

# DEEP DIVE:

Curriculum area: Construction



**Belle Vue  
School**

**Cornfields  
School**

*'Improving life chances'*



# INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)

Only when we can answer this question do we move on to the next question.

2. How should we best deliver this programme of study? (Implementation)

Only when we can answer this question do we move on to the next question.

3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

# CURRICULUM AREA: CONSTRUCTION

## Intent

This sequence of work aims to make our pupils aware of vocational opportunities in construction. It intends to develop a child's knowledge and understanding, leading to engagement with – and possible career paths in – design, practical construction or health and safety. The curriculum reflects the specific needs of pupils that attend Cornfields or Belle Vue and has been adapted to meet their expectations and abilities.

Through carefully planned and resourced lessons, pupils will develop the knowledge, practical skills and attributes using industry recognised activities. The sequence of work can stimulate emotional and aesthetic responses, develop creative, technical, social and vocational skills, improve expression, communication, confidence and self-esteem, and facilitate positive changes in behaviour and well-being.

Our pupils will also learn that this practical knowledge and physical work is underpinned by Functional Skills and clearly linked to English and maths. Knowledge of vocational and practical subjects can be extremely rewarding for our pupils, as construction involves a variety of multi-skill specialist trades, including electricians, bricklayers and carpenters.

## Implementation

Pupils will gain an accredited BTEC Level 1 qualification in construction, taught through both theoretical and practical sessions. We ensure a strong understanding of the importance of health and safety is shown before carrying out practical activities. Pupils will gain important employability skills such as being organised and developing personal progressions plans, along with sector-specific topics such as brickwork, carpentry, repair jobs and decorating, to name a few. The course is delivered in units, giving all pupils the opportunity to build a portfolio of evidence.

The course uses many approaches such as group working, paired exercises and solo work. The value of theory and planning is also given appropriate curriculum time. Across the sequence of works, pupils will have opportunities to try different specialisms and to design and complete projects. There are opportunities for guest speakers or external visits. The activities should help pupils to build knowledge, experience, confidence and resilience.

We work with our colleagues at Rowhill School, who have on-site workshop facilities and work with our pupils to deliver this qualification.

# Impact

Our sequence of work provides pupils with an effective curriculum, combining a mix of practical and theoretical learning. A knowledge of construction techniques helps the pupils to build a portfolio of evidence, showing progression and depth of learning based upon realistic insights into the world of work. They will learn to work independently and cooperate as part of a team. They will build an understanding of the importance of having a good level of English and maths to back up vocational subjects and this will enable the pupils to apply the knowledge gained in team-building exercises within the school environment and carry these skills into later life.

With the realistic insights into the world of work, knowledge of construction skills can have a positive impact on the whole child, including academic and vocational development. The outcome of the course will depend on the number of units completed with the opportunity to gain an award, certificate or progress onto the diploma, with each completed unit earning credits that can be built upon. On completion, pupils may progress onto a Level 2 qualification at college, gain an apprenticeship or enter employment in the construction sector.

## IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short – we aim to reverse and eradicate the known correlation between poor outcomes in life – and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards – and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum – with effective sequencing, structure and implementation – will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and – and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.