

DEEP DIVE:

Curriculum area:

Preparation for life and work



**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: PREPARATION FOR LIFE & WORK

Intent

At Cornfields and Belle Vue, we believe that preparing a young person for life after school is essential in helping them to progress into adult life, whether that be further education or work. We aim to provide the skills needed for them to feel confident in their next steps and nurture the ability for them to choose the best progression for themselves. By providing a range of skills through accredited qualifications, our pupils will leave the school with a range of basic and extended life skills, feeling empowered to reach their highest potential and enter the next stage of their life with confidence and self-belief.

We ensure that all pupils have high-quality teaching in both theory and practical aspects of the course, and uphold positive role modelling throughout all areas of school life. We encourage pupils to show a desire to learn and acquire new skills, or improve skills they already possess.

Implementation

Through high standards of teaching and role modelling, we implement a curriculum that targets the basic and extended skills needed to take the next steps into independent life.

The course will provide skills in many aspects of adult life including areas such as self-care, healthy eating, money management, safe travel, decision making, home life, online safety, safety within the community and working with others.

Pupils will be guided through the development of these skills in the classroom, practically on site and in the community, learning the importance of the need for basic skills while building the confidence to carry out tasks with ease and without fear.

Impact

Pupils will be able to confidently leave education and enter adult life with the skills needed to safely manage themselves.

Pupils will gain the skills to progress onto their next steps and into independent life, understanding why these skills are needed and how to practically implement them safely.

Pupils will be encouraged to use the skills they have learnt on a daily basis both at school and in home life to reinforce their ability and confidence.

Progress will be assessed through written and practical elements and through the achievement of AQA Unit Awards in each area, building a portfolio of accredited qualifications to support with further learning.

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.