

# A Safe Place to Develop and Nurture Children

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# Developing & Nurturing Children

*A "school improvement" perspective and a specific focus on school leadership*

- What do we mean?
- Why might this not happen?
- What can school leaders do?

# What do we Mean?

## To get us started...

What does it mean in your school to “develop and nurture children”?

# What do School Websites say?

We are very much a team at [All Hallows](#), where staff, pupils, parents and governors work very closely to ensure that our pupils **enjoy** their time with us and **perform** to the best of their abilities in whatever field they feel comfortable.

At [Eldon Primary](#) we aim to maximise children's **achievement** by removing barriers to learning through a varied, inclusive curriculum delivered in a **safe, stimulating** environment. The success of this approach can be seen not just in the fantastic **academic results** our children achieve, but also in the **confidence and enthusiasm** for learning our well-rounded children exude.

At [St Michel's](#) we aim to achieve our Mission by providing a learning experience that develops our pupils in **body, mind and spirit**; setting high **standards** for all, confident that we can achieve success; providing a learning environment that is ordered and **disciplined**; encouraging and recognising positive **achievement**.



## What do Ofsted say? (Overall Effectiveness)

In judging the overall effectiveness, inspectors should first make the key judgements on:

1. The quality of **teaching, learning and assessment; personal development, behaviour and welfare**; and **outcomes** for pupils.
2. The quality of any **Early Years & Sixth Form** provision.
3. The effectiveness of **leadership and management**.
4. Before making the final judgement on the overall effectiveness, inspectors must evaluate:
  - the effectiveness and impact of the provision for pupils' **spiritual, moral, social and cultural development**
  - the extent to which the education provided by the school **meets the needs of the range of pupils at the school**

# What do Ofsted say? (SMSC Development)

## Spiritual development:

- ability to be **reflective about own beliefs**
- sense of **enjoyment and fascination in learning**
- use of **imagination and creativity** in their learning
- willingness to **reflect on their experiences**.

## Moral development:

- ability to recognise the **difference between right and wrong**
- understanding **consequences** of their behaviour and actions
- offering **reasoned views about moral and ethical issues** and others' viewpoints of on these issues.

# What do Ofsted say? (SMSC Development)

## Social development:

- use of a range of **social skills** in different contexts
- willing to **participate** in a variety of communities/social settings
- acceptance & engagement with **fundamental British values**: democracy, rule of law, individual liberty, mutual respect and tolerance

## Cultural development:

- understanding **cultural influences** that have shaped heritage
- appreciation of **different cultures** in school and further afield
- knowledge of Britain's **democratic parliamentary system**
- **artistic, musical, sporting and cultural opportunities**
- showing **respect** for different faiths and cultural diversity

# What do DfE say? (National Curriculum)

Every state-funded school (including academies) must offer a broadly based, balanced curriculum which:

- sets high expectations, including for the least & most able
- develops mathematical fluency, language & literacy
- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils for the opportunities, responsibilities and experiences of later life and includes
  - a daily act of collective worship
  - religious education (RE) at every key stage
  - sex and relationship education (SRE) – *academies exempt*
  - personal, social, health & economic education (PSHE), with independent careers guidance for Y8-13

# What do DfE say? (Governors' Competency Framework)

All governors should be aware of:

- the importance of a broad and balanced curriculum
- the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students

It is a legal requirement for all schools to promote the cultural development of their pupils through the smsc education requirements. Cultural education forms an important part of a broad and balanced curriculum, and children and young people should be provided with an engaging variety of cultural experiences throughout their time at school.

## A point of reflection...

Is there a good balance in your school between developing subject content/skills for external tests and nurturing these wider aspects of development?

To what extent is the ethos of **your** school and the nature of **your** intake reflected in **your** curriculum?

# Why Might This Not Happen?

## National Accountability Framework

- Performance Tables & Inspection judgments
- Test results as the key driver
- Compliance, fear, lack of confidence
- Misunderstanding (?)

## Pressure on Time and Resources

- A tendency to focus most on core subject content

## A Focus on What's Easy to Measure

- Numbers rather than attitudes or ephemera

# Why Might This Not Happen? HMCI

“School leaders (should) think deeply about how the curriculum fits together in its entirety – from the material that is introduced, to the frequency and context in which it is revisited, learnt and eventually mastered. Then how it’s all brought together, how links are made...it simply isn’t happening in enough schools.”

## 3 key concerns.

1. Narrowing of the primary curriculum
2. Secondary, schools are reducing KS3 to just two years
3. Lower-attaining pupils have a substantially reduced curriculum

# Why Might This Not Happen? HMCI

## 3 key concerns.

1. **Narrowing of the primary curriculum** - the desire to ace the English and maths SATs can sometimes compromise a full and varied curriculum.
2. **Secondary schools are reducing KS3 to just two years**, forcing children to drop important subjects, such as history, music and art, as early as 13.
3. A large proportion **of lower-attaining pupils have a substantially reduced curriculum** compared to their peers... no opportunity whatsoever to study some arts and EBacc subjects, such as languages or a humanity ... narrow curriculum pathways serve to exacerbate social inequality

# Why Might This Not Happen? HMCI

“ I know how important high-stakes qualifications are as passports to future success. I believe that both the new SATs and revised GCSE and A-levels are a marked improvement on their predecessors and ... set at an appropriate level of rigour.”

“ I don't think there should be any tension between success in exams and a good curriculum... A good curriculum, well taught, should lead to good results... tests should only exist in the service of the curriculum rather than the other way around.”

“ I am the first to admit that we at Ofsted haven't always got it right, where we may have inadvertently enlarged the role that data plays in the accountability system... all of this work will feed into the development of our 2019 inspection framework.”

# Towards a new Inspection Framework



In the meantime, schools need to...

- ...**know** their curriculum – **design and intent**
- ...**know** how their curriculum is being **implemented**
- ...**know** what **impact** their curriculum is having on pupils' knowledge and understanding

# The Proof of the Pudding...

**Huntington School**

Huntington Road, Huntington, York, North Yorkshire YO32 9WT

*Inspection dates*

*11–12 October 2017*

*Overall effectiveness*

*Outstanding*

*Effectiveness of leadership and management*

*Outstanding*

School leaders and staff have a strong moral purpose. They are ambitious for their pupils and put their needs above all else. The curriculum reflects leaders' integrity because it is designed to match pupils' needs and aspirations regardless of performance table measures. Leaders have made provision for almost all pupils to study a modern foreign language because research tells them that pupils will develop valuable skills for their future. Leaders are also passionate about ensuring that all pupils succeed and prosper in their life beyond school; this area of work is a great strength.

# The Proof of the Pudding...

**Parkstone Grammar School**

Sopers Lane, Poole, Dorset BH17 7EP

*Inspection dates*

*11–12 October 2017*

*Overall effectiveness*

*Outstanding*

*Effectiveness of leadership and management*

*Outstanding*

The curriculum at Parkstone Grammar is very strong. Pupils follow a wide range of courses in key stage 3 and have an equally wide range of options to choose from in key stage 4. In the sixth form, students have a large number of A-level courses to select from, plus a well-developed programme of additional activities.

**Leaders' vision for the curriculum is clear.** They are determined to maintain its breadth, especially in the creative areas, such as art, drama and music. **As a result, they do not insist that pupils must enter for GCSE subjects that will qualify them for the EBacc, although many choose to do so.**

The formal curriculum is augmented by a wide range of extra-curricular opportunities for pupils, which most grab enthusiastically. There are currently over 70 clubs and societies operating in the school. In addition, extra-curricular sport is a strength of the school. Many pupils play sport at lunchtime or after school. This contributes well to maintaining their physical and mental well-being.

# The Proof of the Pudding...

<b>The Blue School</b>	Kennion Road, Wells, Somerset BA5 2NR
<i>Inspection dates</i>	<i>17–18 October 2017</i>
<i>Overall effectiveness</i>	<i>Good</i>
<i>Effectiveness of leadership and management</i>	<i>Good</i>

The curriculum is carefully designed to meet the needs of all pupils. School leaders and governors are keen to ensure that pupils choose key stage 4 courses that suit them and meet their hopes for the future. They ensure that there is a good range of high-quality opportunities across all subjects, particularly in technology and the arts. They also provide pupils with good careers education and independent advice to help them make their choices. One result of this process is that a lower than average number of pupils choose subjects that meet the criteria for the EBacc suite of subjects. However, pupils are not disadvantaged by this. The school tracks the destinations of pupils as they move on to the sixth form or college. This information shows clearly that pupils are successful in pursuing their ambitions. Hardly any fail to pursue the next stage of their education or training successfully.

Leaders have ensured that there is a rich diet of extra-curricular activities for pupils. There is a broad range of sports teams, arts groups and other clubs. Pupils greatly value these and attendance is very high.

# So, What Can School Leaders Do?

**Clarify** the purpose, ethos, culture and underlying principles **of your school**

- taking note of **your intake** and **your aspirations** for your children

**Test** all policy, practice and key decisions in defence of **your principles** (including your curriculum)

- governors being **critical friends**, not losing sight of the broader picture

**Provide evidence** that you are doing the right thing

- define what success will look like (particularly if your decisions work against headline school measures)
- include “softer” evidence & pupil views



# Her Majesty's Chief Inspector

“Ofsted is only one part: it is you in the classroom day in and out who have the power to change things, and to encourage your senior leaders to do the same.

And so, as teachers and subject experts, you can help by building curriculum expertise within your school and MATs, so that every child can have a deep and rich education.”

# The Secretary of State for Education

“ My simple ambition is for all children, whatever their background, to go to a good school where they are inspired to learn and can fulfil their potential.

I trust you to get on with the job... I trust that you know better than the DoE how to improve your schools. You don't need government getting in the way.”

“I want to move away from forced academisation ... that can hang over schools that are not failing.”