and implementation of the curriculum**, Ofsted, December 2018

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf>

***Andy Phillips (October 2022)***



***Resource 1 - Annex A***

**Before and during the inspection** all text other than that in brackets (***which is by the author***), is taken from School inspection handbook November 2019 No. 190017)

I have highlighted below where Subject Leaders (SL) get a specific mention in this version of the Ofsted Inspection Handbook which have been taken out of the July 2022 version. :

See:

***Para’s Theme***

|  |  |
| --- | --- |
| ***127 - 130*** | ***Joint visits to lessons*** |
| ***131 - 133*** | ***Work scrutiny*** |
| ***198*** | ***The Quality of Education*** |
| ***199 - 200*** | ***Intent*** |
| ***201 - 203*** | ***Curriculum flexibility*** |
| ***204*** | ***Curriculum narrowing*** |
| ***206*** | ***Cultural capital*** |
| ***207 - 209*** | ***Sources of evidence specific to curriculum intent*** |
| ***210 - 212*** | ***Implementation*** |
| ***213 - 216*** | ***The school’s use of assessment*** |
| ***217 - 219*** | ***Sources of evidence specific to curriculum implementation*** |
| ***220 - 224*** | ***Impact*** |
| ***225 - 226*** | **Sources of evidence specific to curriculum impact** |
| ***227*** | ***Reaching a single quality of education judgement, drawing together intent, implementation and impact*** |

I have inserted some questions after the above paragraphs for the subject leader to add comments as they go through this resource.

**Joint visits to lessons**

**Para 127.** One element of the inspection will be visits to lessons. **The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.**

**Para 128.** Inspectors will not take a random sample of lessons to visit. Instead**, they will connect lesson visits to other evidence, such as discussions with curriculum leaders, teachers and pupils, and work scrutiny. Inspectors will visit several lessons in which the same subject is being taught, wherever possible, including lessons to different year groups. Lesson visits are not about evaluating individual teachers or their teaching; there will be no grading of the teaching observed by inspectors. Instead, inspectors will view lessons across a faculty, department, subject, key stage or year group and then aggregate insights as to how what is going on in lessons contributes to the school’s curriculum intentions. This will then provide part of the evidence for an overall view of quality of education or behaviour and attitudes.**

**Para 129.** In summary, **lesson visits are primarily useful for gathering evidence about how lessons contribute to the quality of education.** Inspectors can use these visits to gather evidence about how well the curriculum is implemented. They do this by looking at what is going on in lessons for one or more subjects or themes, triangulating this with evidence collected through discussions with the staff and pupils involved, and scrutinising the pupils’ work, wherever possible derived from the lessons visited and the relevant sequence of lessons (see below).

**Para 130.** **Lesson visits are also useful for gathering evidence that contributes to the ‘behaviour and attitudes’ judgement by providing direct evidence about how behaviour is managed within individual classrooms and how pupils respond.** This evidence will complement the other evidence that inspectors gather about behaviour during inspection.

**Work scrutiny**

**Para 131.** Another element of the inspection approach will be scrutinising pupils’ work. **The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils’ work.**

**Para 132.** Inspectors will not take a random sample of exercise books/folders/sketchbooks/electronic files and so on (which we refer to as ‘pupils’ books and other work’). Instead, **they will scrutinise pupils’ books and other work across a faculty, department, subject, key stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education.** Inspectors will not evaluate individual workbooks or teachers. Inspectors will not use work scrutiny to evaluate teachers’ marking. Inspectors will connect work scrutiny to lesson visits and, where at all possible, conversations with pupils and staff.

**Para 133.** Inspectors can use work scrutiny to contribute to an evaluation of whether the work that pupils do over time reflects the intended curriculum. **Work scrutiny will help inspectors to form a view of whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally.** Inspectors will synthesise what they find in order to contribute to their overall assessment of the quality of education across a faculty, department, subject, key stage or year group.

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| **Q: What sources of evidence will a SL and an Ofsted inspector do jointly?** |
| A: |

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| **Q: What sources of evidence do you think it would be helpful for you to gather in advance?** |
| A: |

**The quality of education**

***Para: 198.***

Inspectors will consider the extent to which ***the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this ‘intent’).*** They will ***also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this ‘implementation’)***. Finally, ***inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the ‘impact’).***

**Intent**

***Para: 199.***

In evaluating the school’s educational intent, inspectors will primarily consider

the curriculum leadership provided by school, ***subject and curriculum leaders.***

***Para: 200.***

The judgement focuses on factors that both research and inspection evidence

indicate contribute most strongly to an effective education and pupils achieve

highly. These factors are listed below.

◼ **The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.**

◼ It is **clear what end points the curriculum is building towards** and **what**

**pupils need to know and be able to do to reach those end points**.

◼ **The school’s curriculum is planned and sequenced** so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

◼ The curriculum reflects the school’s local context by addressing typical gaps

in pupils’ knowledge and skills. **Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.**

◼ The **curriculum remains as broad as possible for as long as possible,** including when delivered remotely. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.

◼ There is high academic/vocational/technical ambition for all pupils, and the **school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum**.

**Curriculum flexibility**

***Para: 201.***

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 and

skills to be gained at each stage. It enables the evaluation of pupils’ knowledge and skills against those expectations.

***Para: 202.***

All pupils in maintained schools are expected to study the basic curriculum,

which includes national curriculum, religious education and age-appropriate

relationship and sex education. Academies are expected to offer all pupils a

broad curriculum that should be similar in breadth and ambition.

***Para: 203.***

We will judge schools taking radically different approaches to the curriculum

fairly. We recognise the importance of schools’ autonomy to choose their own

curriculum approaches. If leaders are able to show that they have thought

carefully, that they have built a curriculum with appropriate coverage, content,

structure and sequencing, and that it has been implemented effectively, then

inspectors will assess a school’s curriculum favourably.

**Curriculum narrowing**

***Para: 204.***

Our research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research also shows that this has a disproportionately negative effect on the most disadvantaged pupils. In key stage 1, inspectors need to check that pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at key stage 2. Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums.

**Cultural capital**

***Para: 206.***

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

*‘It is 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.’*

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| **Q: Can you give some examples as to how ‘your’ subject contributes to pupil’s cultural capital?** |
| A: |

**Sources of evidence specific to curriculum intent**

***Para: 207.***

Inspectors will draw evidence about leaders’ curriculum intent principally from

discussion with senior and subject leaders. Inspectors will explore:

◼ ***whether leaders are following the national curriculum and basic curriculum*** or, in academies, a curriculum of similar breadth and ambition

◼ ***how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly.*** ***This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills***

◼ ***how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points***

◼ ***how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills***

◼ ***how the curriculum has been designed and taught so that pupils read at an age-appropriate level.***

**Para 208**. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. If leaders have an accurate, evaluative understanding of current curriculum practice in their school and have identified appropriate next steps (taking into account any impact of COVID-19) to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate ‘intent’ favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are the best fit. They will also, where relevant, take into account any transitional provisions that are in place.

**Para 209.** Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request materials to be produced or provided in any specific format for inspection.

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| **Q: What would you say are the ‘3’ key messages behind your statement of Intent? *(you may want to refer to Para 204 above)*** |
| A: |

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| **Q: Do you have an accurate and up-to-date overview of www/ebi of teaching, learning & assessment in your subject?** |
| A: |

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| **Q: What documents do you have to show an inspector (a pithy overview?)** |
| A: |

**Implementation**

***Para: 210.***

In evaluating the implementation of the curriculum, ***inspectors will primarily***

***evaluate how the curriculum is taught at subject and classroom level.***

***Para: 211.***

Research and inspection evidence suggest that the most important factors in

how, and how effectively, the curriculum is taught and assessed are that:

◼ Teachers have expert knowledge of the subjects that they teach. If they do

not, they are supported to address gaps in their knowledge so that pupils

are not disadvantaged by ineffective teaching.

◼ Teachers enable pupils to understand key concepts, presenting information

clearly and encourage appropriate discussion.

◼ Teachers check pupils’ understanding effectively, and identify and correct

misunderstandings.

◼ Teachers ensure that pupils embed key concepts in their long-term memory

and apply them fluently.

◼ The subject curriculum is designed and delivered in a way that allows pupils

to transfer key knowledge to long-term memory. It is sequenced so that

new knowledge and skills build on what has been taught before and pupils

can work towards clearly defined end points.

◼ Teachers use assessment to check pupils’ understanding in order to inform

teaching, and to help pupils embed and use knowledge fluently and develop

their understanding, and not simply memorise disconnected facts.

◼ Where remote education is in place, it is well integrated within course(s) of study, and is well-designed to support the wider implementation of the school’s curriculum.

◼ Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised. The medium for remote education enables all pupils to access lessons and learn. Teachers monitor pupils’ engagement and communicate effectively with parents and colleagues if there are concerns.

**Developing understanding, not memorising disconnected facts**

***Para: 212.***

Learning can be defined as an alteration in long-term memory. If nothing has

altered in long-term memory, nothing has been learned. However, transfer to

long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

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| **Q: How do you ensure that your own subject knowledge (and that of your colleagues) is kept up to date?** |
| A: |
| **Q: How have you planned the curriculum such that knowledge gained in one ‘topic’ is then built on in the next one?** |
| A: |
| **Q: Can you give a ‘couple of examples’ (e.g. from KS1 and KS2) which demonstrate that pupils are building on knowledge from a previous topic? (*and possibly have a copy to demonstrate this)*** |
| A: |
| **Q: How do you assess pupils’ learning in your subject (i.e. the subject K, S & U and not the literacy / presentation) ?*and possibly have a copy to demonstrate this)*** |
| A: |

**The school’s use of assessment**

***Para: 213.***

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

***Para: 214.***

Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers’ workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

***Para: 215.***

The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools’ collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff. The Teacher Workload Advisory Group’s report, ‘Making data work’, recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

***Para: 216.***

Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. We understand that assessment arrangements may have been altered as a result of the COVID-19 pandemic. Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload. If a school’s system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

**Sources of evidence specific to curriculum implementation**

***Para: 217.***

The following activities will provide inspectors with evidence about the school’s implementation of its intended curriculum:

◼ discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum

◼ discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them ◼ discussions with classroom teachers about how often they are expected to record, upload and review data

◼ observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutinising the pupils’ work

◼ reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

***Para: 218.***

Inspectors should refer to the ‘Lesson visits and work scrutiny’ section in Part 1 of this handbook for guidance about what constitutes an appropriate sample of pupils.

**Para: 219.** In order to triangulate evidence effectively, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of pupils. Inspectors will also ensure that the samples of pupils they choose are sufficient to allow them to reach a valid and reliable judgement on the quality of education offered by the school overall. Guidance on how to ensure that this evidence is both sufficiently valid and reliable is set out under ‘Overarching approach to inspection’ in Part 1 of this handbook.

**Impact**

***Para: 220.***

When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

***Para: 221.***

Inspection experience and research show that the most important factors to consider are that:

◼ A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict

between teaching a broad, rich curriculum and achieving success in examinations and tests.

◼ Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

◼ National assessments and examinations are useful indicators of pupils’ outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupils’ work.

◼ All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.

◼ Pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations. Inspectors will also consider this.

◼ If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers. (See paragraphs 280–282).

**Inspectors will not use schools’ internal assessment data as evidence**

**Para 222.**

Inspectors will not look at non-statutory internal progress and attainment data[[footnote 53]](https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#fn:53) on section 5 and section 8 inspections of schools.[[footnote 54]](https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#fn:54) That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools’ generation, analysis and interpretation of data. Teachers have told us they believe this will help us play our part in reducing unnecessary workload. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand. Inspectors will use published national performance data as a starting point on inspection, where it is available.

**Para 223.**

Inspectors will use the official IDSR as a starting point and get to see first hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school.

**Para 224.**

Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

**Sources of evidence specific to curriculum impact**

***Para: 225***

Evidence of impact should be drawn together from a combination of inspection activities. None of these on their own is sufficient to make an assessment of the impact. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

◼ the progress that pupils are making in terms of knowing more, remembering

more and being able to do more

◼ nationally generated performance information about pupils’ progress and

attainment. This information is available in the IDSR, which is available to

schools and inspectors, and will be analysed for its statistical significance in

advance by Ofsted’s data and insight team

◼ first-hand evidence of how pupils are doing, drawing together evidence from

the interviews, lesson visits, work scrutinies and documentary review

described above (see ‘Implementation – sources of evidence’)

◼ nationally published information about the destinations to which its pupils

progress when they leave the school

◼ in primary schools, listening to a range of pupils read

◼ discussions with pupils about what they have remembered about the

content they have studied

◼ how well pupils with SEND are prepared for the next stage of education and

their adult lives.

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| **Q: What evidence do you have re: Quality of Education (QoE) in your subject?** |
| A: |
| **Q: Do you have ‘some’ examples of pupils work (possibly annotated across the key areas of learning) in your subject to demonstrate the QoE in your subject?** |
| A: |

***Para: 226.***

Inspectors will recognise that some schools are in turn-around, including when they have been brokered into a MAT or rebrokered from one to another. In these schools, the quality of education may have been poor and may now be showing significant and sustained improvement. In these situations, nationally generated performance data may lag behind the current quality of education in the school and so inspectors will view the national data in this context.

**Reaching a single quality of education judgement, drawing together**

**intent, implementation and impact**

***Para: 227***.

Inspectors will not grade intent, implementation and impact separately.

Instead, inspectors will reach a single graded judgement for the quality of

education, drawing on all the evidence they have gathered and using their

professional judgment.



**Resource 1: Annex 1 - Questions**

**Ofsted and the subject leader**

**Following Para 133**

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| **Q: What sources of evidence will a SL and an Ofsted inspector do jointly?** |
| A: |

**Following Para 133**

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| **Q: What sources of evidence do you think it would be helpful for you to gather in advance?** |
| A: |

**Following Para 206**

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| **Q: Can you give some examples as to how ‘your’ subject contributes to pupil’s cultural capital?** |
| A: |

**Following Para 209**

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| **Q: What would you say are the ‘3’ key messages behind your statement of Intent? *(you may want to refer to Para 179 below)*** |
| A: |

**Following Para 209**

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| **Q: Do you have an accurate and up-to-date overview of www/ebi of teaching, learning & assessment in your subject?** |
| A: |

**Following Para 209**

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| **Q: What documents do you have to show an inspector (a pithy overview?)** |
| A: |

**Following Para 212**

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| --- |
| **Q: How do you ensure that your own subject knowledge (and that of your colleagues) is kept up to date?** |
| A: |
| **Q: How have you planned the curriculum such that knowledge gained in one ‘topic’ is then built on in the next one?** |
| A: |
| **Q: Can you give a ‘couple of examples’ (e.g. from KS1 and KS2) which demonstrate that pupils are building on knowledge from a previous topic? (*and possibly have a copy to demonstrate this)*** |
| A: |
| **Q: How do you assess pupils’ learning in your subject (i.e. the subject K, S & U and not the literacy / presentation) ?*and possibly have a copy to demonstrate this)*** |
| A: |

**Following Para 225**

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| --- |
| **Q: What evidence do you have re: Quality of Education (QoE) in your subject?** |
| A: |
| **Q: Do you have ‘some’ examples of pupils work (possibly annotated across the key areas of learning) in your subject to demonstrate the QoE in your subject?** |
| A: |