

## 10<sup>th</sup> July 2019

And part of that evidence will be a 'deep dive' into particular subjects. I'm sorry to call it that, but we haven't come up with a better name yet. In four or five subject areas, inspectors will have a much more intense look at what's going on. Instead of just lesson visits or looking at books, it will start with a conversation with curriculum leaders.

What that means is, an inspector won't just walk into the classroom and see what they see with no context.

They'll have in mind:

- what does the school expect to be happening here?
- what do the leaders tell us this lesson's place is in the sequence of lessons?

Then when we look at the work, alongside curriculum leaders, we'll think:

- how does that fit with where the school intends pupils to be in that sequence of learning?
- are pupils doing that work?

A deep dive is about doing all those things and connecting them within a particular subject. That then forms part of the evidence for the overall quality of education judgement.

As I said earlier, the first phase of our curriculum research found in-depth knowledge of curriculum had taken a bit of a back seat. School leaders said there was a time, long ago, when teachers were taught the theory that underpins curriculum planning. Over time, this competence across the sector ebbed away, perhaps because it was generally not thought to be so important once a national curriculum was established.

We hope this will encourage you to think deeply about the purpose and design of the curriculum and the essentials it should involve. We don't have a firm curriculum in mind. I must reassure you that there won't be a preferred Ofsted curriculum. The starting point has to be the national curriculum.

## **So far evidence of Deep Dives in Norfolk schools where reports have been published (6) has shown:**

- Inspectors have looked at 3 to 7 subjects as a deep dive in each school, whilst still visiting lessons in other subject areas.
- Deep dives have meant Inspectors, have spoken with senior leaders, subject leaders, classroom teachers and students regarding the curriculum, curriculum sequencing and delivery.
  - o These conversations have focused on: what children are meant to be learning; why they are meant to be learning it; if they are learning it; how it links to prior and future knowledge.
  - o Another element of these conversations and scrutiny has been on how prior knowledge is assessed, built on and gaps filled in. This includes looking at prior knowledge from earlier key stages even where these were delivered in a different setting.
  - o In addition, they have visited lessons, scrutinised pupils' work/books and related materials to triangulate findings from conversations.
- Maths, English/reading and science as expected have featured heavily within the deep dives. History has featured in 3 out of 6 and languages in 2 out of 6.

**The information that maintained schools or Academies, free schools and colleges must publish on their websites.**

What maintained schools must publish on their website	What Academies, free schools and colleges must publish on their website
<ul style="list-style-type: none"> <li>.School contact details</li> <li>.Admission arrangements</li> <li>.Ofsted reports</li> <li>.Exam and assessment results</li> <li>.Performance tables</li> <li>.Curriculum</li> <li>.Behaviour policy</li> <li>.School complaints procedure</li> <li>.Pupil premium</li> <li>Year 7 literacy and numeracy catch-up premium</li> <li>PE and sport premium for primary schools</li> <li>Special educational needs (SEN) and disability information</li> <li>Careers programme information</li> <li>Equality objectives</li> <li>Governors' information and duties</li> <li>Charging and remissions policies</li> <li>Values and ethos</li> <li>Requests for paper copies</li> </ul>	<ul style="list-style-type: none"> <li>.School or college contact details</li> <li>.Admission arrangements</li> <li>.Ofsted reports</li> <li>.Exam and assessment results</li> <li>.Performance tables</li> <li>.Curriculum</li> <li>.Behaviour policy</li> <li>.Pupil premium</li> <li>.Year 7 literacy and numeracy catch-up premium</li> <li>PE and sport premium for primary schools</li> <li>Special educational needs and disabilities (SEND)</li> <li>Careers programme information</li> <li>Equality objectives</li> <li>Complaints policy</li> <li>Annual reports and accounts</li> <li>Trustees' information and duties</li> <li>Charging and remissions policies</li> <li>Values and ethos</li> <li>Requests for copies</li> </ul>