

DEEP DIVE:

Curriculum area:
Public services



**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:

PUBLIC SERVICES

Intent

The public services sequence of work aims to inform pupils of the role of professionals in the uniformed sector of public service. It intends to develop a pupil's knowledge and understanding, leading to engagement with – and possible career paths in – the uniformed services.

Through carefully planned and resourced lessons that develop the knowledge, skills and attributes, pupils will acquire a curiosity for the roles that may be possible in public service and understand the benefits they can bring to their lives. 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.

The way that organisations like the police, or fire and rescue services function – and their relationships with the local communities – will be particularly useful for our vulnerable pupils, those with specific needs, or who have suffered trauma. It will allow them to build trust relationships with such community organisations. Knowledge of the uniformed protective services can be extremely rewarding for our pupils as such organisations provide a recognised structure and inspiration for possible future employment.

Implementation

The sequence of works at Cornfields and Belle Vue is intended to be taught as a series of topics. This is to enable pupils to build on previous learning and to explore topics appropriate to their developmental ages. The units are designed to be delivered in creative and practical ways, reflecting the vocational nature of public service and using many approaches such as group working, paired exercises and solo work. Throughout the sequence of works, pupils will have opportunities to develop projects focussing on particular roles in the community via case studies. There are opportunities for guest speakers or external visits. The activities should help pupils to build knowledge, experience, confidence and resilience.

Impact

Our sequence of work provides pupils with an effective curriculum, combining a strong mix of both practical and theoretical learning. A knowledge of public services 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 effective team management and chain of command structures. Understanding the roles and responsibilities involved in uniformed careers will enable the pupils to apply the knowledge in team building exercises within the school environment – and build respect for such organisations outside of the school.

With the realistic insights into the world of work, a knowledge of public services can have a positive impact on the whole pupil, including academic and vocational development. This will give them more options to consider for further study or career choices.

Pupils have the opportunity to secure a range of AQA Unit Awards and Entry Level qualifications.

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.