



# HEAD TEACHER'S REPORT MARCH 2020

Nigel Pressnell

THE ARNEWOOD SCHOOL LOCAL GOVERNING BODY



# Head Teacher's Report March 2020

## School Roll

### September 2020

We have been advised that 214 Year 7 applications have been received on which The Arnewood School is expressed as a preference. However, of these, 153 are 1<sup>st</sup> choice, 30 2<sup>nd</sup> choice, 22 3<sup>rd</sup> choice, and the remaining *other*. We notice there are a lot of addresses outside of our catchment, including Lymington and Christchurch. This has resulted in our being allocated 171 children, nine below our PAN.

Our current roll stands at 1063 children combined, 21 of whom are dual registered with The Arnewood School as the main provider, i.e. they are in alternate provision.

See – SIMS School Report March 2020 – Pupil Numbers

## Attendance and Behaviour

For the period 3<sup>rd</sup> September 2019 to 28<sup>th</sup> February 2020, the school's attendance is highest in Year 7 95.8% and lowest in Year 11 92.6%.

See – SIMS School Report March 2020 – Session Attendance Summary

The school's exclusions in the Autumn Term fell in comparison to the same period last year. Two permanent exclusions were made which is not significantly different from other providers across the local authority.

New Forest							
Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*	% NOR Difference compared to Autumn 2018-2019
Applemore College	48	80.5	1.7	25	617	7.78%	0.52%
Hounsdown School	18	36	2.0	13	1240	1.45%	-0.48%
Noadswood School	96	119.5	1.2	31	1006	9.54%	2.92%
Priestlands School	67	138.5	2.1	37	1244	5.39%	2.34%
Ringwood School Academy	26	47	1.8	23	1280	2.03%	-0.55%
Testwood School	19	30.5	1.6	12	725	2.62%	0.52%
The Arnewood School Academy	38	68	1.8	18	894	4.25%	-0.29%
The Burgate School and Sixth Form	7	5	0.7	6	755	0.93%	-0.14%
The New Forest Academy	11	23.5	2.1	11	506	2.17%	1.72%
<b>Grand Total</b>	<b>330</b>	<b>548.5</b>	<b>1.7</b>	<b>176</b>	<b>8267</b>	<b>3.99%</b>	<b>0.66%</b>

Exclusions are highest in Year 9 accounting for almost half of the 110 days lost to date.

See – SIMS School Report March 2020 – Exclusions

By way of comparison the figure for the whole of 2018-2019 were as below.

Term	No of Days	No of Students in Each Year				
		Y11	Y9	Y8	Y7	Total
Autumn Term*	96.5	5	3	5	4	23
Spring Term	36.5	2	2	5	3	17
Summer Term	39	1	2	5	1	12
	<b>172</b>					

\* 1 permanent exclusion Autumn 2018.

The school's On Call analysis echoes the improving trend above. While behaviour in the school is generally of a very high standard we are experiencing some low-level disruption in key stage 3. A contributory factor is the difficulty we are currently experiencing with long term teacher absence and non-specialist teaching, arising from recruitment challenges.

### Academic Outcomes

#### General

Please refer to the school's self-evaluation form (SEF) contained in the appendix of this report.

See -- SEF January 2020

Student destinations at the end of key stage 4 are compiled annually and report a year in arrears by the local authority in what is called the *Activity Survey*. The information below is taken from this year's survey. It demonstrates remarkable consistency over the last five years. Interestingly the data does not always match that reported on the 'DfE performance tables' website although in theory both are drawn from school returns.

Destination	2015	2016	2017	2018	2019
Sixth Form College/School	51.2%	52.1%	50.7%	49.7%	50.3%
FE College	38.5%	38.0%	39.9%	40.1%	39.9%
Other Ed inc. Traineeship	0.1%	1.2%	0.2%	0.6%	0.3%
Non-Emp Training (FT)	0.5%	0.1%	0.3%	0.2%	0.3%
Emp (FT) inc. Apprenticeship	4.3%	4.8%	4.5%	3.3%	4.1%
Participating Total	94.5%	96.2%	95.5%	93.9%	94.9%
EET (no RPA) inc. PT Emp	1.7%	1.3%	1.2%	1.2%	1.7%
NEET - Available	0.8%	0.9%	0.8%	0.7%	0.8%
NEET - Not Available	0.0%	0.0%	0.0%	0.1%	0.1%
Not Participating Total	2.5%	2.2%	2.1%	2.0%	2.7%
Other	3.0%	1.6%	2.4%	4.2%	2.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

## **Disadvantaged Learners including Pupil Premium / Looked After Children**

During the course of the governing body meeting, pupil premium and looked after children reports / presentations will be made by Mr Paul Barrett, AHT, and Mrs Kim Watson, AHT, as the members of staff respectively responsible for these areas.

Currently 15% of our children on roll receive free school meals (FSM), 23% receive pupil premium (PP), and 17% have SEND status.

Mr Craig Price has summarised the likely outcomes for Year 11 students with weak attendance. The 10 students identified will have a significant impact on the school's performance measures in 2020. I am keen governors interrogate this data to ensure the school are doing all they can to address the needs of this vulnerable group.

See – Year 11 Low and Non-Attendees March 2020

## **Sixth Form**

Mr Mark Colman, AHT, has provided a report on student progress in the Sixth Form based on analysis of current Alps data. He has briefed Heads of Centre on the intervention action required to improve outcomes. The report identifies a large number of subjects (blue) where progress is not high. However, improved outcomes for a small number of students will have a big impact on the overall standards achieved in the summer 2020.

See -- Sixth Form Report for Governors (Alps A Level Strategic Overview)

The school's sixth form has been awarded an Alps Certificate for having a T-Score (3.67) placing Arnewood in the top 25% of providers nationally for progress.

See -- Alps Outstanding Progress Certificate

With the diminishing availability of AS Level exams, we anticipate offering fewer AS Levels in 2020-2021 and none the following year. This pattern is very much being replicated by other sixth form providers. It means that students will in most instances commence the Y12 study taking three A Levels and not have the opportunity to drop any. Those wishing to take four A Levels will still be able to sit the EPQ which is highly regarded by most universities. Our Italian students will have to be internally certificated and discussion with education officials in Trentino suggest this will not dissuade them from sending students to the UK if post BREXIT arrangements permit.

## **Staffing**

Mrs Sabine Stroud, AHT, has indicated her intention to retire at the end of the academic year. While ideally, I would wish to replace the AHT vacancy, I am advised this is not financially viable given the trust's current projected deficit. Leadership capacity in the senior team will inevitably be further diminished and I have addressed this concern with Mrs Cook, Chair of Governors.

Mrs Sue Cole, Cover Manager, has indicated she will retire at the end of the term. I am seeking to appoint a PA to the senior team who will manage cover (mostly mornings) and undertake other duties to support the senior team (mostly afternoons).

We currently have long term absences in English with Mrs Tori Nicholson and Mrs Emma Austin on maternity leave. Their posts were unable to be covered with full time replacements owing to unavailability of qualified staff, so part-time, non-specialists have been found.

Mrs Kerry Wilcox (vocational teacher), Mr Steve Jagger (IT teacher), and Ms Erika Downing (maths teacher), and Mr Gerald Crabb (site team) have sustained absence from work. Their absence is non-work related.

Mrs Kirsten Watson (Head of Drama), and Miss Hannah Vincent (PE teacher / Head of Year 7) are expecting. Ms. Tanya Faramus will become acting Head of Drama, and Miss Millie Stuart (NQT) will provide temporary maternity cover during the 2020-2021 academic year. The Head of Year 7 role will be covered internally. The post will be filled before the Easter holiday so that the successful applicant can familiarise themselves with Y6 ahead of transition.

I am currently advertising for teachers in science (physics), design and technology (food and workshop), and humanities (geography) to meet projected curriculum requirements this September. The number of suitable applications to date is extremely low. Applications for the trust's marketing role are good.

## **Continued Professional Development**

I have arranged for middle leadership development training (5<sup>th</sup> March 2020) for Miss Tristram, Mrs Shevlin-Child, and Miss Faramus. This is to support them in their new temporary roles or career aspiration.

We have a rolling programme of secondments to the senior leadership team to benefit aspirant senior leaders in meeting their career ambition. Mr Tim Merrick and Mrs Alex Reece have already completed this programme and were positive about the experience in their debriefing. Both

undertook small school improvement projects looking at parent tutor consultation and NQT induction respectively.

### **Curriculum**

The new Ofsted framework places a significant emphasis on curriculum. The term '*the three Is*' has been coined to highlight the importance of – intention, implementation and impact. While we do not feel there are any significant deficiencies with our existing curriculum we are beginning to review our offer beginning with key stage 3. This has involved discussion with colleagues around the overall aims of the school's curriculum and what we believe children should be able to do well when they leave The Arnewood School. This overview is captured in the school's curriculum vision summary. We think it important that the school's curriculum explicitly enables students to become: -

- Scholarly, literate and numerate
- Safe, resilient and reflective
- Independent, collaborative and creative
- Passionate about learning and ambitious with a deep-rooted desire to achieve
- Outward looking, tolerant and understanding of their place in the wider world.

See -- The Arnewood School Curriculum

### **Co-Curricular / Careers / Cultural Capital**

The school's production of Sister Act was five months in its preparation and performed for three nights at the end of January. Over 75 students were heavily involved in the cast, band and backstage crew. I am particularly pleased that a conspicuously high number of students were from disadvantaged groups including LAC/PLAC, those with social service involvement, and those who have experience of life-changing family bereavement.

A number of complimentary emails have been received thanking staff for their hard work. Typical is this extract: -

*I am writing to congratulate you and your team on such an amazing production of Sister Act last week ... The singing, acting and dancing last week were all strong; there was so much attention to detail and it was all brought together by the high-quality band, superb set and costumes.*

The Expressive Arts Team, in particular Mrs Kirsten Watson and Mr Richard Elkington, are commended for creating such a rich extra-curricular learning opportunity. They were ably supported by a number of colleagues, teachers and support staff.



The Cast, Band and Backstage Crew of Sister Act

The School Council attended the New Milton Town Council Annual Civic Service on Sunday 9<sup>th</sup> February at Barton On Sea Methodist Church. Our Chair of Governors, and Trust CEO both gave readings.

The Third Reich History Study Tour visited Nuremburg, Prague, Krakow and Berlin during the half-term vacation. 54 students and six accompanying staff were away for 10 nights. The party visited the Luitpoldhain Mass Rally Parade Ground, Third Reich Documentation Centre, Terezin ghetto and concentration camp, Lidice, Auschwitz I and II, Berlin Holocaust memorials and Grunwald Station. This is the 15<sup>th</sup> such visit led by Mr Paul Barrett, AHT. Including visits before this, we have probably taken in excess of 1000 children to visit Auschwitz. The visit is primarily designed to supplement students' studies ahead of their GCSE History examination this summer.



The Third Reich History Tour 2020

Our bi-annual skiing trip to Italy took place during half-term. 32 students and four staff, led by Mrs Jo Ballantyne, enjoyed adequate snow in Artesina. The students were away for five nights and travelled by coach. I am grateful to Mr Craig Price for arranging the trip and liaising with students and parents over the activities.

I am grateful to Miss Katherine Gain and other colleagues who have launched a *LGBTQ+ and Friends Group*. The aim is to encourage tolerance and equality and support diversity.

### **School Improvement**

In January I arranged for a peer review of the school by senior colleagues from The Burgate School and Sixth Form. Three senior leaders visited the school over two consecutive days and I am grateful to the Headteacher, Mr David Pover, for generously sharing this resource and his expertise. I shall not duplicate the outcome of the review here as the full report is contained in the appendix to this document. The review was helpful in the sense that it reinforced the observations of the senior leadership team and assisted in summarising them together in a coherent form. The outcome of the review has been discussed with middle leaders and the priorities below identified as key areas for action with regard to teaching and learning: -

- **Presentation** – Variable within and between subject areas – needs to be more consistent. Expectations need to be continuously reinforced. Consistently good presentation will encourage students to take pride in their work. Too many loose sheets not stuck in. Books must demonstrate pride and show students' progress journey.
- **Questioning** – Needs to be more targeted and develop understanding. Too many lessons with one or two students answering questions, with rest of class passive.
- **Behaviour for Learning** - Passive students/slow to engage with tasks – need more pace, challenge, target questioning, more doing tasks.
- **Assessment - TIPS** – Often not focused so not much point to them. TIPS need to be based on subject specific content or skills development and not on underlining work! Need to be more specific. Students need to act on TIP to make progress therefore the TIPS need to be something students can act on.
- **Differentiation** – Little evidence. Not necessarily discrete activities – could be achieved through questioning, pair/group work, live modelling.



It should be recognised that the review identified much good practice. In particular the staff from The Burgate School were impressed by students' advocacy of Arnewood and their experience of teaching. Middle leaders were also clear in their explanation of the school's priorities for improvement in 2019-2020.

See -- Peer Review January 2020

We are in the process of reviewing the school management information system (MIS). We have used SIMS for a number of years but in recent years competitor products are offering cloud-based applications with integrated functionality. Alongside Capita SIMS we are considering products from Arbour Education and Bromcom. Eaglewood School use Arbour successfully and there is some merit in streamlining MIS across the trust's schools. The cost of changing MIS is broadly neutral. As governors are aware, through the actions of the PSA, we have secured a substantial donation for IT equipment across the school. I confirm orders have been placed and that Mrs Sarah Milligan, Head of IT Services, and her team are doing great work in setting up new resources.

### **Governance**

To support governors in their understanding of curriculum design I recommend reading the supplement published in the SecEd Magazine which outlines some of the basics in a simplified form.

See -- SecEd Curriculum Design Supplement

The trust was subject to a school resource management advisor (SRMA) review owing to its financial circumstances and projected deficit. It is beyond the scope of this report to go further into the detail as it is trust based. However, the following online benchmarking for The Arnewood School is provided as a point of reference for the ALGB. The colour coding is traffic lighted i.e. green is good and red a concern.

With regard to safeguarding, we had a '*Hampshire Safe*' dog visit on 13<sup>th</sup> March 2020. This scheme allows us to reinforce messages around substance misuse and help reassure children they attend a safe school site. This is the fourth visit and nothing untoward was identified.

		The school's data	Rating against thresholds
<b>B. Spending as a percentage of total expenditure</b>			
Spend on <b>teaching staff</b> as a percentage of total expenditure	<a href="#">Guidance</a>	54.9%	Broadly in line with similar schools
Spend on <b>supply staff</b> as a percentage of total expenditure	<a href="#">Guidance</a>	2.2%	Broadly in line with similar schools
Spend on <b>education support staff</b> as a percentage of total expenditure	<a href="#">Guidance</a>	8.7%	Middle 20% of similar schools
Spend on <b>administrative and clerical staff</b> as a percentage of total expenditure	<a href="#">Guidance</a>	7.9%	Broadly in line with similar schools
Spend on <b>other staff costs</b> as a percentage of total expenditure	<a href="#">Guidance</a>	2.1%	Broadly in line with similar schools
Spend on <b>premises (including staff costs)</b> as a percentage of total expenditure	<a href="#">Guidance</a>	7.0%	Broadly in line with similar schools
Spend on <b>teaching resources</b> as a percentage of total expenditure	<a href="#">Guidance</a>	9.0%	Broadly in line with similar schools
Spend on <b>energy</b> as a percentage of total expenditure	<a href="#">Guidance</a>	1.4%	Broadly in line with similar schools
Other spending as a percentage of total expenditure (balancing line)	<a href="#">Guidance</a>	6.9%	N/A
<b>C. Reserves / balances as a percentage of total income</b>			
In-year balance as a percentage of total income	<a href="#">Guidance</a>	-2.1%	Medium risk
Revenue reserve as a percentage of total income	<a href="#">Guidance</a>	1.7%	Low risk
<b>D. School characteristics</b>			
Average teacher cost (£)	<a href="#">Guidance</a>	£48,044	Lowest 20% of similar schools
Senior leaders as a percentage of workforce	<a href="#">Guidance</a>	5.6%	Middle 20% of similar schools
Pupil to teacher ratio	<a href="#">Guidance</a>	14.8	Lowest 20% of similar schools
Pupil to adult ratio	<a href="#">Guidance</a>	8.7	Broadly in line with similar schools
Teacher contact ratio (less than 1.0)	<a href="#">Guidance</a>		
Predicted percentage pupil number change in 3-5 years	<a href="#">Guidance</a>		
Average class size	<a href="#">Guidance</a>	18.7	Lowest 20% of similar schools
<b>E. Outcomes</b>			
Ofsted rating	<a href="#">Guidance</a>	Good	Good
Progress 8 score	<a href="#">Guidance</a>	-0.4	Below average
Progress score in reading	<a href="#">Guidance</a>		
Progress score in writing	<a href="#">Guidance</a>		
Progress score in maths	<a href="#">Guidance</a>		

Coronavirus (COVID-19) is very much at the forefront of many peoples' minds currently. We are taking proportionate contingencies in school and following the advice offered by the Chief Medical Officer in relation to schools. The school received press coverage in the New Milton Advertiser which was factual in nature. We do have a number of children on roll from Italy and our Ski Trip to Italy was during half-term. All students went to Category 2 locations well away from quarantined towns. We continue to monitor the situation and, in the unlikely event of school closure, I would direct staff to set work on FireFly for students to do while at home. We have no indication of any students with symptoms other than colds which is typical for this time of year.

The range and quality of the product offered by the school canteen has been raised as a concern by senior leaders. I have asked the trust's Senior Finance Officer to cost other options from commercial catering companies with a view to making better provision and raising income.

Given concern for staff welfare and workload, governors will be interested to know I have arranged for an anonymous online survey to be conducted. The new Ofsted inspection framework has emphasised the Department for Education's drive to make teacher workloads manageable, in part to address the public perception that teaching is a stressful and unduly onerous occupation. The results will be shared in due course.

Over the course of the last year we have been discussing a new Arnewood School logo to coincide with the 50<sup>th</sup> anniversary of the school's opening. In part this arose because when designing The Eaglewood School logo it was noticed that Arnewood's looked mismatched. Miss Millie Jones, our former marketing coordinator deserves credit for working with students, staff and design agencies to offer the revision offered below. I propose the logo is phased in from September 2020.



With a view to improving student numbers we held an Open Morning for parents/carers on 9<sup>th</sup> March 2020. Attendance was good (approximately 30) and clearly worthwhile for those who participated. We are seeking to offer transport to parents who live in Burton from September.

## The Arnewood School & Sixth Form

11-19 Academy

Working Together - shaping Tomorrow

<p style="font-size: small;">"Arnewood has opened up a lot of new experiences and a whole new adventure." - An Arnewood Student</p>	<p style="font-weight: bold; font-size: large;">OPEN MORNING</p> <p style="font-weight: bold;">Monday 9th March 2020 9.30 a.m. - 10.45 a.m.</p>	<p style="font-size: small;">"Staff went above &amp; beyond to help our children transition. They were very responsive and professional." - An Arnewood Parent</p>
	<p style="font-weight: bold;">Please telephone or email to book a place.</p>	

www.arnewood.hants.sch.uk

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**Attached Documentation**

SIMS School Report March 2020

SEF January 2020

Year 11 Low and Non-Attenders March 2020

Sixth Form Report for Governors (Alps A Level Strategic Overview)

Alps Outstanding Progress Certificate

The Arnewood School Curriculum

Peer Review January 2020

SecEd Curriculum Design Supplement

# The SIMS School Report

## The Arnewood School, 02 Mar 2020

### School Details

Head Teacher	Mr Nigel Pressnell	Governance	Academies	School Years	Year 7 to Year 14
School Phase	Secondary	Local Authority	Hampshire	Pupils of this school	1063

### Pupil Numbers

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Pupils of this school	170		194		178		183		167		86		73		12		1063	
Male	50.59%	86	54.12%	105	48.88%	87	49.73%	91	49.10%	82	48.84%	42	53.42%	39	16.67%	2	50.24%	534
Female	49.41%	84	45.88%	89	51.12%	91	50.27%	92	50.90%	85	51.16%	44	46.58%	34	83.33%	10	49.76%	529
Single Reg	170		193		174		175		159		86		73		12		1042	
Male	86		104		83		84		79		42		39		2		519	
Female	84		89		91		91		80		44		34		10		523	
Dual Main			1		4		8		8								21	
Male			1		4		7		3								15	
Female							1		5								6	
Total Pupil Numbers	170		194		178		183		167		86		73		12		1063	
Male	86		105		87		91		82		42		39		2		534	
Female	84		89		91		92		85		44		34		10		529	

## Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Free School Meals	18.24%	31	13.92%	27	17.42%	31	12.57%	23	19.16%	32	9.30%	8	5.48%	4	16.67%	2	14.86%	158
English as Add'l Language	6.47%	11	6.70%	13	6.74%	12	9.29%	17	5.99%	10	25.58%	22	8.22%	6	8.33%	1	8.65%	92
Pupil Premium	31.76%	54	21.65%	42	29.21%	52	22.95%	42	27.54%	46	8.14%	7					22.86%	243
Medical Condition	50.00%	85	51.55%	100	55.62%	99	46.99%	86	55.09%	92	34.88%	30	61.64%	45	25.00%	3	50.80%	540
Service Children			0.52%	1	0.56%	1	0.55%	1	0.60%	1			2.74%	2			0.56%	6
In Care					0.56%	1	1.64%	3	2.40%	4	2.33%	2					0.94%	10
Young Carer	4.71%	8	2.58%	5	2.25%	4	1.09%	2	2.40%	4			1.37%	1			2.26%	24
More Able			5.15%	10	5.62%	10	4.37%	8	5.39%	9	10.47%	9	16.44%	12	8.33%	1	5.55%	59
SEN Needs	30.59%	52	26.29%	51	23.03%	41	24.04%	44	23.35%	39	8.14%	7	13.70%	10	8.33%	1	23.05%	245
SEN Status	23.53%	40	20.62%	40	18.54%	33	19.67%	36	13.17%	22	6.98%	6	5.48%	4			17.03%	181

## Session Attendance Summary (03 Sep 2019 - 28 Feb 2020)

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Attendance	95.79%		94.48%		94.29%		93.31%		92.55%		62.00%		54.58%		47.84%		88.14%	
Authorised	3.95%		4.40%		5.58%		6.00%		5.13%		2.17%		3.39%		3.85%		4.64%	
Unauthorised	0.26%		0.72%		0.13%		0.68%		1.79%		1.41%		1.35%		1.96%		0.82%	
Persistent Absence >=10%	17		25		34		32		29		6		7		2		152	
AEA	0.09%		1.28%		0.66%		1.21%		2.18%		0.54%		0.35%		0.04%		0.97%	
Present	95.71%		93.20%		93.62%		92.10%		90.37%		61.46%		54.23%		47.80%		87.17%	
Lates	0.27%		0.69%		0.69%		0.93%		0.78%		0.82%		1.16%		0.24%		0.71%	

Exclusions (03 Sep 2019 - 02 Mar 2020)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	All Years
Number of Exclusions	9	11	28	3	5	0	0	0	56
Total Days	23	26.5	53	3.5	4	0	0	0	110
Maximum Duration	5	5	5	1.5	2	0	0	0	5
Number of Permanent Exclusions	0	0	0	0	2	0	0	0	2

## Appendix

### School Report Run-time settings

Reference Date: Only students on roll at the Reference Date are considered.

Start Date: This is used as the start date for collecting Attendance, Exclusions, Conduct, Achievement and Behaviour incidents

Report Term: Student grades in the chosen term are considered, or if not present, the system searches for a grade as far back as the previous Summer term.

Show Expanded version: The Attendance and Assessment sections of the report will be analysed in to significant sub-groups such as PPA and non-PPA.

Year: National Curriculum Year.

### School Details

Pupil Numbers: The number of pupils with Single or Dual Main registration types at the report Reference Date.

### Pupil Numbers

On Roll: The number of pupils with Single or Dual Main registration types at the report Reference Date.

### Key Pastoral Factors

The following categories are reported: Free School Meals (FSM), English as an Additional Language (EAL), Pupil Premium Allowance (PPM), Those having a recorded Medical Condition, Service Families, In Care, Young Carers, Travellers. Empty categories in the section are always hidden.

### Session Attendance Summary

Attendance marks are collected from the Start Date to the Reference Date. Attendance marks for the current (system) date are not included.

AEA: Approved Educational Activity.

Present: Includes Lates.

Attendance: Present or AEA.

### Exclusions

The number of pupils recorded with exclusions between the Start Date and the Reference Date.

SIMS allows Part Time Exclusions to be recorded without specifying their duration. Such 'zero length' exclusions are included as Exclusions in the report, contributing to the number of exclusions but not to the Total days or Maximum duration.



## SEF – January 2020

The data set labelled The Arnewood School on the national performance table website includes a significant number of children in alternate provision. This is because school leaders work very closely with Eaglewood School, the other school in the Gryphon Multi Academy Trust, who are unable to accept single registered children. We view this as a strong collaboration well positioned to meet the needs of shared community.

### Key KS4 Data

Grades	2019	2018	2017 ~	2016 ~
Cohort	98M 80F	88M 90F	76M 82F	190
No in Alternate Provision	10	8	6	
<b>A8</b>	<b>42.4 (45.75)</b>	<b>44.8 (46.4)</b>	<b>40.3 (41.7)</b>	<b>49.5</b>
<b>P8</b>	<b>-0.43 (-0.16)</b>	<b>-0.33 (-0.22)</b>	<b>-0.48 (-0.4)</b>	<b>-0.13</b>
5 or more 4+ grades	60% (64%)	62% (63%)	53% (53%)	64%
5 or more 4+ with En & Ma	57% (61%)	58% (60%)	49% (49%)	59%
4+ En	74% (80%)	76% (79%)	70% (72%)	68%
5+ En	54% (58%)	62% (65%)	43% (45%)	
4+ Ma	79% (80%)	75% (77%)	63% (66%)	74%
5+ Ma	49% (51%)	47% (49%)	43% (45%)	
Basics 4+	66% (72%)	69% (71%)	53% (55%)	64%
Basics 5+	35% (38%)	40% (42%)	33% (34%)	-
EBACC 5+	15% (17%)	16% (17%)	17% (18%)	31%

Figure in brackets are for The Arnewood School (single rolled students) including non-attenders – i.e. those not in alternate provision.  
~ Grade A\* - U (except English and maths in 2017).

### Evaluation

- Progress 8 for children attending just The Arnewood School has improved over the last three years albeit 2017 was a particularly poor year. However, for all children (the figure including those in alternate provision), it has declined in 2019 and the gap is at its widest.
- The English and maths teams are better than the national average at attaining 4+ passes but, with the exception of English language at grade 5+, weaker at attaining higher grades. Students typically make expected progress in maths but not in English.
- Current KS4 data, based on Autumn 2 Assessment which includes mock results, suggests P8 -0.2 and A8 45.02 including those children in alternate provision. Historically estimates at this time of year have been marginally generous. Boys are underperforming girls by approximately ½ grade per examination entry. Middle and lower attaining students are doing less well than higher ability students. This is a year group with

approximately equal numbers of boys and girls. Year 11 has slightly fewer higher ability students than typical. Student behaviour in Year 11 currently is mostly very good.

- Subjects which have performed well over time include chemistry, physics, construction, hairdressing and child development. Biology, iMedia/ICT, and art did less well last year. Improving subjects are French, German, geography, and computer science.
- We are currently concerned for progress and attainment in construction (staffing), English (grades 5+), maths (grade 5+), food technology (weak mock results), ICT (progress), science (weak mocks including multiple grade Us on incorrect tiers of entry), childcare (weak mock results) and history (weak mock results).
- At key stage 5 overall results are at least in line with national average point score in 2019 at 32.2. The FFT data reads less positively than alps. Our last three-year average alps T-Score is 3.57 which places us in the top 25% for value added.
- In 2019 at key stage 5, the strongest performing subjects in terms of progress were chemistry, computer science, drama, English language, maths, further maths, and physics. Progress declined, or remains a concern in geography, government and politics, history, product design, English literature, physical education, and psychology (staffing).
- We continue to work hard at improving student attendance and this is given a priority by Heads of Year and tutors. The importance of attendance is understood by most students. We have a small group of stubborn non-attenders, including some genuine medical, which adversely affects children's progress.
- The three school improvement foci for 2019/20 are: -
  - development of whole school literacy
  - student progress, especially SEND and disadvantaged children
  - providing precise guidance and feedback to improve progress.
- Strategically in 2019/20, the senior team are: -
  - appointing the best teachers possible given recent economic restraint and short supply
  - supporting and re-enforcing expectation to deliver high quality lessons to all students through what we call The Arnewood Lesson
  - reviewing the curriculum so that in the longer term it is more flexible in meeting the needs of each cohort.
- The trust has recently been subject to an SRMA visit and a report produced indicating required savings at the school on top of last year's restructuring and redundancies. These should be manageable through natural annual staff turnover. Recruiting additional students in Y7 and Y12 remains a priority.

**Year 11 Low and Non-Attenders – March 2020**

**(In School and in Alternative Provision)**

<b>Student Name</b>	<b>Reason</b>	<b>Interventions</b>	<b>Impact</b>	<b>Exams</b>
Elliot [REDACTED]	Medical - MH	Secure Hospital EIS – Greenwood – home tutored. Academy 21	Some education	Unlikely
Ellie [REDACTED]	School Refusal Behaviour	PRU – Greenwood	Poor attendance	Unlikely
Jodie [REDACTED]	School Refusal Medical – anxiety	Children’s Services CAHMS Place2Learn Attendance Legal Panel Eaglewood	Closed – L of E Closed – L of E Closed – L of E Pending Poor attendance	Unlikely
Brendan [REDACTED]	School Refusal Medical – ADHD/ADH Anxiety Bereavement	Eaglewood CAHMS EHH - FSW  Place 2Learn L.S. twilight sessions	Refused Refuses medication Attend twilight school Closed – L of E Some attendance	Unlikely – functional skills only
Maisie [REDACTED]	School Refusal Medical - anxiety	Attendance Legal Panel EHH - FSW EIS – home tutored	EPM Closed – L of E Greenwood – HT	Possibly En & Ma
Harvey [REDACTED] 12.4%	School Refusal Medical – physical and anxiety Consultant letter – not able to attend	Tavistock Clinic CBT course offered Reduced timetable Academy 21	L of E Poor attendance, but completed mock exams	Most subjects, except RS
Catherine [REDACTED] 38%	School Refusal Medical – anxiety? GP	Amended timetable Offered IYC – refused EHH – FSW allocated Teachers advised on strategies CAHMS assessment Psicon assessment	Poor attendance – comes in after break some days	Most subjects but likely to significantly underachieve
Aaron [REDACTED]	School Refusal Medical - anxiety	ALP EHH – FSW allocated – closed non-engagement Orchard Eaglewood	? Closed – L of E  Poor attendance	Unlikely
Casey [REDACTED] 13%	School Refusal Medical	Offered reduced timetable Offered medical support in school Home visit Reported MIE EIS referral – rejected Academy 21 – engaging well	Non-attendance	En and Ma
Connor [REDACTED] 55%	School Refusal Medical - anxiety	Offered IYC Reduced timetable	Refused Poor attendance and punctuality	Sit most subjects

May also be included in our results: Toby [REDACTED] and Stuart [REDACTED]

# Alps A level - Strategic overview

## Overall

Alps Connect Interactive Report | The Arnewood School Academy | m.colman@arnewood.hants.sch.uk | 29.02.20

		July 19 - AS	Nov19 ALevel	Dec 19 A2	Feb 20 A2
A	A level student numbers (1 or more entry)	84	80	77	75
B	% Students on mixed study programmes	16.7%	28.8%	28.6%	28.0%
C	Total exam entries (excluding general studies)	196	189	185	180
D	6.10+ student numbers %	33.3%	45.0%	46.8%	48.0%
	4.77 -< 6.10 student numbers %	33.3%	40.0%	40.3%	40.0%
	0.00 -< 4.77 student numbers %	33.3%	15.0%	13.0%	12.0%
E	Average GCSE score	5.97	6.01	6.05	6.09
	Average QCA score	45.82	46.08	46.30	46.54

		July 19 - AS	Nov19 ALevel	Dec 19 A2	Feb 20 A2
1	T score - Single year score	7.33	7.00	6.33	7.00
	T score - Single year grade	7	7	6	7
2	RED teaching & learning %	6.6%	18.5%	17.3%	8.9%
	RED teaching & learning grade	7	5	6	7
3	BLUE teaching & learning %	60.7%	70.4%	38.9%	57.8%
	BLUE teaching & learning grade	7	8	6	7
4	Provider A level Quality Indicator score	0.81	0.83	0.86	0.87
	Provider A level Quality Indicator grade	8	8	7	7
5	A levels on target %	50.0%	49.7%	51.4%	57.2%
	A levels on target grade	7	8	7	7

Different years may be using different benchmark data.  
See the 'Alps Guide' for more information.

# Analysis of students banded by ability - 4 year summary

Overall

Alps Connect Interactive Report | The Arnewood School Academy | m.colman@arnewood.hants.sch.uk | 29.02.20

## Points per student

GCSE score	QCA score	Pts target	July 19 - AS			Nov19 ALevel			Dec 19 A2			Feb 20 A2		
			Student numbers	Pts scored	Alps grade	Student numbers	Pts scored	Alps grade	Student numbers	Pts scored	Alps grade	Student numbers	Pts scored	Alps grade
7.75+	56.50 - 64.00	407.41	7	311.43	8	6	326.67	8	6	326.67	8	6	330.00	8
7.00 -< 7.75	52.00 -<	345.00	5	328.00	5	8	322.50	6	8	322.50	6	8	332.50	5
6.55 -< 7.00	49.30 -<	314.12	10	180.00	9	12	233.33	8	12	243.33	8	12	248.33	8
6.10 -< 6.55	46.60 -<	290.00	6	230.00	8	10	200.00	8	10	216.00	8	10	218.00	8
5.65 -< 6.10	43.90 -<	267.78	7	214.29	8	15	157.33	9	14	187.14	8	14	181.43	8
5.21 -< 5.65	41.26 -<	249.41	12	155.00	9	6	173.33	8	6	176.67	8	6	163.33	8
4.77 -< 5.21	38.62 -<	231.11	9	142.22	8	11	112.73	9	11	92.73	9	10	90.00	9
4.37 -< 4.77	36.22 -<	212.94	7	142.86	8	8	127.50	8	6	143.33	8	6	136.67	8
3.79 -< 4.37	32.74 -<	191.43	11	125.45	8	3	80.00	8	3	86.67	8	2	140.00	7
3.05 -< 3.79	28.30 -<	167.14	9	37.78	9	1	40.00	9	1	80.00	8	1	80.00	8
0.00 -< 3.05	10.00 -<	163.33	1	60.00	8	-	-	-	-	-	-	-	-	-

## Points per subject

GCSE score	QCA score	Pts target	July 19 - AS			Nov19 ALevel			Dec 19 A2			Feb 20 A2		
			Student numbers	Pts scored	Alps grade	Student numbers	Pts scored	Alps grade	Student numbers	Pts scored	Alps grade	Student numbers	Pts scored	Alps grade
7.75+	56.50 - 64.00	125.11	7	103.81	9	6	108.89	8	6	108.89	8	6	110.00	8
7.00 -< 7.75	52.00 -<	112.14	5	102.50	7	8	107.50	5	8	107.50	5	8	110.83	4
6.55 -< 7.00	49.30 -<	104.00	10	75.00	9	12	84.85	8	12	88.48	8	12	90.30	8
6.10 -< 6.55	46.60 -<	97.24	6	86.25	7	10	71.43	8	10	80.00	8	10	80.74	8
5.65 -< 6.10	43.90 -<	91.85	7	75.00	8	15	73.75	8	14	84.52	6	14	81.94	7
5.21 -< 5.65	41.26 -<	86.82	12	64.14	8	6	69.33	8	6	70.67	8	6	70.00	8
4.77 -< 5.21	38.62 -<	81.90	9	71.11	7	11	65.26	8	11	53.68	8	10	56.25	8
4.37 -< 4.77	36.22 -<	78.18	7	62.50	7	8	68.00	6	6	66.15	7	6	63.08	7
3.79 -< 4.37	32.74 -<	72.94	11	69.00	5	3	60.00	6	3	65.00	5	2	93.33	1
3.05 -< 3.79	28.30 -<	68.00	9	22.67	8	1	40.00	8	1	80.00	2	1	80.00	2
0.00 -< 3.05	10.00 -<	63.33	1	60.00	5	-	-	-	-	-	-	-	-	-

## Subjects taken per student

GCSE score	QCA score	No. subjects target	July 19 - AS			Nov19 ALevel			Dec 19 A2			Feb 20 A2		
			Student numbers	Avg subjects taken	Alps grade	Student numbers	Avg subjects taken	Alps grade	Student numbers	Avg subjects taken	Alps grade	Student numbers	Avg subjects taken	Alps grade
7.75+	56.50 - 64.00	3.30	7	3.00	7	6	3.00	7	6	3.00	7	6	3.00	7
7.00 -< 7.75	52.00 -<	3.11	5	3.20	3	8	3.00	5	8	3.00	5	8	3.00	5
6.55 -< 7.00	49.30 -<	3.05	10	2.40	8	12	2.75	8	12	2.75	8	12	2.75	8
6.10 -< 6.55	46.60 -<	3.00	6	2.67	8	10	2.80	7	10	2.70	8	10	2.70	8
5.65 -< 6.10	43.90 -<	3.00	7	2.86	6	15	2.13	9	14	2.21	9	14	2.21	9
5.21 -< 5.65	41.26 -<	3.00	12	2.42	8	6	2.50	8	6	2.50	8	6	2.33	8
4.77 -< 5.21	38.62 -<	2.91	9	2.00	9	11	1.73	9	11	1.73	9	10	1.60	9
4.37 -< 4.77	36.22 -<	2.86	7	2.29	8	8	1.88	9	6	2.17	8	6	2.17	8
3.79 -< 4.37	32.74 -<	2.80	11	1.82	9	3	1.33	9	3	1.33	9	2	1.50	9
3.05 -< 3.79	28.30 -<	2.67	9	1.67	9	1	1.00	9	1	1.00	9	1	1.00	9
0.00 -< 3.05	10.00 -<	2.50	1	1.00	9	-	-	-	-	-	-	-	-	-

Different years may be using different benchmark data.  
See the 'Alps Guide' for more information.

# Alps A level - Subject value added overview

## Overall

Alps Connect Interactive Report | The Arnewood School Academy | m.colman@arnewood.hants.sch.uk | 29.02.20

Subject	July 19 - AS			Nov19 ALevel			Dec 19 A2			Feb 20 A2		
	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
A - Art (Craft)	2	0.98	6	2	0.93	7	2	0.93	7	2	0.93	7
A - Art (Photography)	5	0.85	8	5	0.80	8	5	1.00	6	5	1.04	6
A - Biology	13	0.99	2	14	0.90	4	14	0.94	3	14	0.90	4
A - Business Studies	9	0.75	8	8	0.84	8	7	0.84	8	7	0.87	8
A - Chemistry	16	0.76	7	18	0.69	7	18	0.74	7	18	0.72	7
A - Computer Science	7	0.88	5	6	0.97	3	6	0.87	5	6	0.90	4
A - D&T (Product Design)	2	0.77	7	2	0.92	5	2	0.92	5	2	0.92	5
A - Drama & Theatre Studies	6	0.92	6	5	0.88	7	5	0.96	6	5	0.88	7
A - English Language	12	0.82	8	6	0.81	8	13	0.70	9	11	0.84	8
A - English Literature	8	0.77	8	14	0.64	9	6	0.67	9	6	0.91	7
A - Geography	-	-	-	2	1.05	3	2	1.05	3	2	0.85	8
A - German	2	0.63	8	-	-	-	-	-	-	-	-	-
A - Government & Politics	6	0.84	8	5	0.86	7	5	0.94	6	5	0.86	7
A - History	15	0.94	6	14	0.82	8	13	0.94	6	12	0.85	8
A - Law	12	0.97	5	11	1.05	3	11	0.94	6	11	0.83	7
A - Mathematics	28	0.76	8	30	0.81	7	29	0.88	6	28	0.96	4
A - Maths (Further)	5	0.48	9	5	0.42	9	5	0.46	9	5	0.74	8
A - Media Studies	5	0.78	8	4	0.89	8	4	0.69	9	3	0.79	8
A - Music	1	0.96	4	1	0.96	4	1	0.96	4	1	0.96	4
A - Physical Education	3	0.92	5	4	0.92	5	4	0.92	5	4	0.92	5
A - Physics	18	0.56	8	17	0.75	7	17	0.76	7	17	0.68	7
A - Psychology	18	0.89	6	14	1.09	2	14	1.09	2	14	1.09	2
A - Religious Studies	3	0.88	7	2	1.08	3	2	1.18	2	2	1.08	3

Different years may be using different benchmark data.  
See the 'Alps Guide' for more information.  
The symbol (\*\*) denotes that a subject is excluded from the overall report indicators.

# Alps A level - Raw results

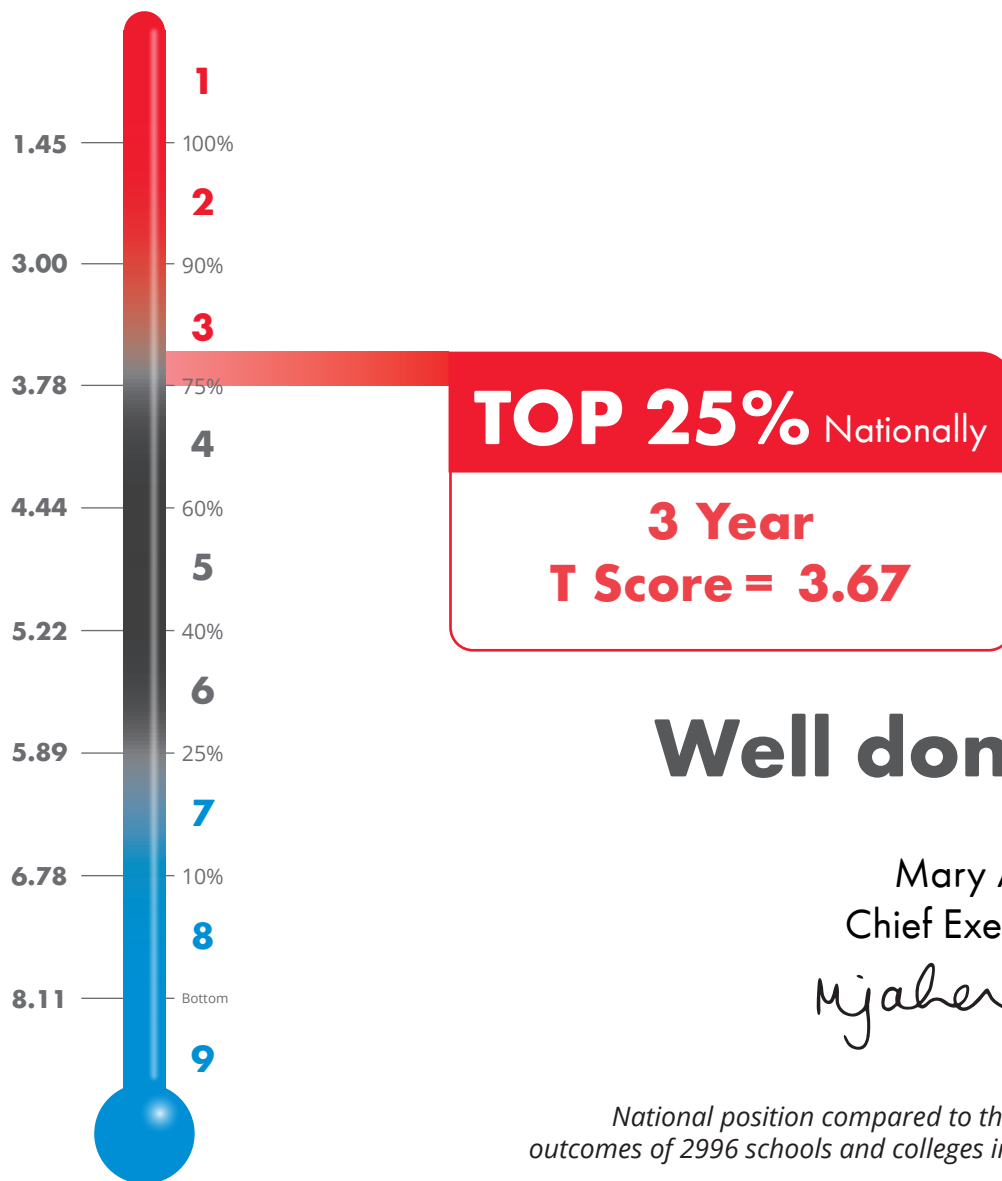
## Overall

Alps Connect Interactive Report | The Arnewood School Academy | m.colman@arnewood.hants.sch.uk | 29.02.20

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%	A*>B%	Avg GCSE	Avg QCA
A - Art (Craft)	2	0	0	1	1	0	0	0	0	0	100.0%	100.0%	50.0%	6.29	47.71
A - Art (Photography)	5	0	0	4	1	0	0	0	0	0	100.0%	100.0%	80.0%	5.77	44.60
A - Biology	14	0	6	2	3	3	0	0	0	0	100.0%	78.6%	57.1%	6.83	50.95
A - Business Studies	7	0	3	0	1	2	0	1	0	0	85.7%	57.1%	42.9%	5.93	45.57
A - Chemistry	18	0	2	3	6	5	2	0	0	0	100.0%	61.1%	27.8%	6.84	51.02
A - Computer Science	6	1	1	0	3	1	0	0	0	0	100.0%	83.3%	33.3%	6.64	49.83
A - D&T (Product Design)	2	0	0	1	0	1	0	0	0	0	100.0%	50.0%	50.0%	5.42	42.49
A - Drama & Theatre Studies	5	0	1	1	1	0	2	0	0	0	100.0%	60.0%	40.0%	5.42	42.50
A - English Language	11	0	1	1	6	1	2	0	0	0	100.0%	72.7%	18.2%	5.94	45.63
A - English Literature	6	1	0	2	1	2	0	0	0	0	100.0%	66.7%	50.0%	6.24	47.46
A - Geography	2	0	0	0	2	0	0	0	0	0	100.0%	100.0%	0.0%	6.05	46.30
A - Government & Politics	5	0	1	1	0	2	1	0	0	0	100.0%	40.0%	40.0%	5.72	44.33
A - History	12	0	1	4	2	2	3	0	0	0	100.0%	58.3%	41.7%	5.82	44.91
A - Law	11	0	1	1	4	2	2	1	0	0	90.9%	54.5%	18.2%	5.26	41.58
A - Mathematics	28	2	11	8	5	1	0	1	0	0	96.4%	92.9%	75.0%	6.81	50.87
A - Maths (Further)	5	0	0	1	2	2	0	0	0	0	100.0%	60.0%	20.0%	6.54	49.24
A - Media Studies	3	0	0	0	1	1	1	0	0	0	100.0%	33.3%	0.0%	4.86	39.14
A - Music	1	0	0	1	0	0	0	0	0	0	100.0%	100.0%	100.0%	6.70	50.20
A - Physical Education	4	0	0	3	1	0	0	0	0	0	100.0%	100.0%	75.0%	6.71	50.25
A - Physics	17	0	2	4	3	4	3	1	0	0	94.1%	52.9%	35.3%	6.79	50.72
A - Psychology	14	0	3	8	3	0	0	0	0	0	100.0%	100.0%	78.6%	5.70	44.17
A - Religious Studies	2	0	1	1	0	0	0	0	0	0	100.0%	100.0%	100.0%	6.63	49.78
<b>Totals</b>	<b>180</b>	<b>4</b>	<b>34</b>	<b>47</b>	<b>46</b>	<b>29</b>	<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>97.8%</b>	<b>72.8%</b>	<b>47.2%</b>	<b>6.28</b>	<b>47.68</b>

# 2019 Alps Certificate of Outstanding Progress

## The Arnewood School Academy





# The Arnewood School Curriculum

*“Working together, shaping tomorrow”*

Our mission is to work with parents and the local community to provide a broad curriculum and a creative approach to learning. This should enable all pupils to fulfil their unique potential and make the world a better place through their informed choices and actions.

The Arnewood School curriculum explicitly enables pupils to become:

**Scholarly,  
literate and  
numerate**

**Safe,  
resilient and  
reflective**

**Independent,  
collaborative and  
creative**

**Passionate about  
learning and  
ambitious with a  
deep-rooted desire to  
achieve**

**Outward-looking,  
tolerant and  
understanding of  
their place in the  
wider world.**

<b>Key Stage 3</b> Years 7 / 8	<b>Core Subjects:</b> English (7) Maths (6) Science (6) ICT (2)	<b>Foundation Subjects:</b> French (3 / 6) German (3) Geography (2) History (2) RS (2) PE (4) Art (2) Drama (2) Music (2) Technology (4) PSHE (2)	<b>Pastoral:</b> Mentoring Transition House System Careers GCSE Options	<b>Co-Curricular:</b> Gifted & Talented Sports clubs Societies Enrichment visits School productions
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<b>Key Stage 4</b> Years 9 / 10 / 11	<b>Core Subjects:</b> English (8) Maths (7) Science (10) PE (3) PSHE / RS (2)	<b>Option Subjects (single options = 5 lessons; double = 10):</b> French German Geography History ICT Art Philosophy & Ethics PE Triple Science Product Design Music Media Studies Food Technology Drama Childcare Hairdressing & Health and Social Care I-Media Computing	<b>Pastoral:</b> Mentoring Careers Post-16 Options ROA	<b>Co-Curricular:</b> Gifted & Talented Sports clubs Societies Enrichment visits School productions
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<b>Key Stage 5</b> Years 12 / 13	<b>Option Subjects (single options = 8 lessons; double = 16):</b> English Lang English Lit Maths Further Maths Biology Chemistry French German Physics Geography History Law ICT I-Media Government & Politics Philosophy & Ethics Psychology Media Studies Art Business Studies Photography Computing Drama Music Product Design Health and Social Care Childcare	<b>Pastoral:</b> Mentoring Tutorial Programme HE / Employment / Training	<b>Co-Curricular:</b> Future learn Extended Project First Aid Interview Skills Encounter Employees School productions
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KS3	Lessons per fortnight		Blocked	Setting
	Year 7	Year 8		
English	8	6	Half yearly	Mixed attainment
Maths	6	6	Half yearly	Ability setting
Science	6	8	Half yearly	Ability setting
MFL	6	6	Half yearly	Ability setting
Geography	2	2	Half yearly	Mixed attainment
History	2	2	Half yearly	Mixed attainment
RS	2	2	Half yearly	Mixed attainment
Art	2	2	Half yearly	Mixed attainment
Drama	2	2	Half yearly	Mixed attainment
Music	2	2	Half yearly	Mixed attainment
ICT	2	2	Half yearly	Mixed attainment
PE	4	4	Half yearly	Mixed attainment grouped by gender
Technology	4	4	Half yearly	Mixed attainment
PSHE	2	2	Half yearly	Mixed attainment
Literacy	4	4	Intervention – students sit 2 lessons per week of MFL.	Lowest MFL set only

<b>KS4</b>	<b>Lessons per fortnight</b>	<b>Blocked</b>	<b>Setting</b>
English	8	Across year group	Mixed attainment
Maths	7	Across year group	Ability setting
Science	10	Across year group	Ability setting (triple science taught as a discreet class)
Options (A-D)	10	Half yearly	Mixed attainment
PE (non exam)	3	Half yearly	Mixed attainment
PSHE / RS (non exam)	2	Half yearly	Mixed attainment

## Peer Review January 2020 – Staff Panel Responses

### Consistency of SIP

- High awareness of current school objectives: Literacy – SPAG marking, key words, literacy terminology for students. Strategy for KS3 literacy evolving, although challenge of differentiation – some students very weak in terms of literacy.
- LSA extraction/support – how effective is this? Suggestion of a joined-up literacy strategy – measure impact of literacy interventions.
- Plenty of consistency regarding school routines: The Arnewood Lesson.
- Boys' progress and pupil premium students – clear objectives and department interventions.
- Disadvantaged students on class action plans. However, suggestion that pupil premium strategy overall needs sharper focus, possibly through a termly review.
- Grade 3 Y11 students = key focus to increase to Grade 4, also Grade 4s to Grade 5s.
- Perceived lack of centralisation – a degree of HoD autonomy and variability was evident; it appears that T&L – SIP priorities are all recorded separately in different places.
- Suggestion that staff fill in less data themselves in order to enable them to focus on the impact of their actions from the data.

### Lesson Observations

- Take place but these are largely informal.
- Precise guidance/feedback from Arnewood lesson plan to staff would be helpful.
- Mutual observations/learning walks and book checks take place, but there is the challenge of timetable constraints to get into other lessons. SLT are very helpful when offering cover.
- Half termly tests/landmarks is used as a way of holding staff to account.

### Timetabling/Groups

- There was the feeling that group sizes are getting larger, especially in Years 9/10 and some staff are thinly spread.
- Suggestion from HoDs – flexible approach to timetables, particularly for core subjects: timetable English/Maths for success. Split groups are a challenge\*

### Target Setting

- HoDs would like more flexibility to set their own targets.
- Students with additional needs/challenges – targets not always realistic. \*
- Data produced – often followed up with interventions and impact assessed through intra departmental moderation. Wider intervention strategies – was there time/scope for this?

### Team Leadership

- More time with departments for team planning – checking objectives, quality of teaching, structure of curriculum, moderating and sharing good practice.
- The 10/15 mins per week planning time was useful to 'touch base'. Suggested that it would be better to have a longer slot, e.g. 1 hour every 2 weeks. Dept. INSET planning day – really valued this and would like a repeat.
- There is not always a whole school focus for HoD/HoY meetings. Consider how to join up department meetings and link to a set agenda for the HoD/Leadership meetings.
- Suggestion for a staff forum → suggestions box for views/suggestions.

### Student Aspiration

- Some students have a negative attitude because of parental attitude/parents' low aspirations which is reinforced in students.
- Guidance for parents on knowing how to help their child would be useful.

\* Isn't that the case for all schools!

## Peer Review January 2020 - Student Panel Responses

### What do you like most about school? What is the best part?

- Drama is fun, I think I'm doing well, it helps to build my confidence.
- Lessons when the teacher gets us involved.
- English - allows me to express myself.
- Music - being creative.
- Sixth formers liked the personalised learning and small classes in the sixth form.

### How would you describe the school?

- I like the variety of subjects and lessons.
- Certificates, awards, badges (particularly 100% attendance).
- High education standards.
- School adapts to what the students want, e.g. the Arts.

### Can you describe a normal lesson at Arnewood? How would you describe behaviour at the school?

- 'School mostly perfect – some students ruining it with fighting, 'disruption' etc.
- Strong message of no mobile phones/iPad unless linked to work. Use of iPads in the week – 30-40% of lessons use iPads; Quizlet/vocab/French/German was popular. They don't use all of the apps on their iPads (home apps sometimes stay!)
- Some disruptive students – some of the lesson is about telling students off.
- In Languages (Year 8) a group of boys is disruptive – makes it hard to learn.
- Disruptive students influence other students. Older students also cite behaviour issues in low ability sets. Year 7/8 suggest taking disruptive students out of lesson.
- Find out why some students are disrupting lessons, e.g. home life issues?
- The biggest concern of students is the perception that the older and brighter students get the best teachers.

### If you had a problem either with your school work or with something outside of lessons who would you go to talk to about it?

- All students positive about tutors (great)/matron/support staff.
- Anti-bullying – message is clear and is acted upon. Anti-bullying reps are effective.
- Students feel safe at Arnewood, good pastoral support, know where to go when need support– counselling etc.
- Year 7/8 felt that student arguments are not always resolved – some strong feelings about this ref. falling out; something really bad may have happened that teachers don't get to the root of.
- Careers provision is good and there is a careers officer that students can see.
- Could there be more fun things to do outside?

### Do you know what you need to do to reach your goals?

- Achieving target grades is important to students (although some teachers don't agree with the target).
- Some teachers want us to do better than target grades; if it's too high, they'll help us to achieve it.

### What else do you enjoy at school?

- Students appreciate the wide range of extra-curricular opportunities on offer: Netball club, Choir/concerts, helping out at open evenings.
- Gifted and talented opportunities were important to Year 7/8.
- Reward for 100% attendance was a good thing.
- Tutor reps for council was a positive, as were the meetings and the voice students felt they had.

## Peer Review January 2020 - Teaching and Learning / Lesson Observation Summary

Through 42 lesson observations/learning walks, the majority of which were accompanied by The Arnewood School SLT, across a range of subjects and year groups we saw the following teaching practice and student learning: -

Evidence We Saw of Good and Excellent Practice	Evidence We Saw of Developing Practice
<p>Energy/buzz/ positive relationships</p> <ul style="list-style-type: none"> <li>Year 10 History: revision lesson, with excellent levels of student engagement.</li> <li>Year 10 English: Romeo and Juliet, analysis of religious language which was focussed and absorbing.</li> <li>Year 11 Chemistry and Physics: students were engaged, enthusiastic and cooperative in their learning.</li> <li>Year 10 Drama: students are given a focussed and challenging activity with clear guidance. Motivation levels are high.</li> <li>Good use was made of iPads in Year 7 RS lesson starter.</li> </ul> <p>Live modelling/Displays</p> <ul style="list-style-type: none"> <li>English: modelling of Romeo and Juliet used to improve the quality of analysis and increase metacognition.</li> <li>Displays in many classrooms were excellent and provided useful learning references, particularly in English.</li> </ul> <p>Behaviour</p> <p>Students listen and work as directed by their teacher, without distractions. Good practice was seen in:</p> <ul style="list-style-type: none"> <li>Year 11 Maths, Year 10 Drama,</li> <li>Year 10 Geography, Year 11 English,</li> <li>Year 10 History, Year 11 Science (some, not all)</li> <li>Year 11 MFL, Year 10 Computing,</li> </ul> <p>Improving literacy</p> <ul style="list-style-type: none"> <li>Longer/literacy question as starter in Maths use effectively. (As most challenging part of the new curriculum this could become standard practice).</li> <li>In Year 7 RS lesson, students are required to learn key words and spell them correctly.</li> <li>Display work reflects focus on literacy.</li> <li>Marking for SPaG is sporadic beyond English/RE lessons.</li> </ul>	<p>Standardised presentation of work</p> <ul style="list-style-type: none"> <li>Many books were presented beautifully across the majority of subjects, but there was variance within departments and across year groups which suggested this approach was not universal.</li> </ul> <p>Use of targeted questioning was infrequently seen and could be used for:</p> <ul style="list-style-type: none"> <li>Differentiation.</li> <li>Increased engagement, including 'bouncing' a question from one student to another.</li> <li>Stretch and Challenge through follow-up questions.</li> <li>Determining the depth of how well students have understood the work, the extent of any misconception and therefore the next steps (go back, increase challenge or move on).</li> <li>Pair and share and/or thinking time before <i>expecting</i> to give an answer.</li> </ul> <p>Learning appeared to be less effective when</p> <ul style="list-style-type: none"> <li>The teacher was explaining new theory through questioning as this led to some confusion and may increase the likelihood of misconceptions.</li> <li>Questioning took too long – some students remain passive and occasionally the teacher would answer their own questions.</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>In some lessons, particularly in Year 9 (including Maths and English), behaviour is undermining the learning and showing a lack of respect for the lesson, the subject and occasionally the teacher.</li> <li>In some lessons, a few students dominate by calling out.</li> </ul>

#### Starters

- Used universally to enable a prompt and engaging beginning to the lesson.
- Best when accompanied with targeted questioning.

#### Lesson transitions

- Are managed well in many lessons (e.g. RS, History) where the thread (L.O.) is maintained, but across the school consideration should be given for length of time on each activity, particularly in mixed ability/lower ability classes (chunking).

#### Quality of Explanation

- Teachers give clear instructions and careful/engaging explanations.
- They pick up on student misconceptions through timely progress checks and give further explanation as required.

#### Progress trackers

- Used particularly well in History so it is clear for students to see progress through the three years.
- In Drama, verbal feedback is logged and bespoke progress tracking is maintained.
- Majority of teachers move around the classroom effectively to assist progress when students are working independently.

#### Knowledge of target grades

- The majority of GCSE students are aware of their target grades (often written on the front of books) with some unaware in Year 9 Maths.

#### Seating Plans

- These are universally employed across the curriculum but may need reviewing where behaviour falls below the expected standard.
- In some classes, e.g. mixed ability Year 11 English potentially disruptive students are carefully seated with motivated/able students to good effect.

#### Behaviour for Learning

- Passive learning was seen in some lessons where teacher explanations and boardwork went on for too long (e.g. Year 9 Maths, Year 9 English and Year 10 Music).
- Independent tasks are being tackled slowly, with little vigour or used as an excuse for off task talking/activities.
- Potential for more:
  - I. Pace (one starter lasted for 20 mins and most students had written two sentences).
  - II. Stretch and challenge; in particular more application tasks to demonstrate deeper levels of knowledge and understanding.

#### Marking and use of TIPs

- Very good practice was seen in English with extensive use of individualised and appropriately challenging TIPs. Student responses demonstrated very good progress. In Year 11 Physics, sample marking was used very effectively to create whole class TIPs. Students benefitted from more frequent and timely response work.
- TIPs sometimes do not lead to an action e.g. “you need to put more effort into this.”
- Sometimes the students write down what they need to do to improve, rather than actually doing it.
- TIPs often not actioned and so the opportunity to improve the students’ practice is lost and the teacher has spent valuable time for no tangible benefit.

#### Mock exams

- Give back as close to the time of the exam as possible.
- Immediate feedback so that it becomes a formative rather than a summative assessment.

## Suggested action plan for improved classroom practice

### Presentation suggestions:

- Agree a standard presentation standard (all w/sheets stuck in should be a key message).
- Create a poster for this to go up in all learning spaces.
- Teachers regularly check students are meeting presentation expectations.
- Regular HoD/LT lead learning walks to check presentation standards are being met and insisting it is done where it is not.

### Questioning suggestions:

- Add to The Arnewood Lesson Blueprint.
- CPD on questioning.
- Learning walk by HoDs/LT lead with single focus on questioning.
- Share good practice across departments.
- Return to colleagues who are not following this procedure at a later date to check that their practice is now in line with school procedure.

### Marking suggestions:

- Mandate that all TIPs must be responded to in a coloured pen during lesson time following marking.
- Book scrutiny to gauge how well this is being applied.
- Share good practice across departments.
- Return to colleagues who are not following this procedure at a later date to check that their practice is now in line with school procedure.

### Behaviour for learning (increasing student engagement) suggestions:

- Targeted questioning (lesson observation with specific focus on this).
- Increased pace and more chunking.
- More stretch and challenge.
- More opportunities for genuine independent work – e.g. 20 minutes in every hour - and don't be frightened to insist on silence during this where appropriate.
- Consider how the balance between the *application* of knowledge as opposed to the *acquisition* of knowledge may improve student engagement.
- Differentiation is not always effective and this is of critical importance because of the nature of mixed ability setting, particularly in English.
- Share good practice and support/coach colleagues who are not following these procedures.

### Choice of course?

- CNAT for PE and Food Tech may be more appropriate for the cohort?

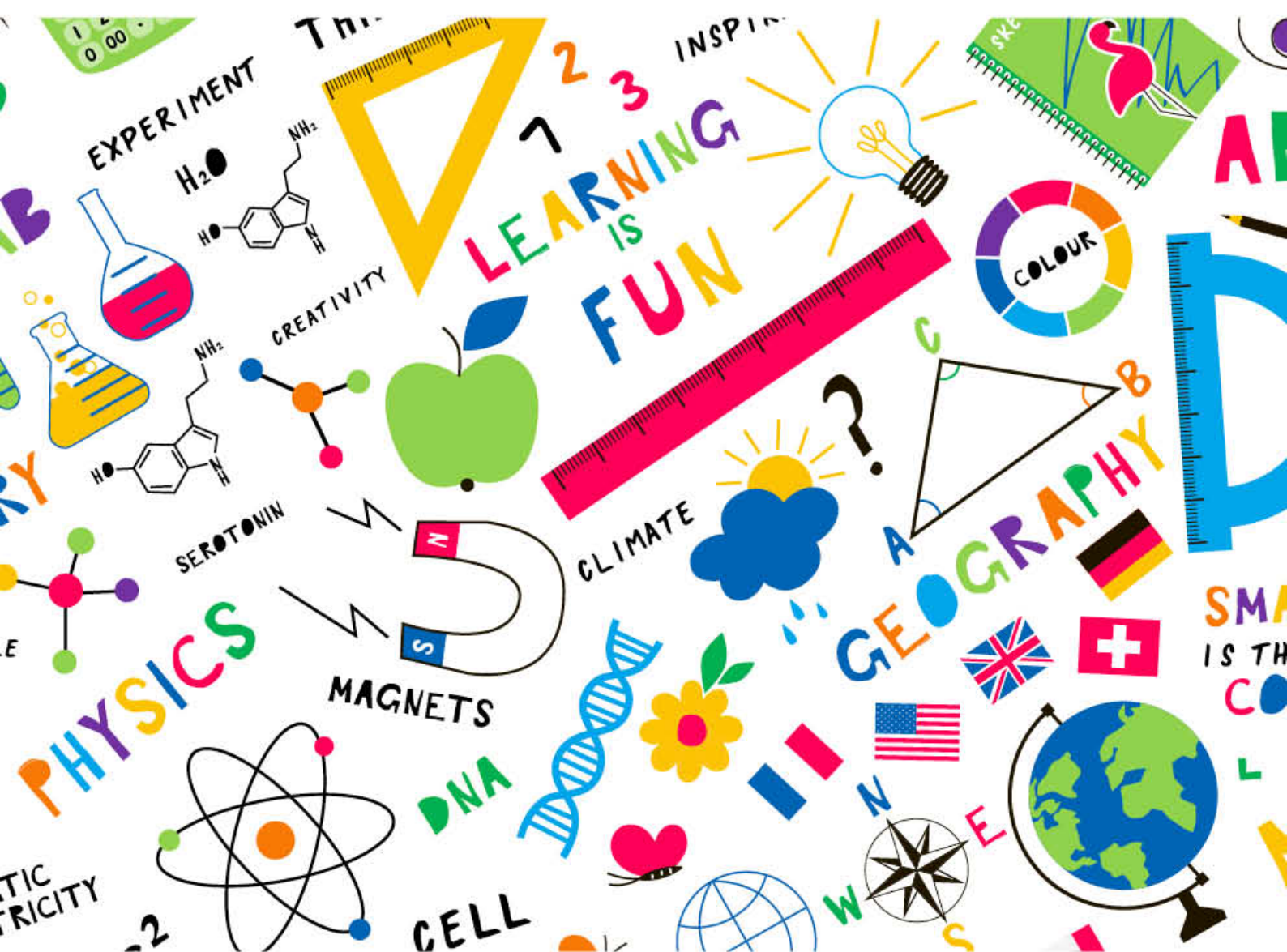


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## Curriculum design

The new Ofsted Education Inspection Framework has thrust the curriculum into the spotlight. The intent, implementation and impact of what we teach are under scrutiny as inspectors look for a broad and balanced curriculum. **Matt Bromley** offers us a four-step plan for curriculum design and asks some key questions about what we teach...

# A four-step plan for curriculum design...



The school curriculum is a hot topic in England thanks in part to Her Majesty's Inspectorate. Ofsted implemented its new Education Inspection Framework (EIF) in September 2019, which places the quality of the curriculum at its heart (Ofsted, 2019).

As we all know by now, Ofsted defines the curriculum according to its intent, implementation and impact...

## A new vocabulary for curriculum provision

### Intent

When inspecting "intent", inspectors will evaluate whether the curriculum builds towards clear "end-points". In other words, they will want to see clear evidence of what pupils will be expected to know and do by each of these end-points, be they the end of a topic, module, year, key stage or phase of education.

Inspectors will also want to see evidence that the school's curriculum is "planned and sequenced" so that new knowledge and skills build on what has been taught before, and towards these end-points.

As well as being clearly sequenced and building towards clear end-points, Ofsted says that the curriculum should also "reflect the school's local context" by addressing typical gaps in pupils' knowledge and skills.

The curriculum should "remain as broad as possible for as long as possible", too, and pupils should be afforded the opportunity to study a strong academic core of subjects, such as those offered by the English Baccalaureate (EBacc).

Inspectors will want to see evidence that there are "high ambitions for all pupils" and will want to see that the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

There are several mentions of "cultural capital" in the schools inspection handbook (Ofsted, 2019). Ofsted says that inspectors will judge the extent to which schools are using the curriculum to equip pupils with "the knowledge and cultural capital they need to succeed in life".

Ofsted's definition of this knowledge and cultural capital matches that found in the aims of the national curriculum: namely, that it is "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement".

### Implementation

Under curriculum implementation, inspectors will seek evidence of how the school curriculum is taught at subject and classroom level. They will want to see how teachers "enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion", how teachers check pupils' understanding effectively, identifying and correcting misunderstandings, and how teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

Further, they will want to see if the subject curriculum that classes follow is designed and delivered in a way that "allows pupils to transfer key knowledge to long-term memory" and it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end-points.

Inspectors will want to see evidence that teachers use assessment to check pupils' understanding, and they will evaluate

how assessment is used in the school or college to support the teaching of the curriculum, but – crucially – not in a way that substantially increases teachers' workloads.

### Impact

Under impact, Ofsted says that national assessments and examinations are useful indicators of the outcomes pupils in a school achieve, but they only represent a sample of what pupils have learned. As such, inspectors will balance these with their assessment of the standard of pupils' work from the first-hand evidence they gather on inspection.

Ofsted says that learning in schools must build towards a goal. As such, at each stage of pupils' education, they will want to see evidence that they are being prepared for the next stage of education, training or employment, and will consider whether pupils are ready for the next stage.

### Beyond Ofsted

Now that we have a good understanding of the Ofsted context, let me suggest four steps for curriculum design:

- 1 Agree the vision.
- 2 Set the destination.
- 3 Assess the starting points.
- 4 Identify the way-points.

I would add a fifth and sixth step to these four: define excellence and diminish disadvantage. However, given space limitations – and the fact I have recently focused on disadvantage and Pupil Premium practice in *SecEd* (Bromley, 2019) – I will focus here on the first four steps...

### Step 1: Agree the vision

Before we can embark upon the complicated process of curriculum design, we must first understand what a curriculum actually is. After all, you would not try to manufacture a widget

without first knowing what a widget looks like, what it does, and how it works.

Professor Dylan Wiliam, in his SSAT pamphlet *Principled Curriculum Design* (2013), said: "In recent years in England, discussion of the school curriculum has been all but absent. This neglect has been largely driven by the adoption in 1988 of a national curriculum for schools in England and Wales. Many teachers, leaders and policy-makers assumed that

because the government had specified what schools were required to teach, then no further discussion of the issue of curriculum was necessary."

Prof Wiliam argues that this belief is mistaken for two reasons: "The first is that the legal framework of the national curriculum specified only what schools were legally required to teach – any school was entirely free to teach whatever it wished in addition to the prescribed national curriculum.

"The second is that the real curriculum – the lived daily experience of young people in classrooms – requires the creative input of teachers. For example, the national curriculum may require that students learn about negative numbers, but the kinds of analogy that a teacher might use to teach this topic (e.g. heights above and below sea level, temperatures above and below zero, positive and negative bank balances, and so on) must be chosen with an understanding of the students, their experiences, and a range of other contextual factors."

The real curriculum, then, is created by teachers, every day. In fact, the "real" curriculum consists of at least three distinct elements, of which the national curriculum is only one:

- 1 The national curriculum which is that prescribed by statute and consists of the core and foundation subjects.



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- 2 The basic curriculum which describes the statutory requirements for curricular provision beyond the national curriculum, comprising the requirements in current legislation for the teaching of RE (within the guidelines of the local Standing Advisory Committee for Religious Education), sex education, careers education, and opportunities for work-related learning. These are compulsory requirements, but schools are able to determine for themselves the specific nature of this provision.

- 3 The local curriculum which is one that schools are free to adopt in order to complement the national and basic curriculums with other curricular elements that are determined at school or community level. Often, these will reflect the individual nature of the school and its community, and perhaps its subject specialism(s).

### The national curriculum

We can trace the evolution of the national curriculum in England back to a speech by Sir James Callaghan at Ruskin College, Oxford, in 1976 (for a full text of this speech, see UKPOL, 2015). Certainly, this speech signalled the state's intention to assume a greater role in deciding, not just funding and facilities, but what was taught in its schools.

In his so-called "Great Debate" speech, Callaghan argued that education should "equip children to the best of their ability for a lively, constructive place in society, and also to fit them to do a job of work. Not one or the other but both".

It took until the Education Reform Act of 1988, which led to the publication of the first national curriculum, for Callaghan's dream to be realised.

The original national curriculum was a substantial document. Indeed, when it was first published, prime minister Margaret Thatcher famously decreed that she "never meant it to be this big". As such, each subsequent review of the national curriculum has seen the documents slimmed down and simplified.

The current version of the national curriculum (DfE, 2014) says that "Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

Furthermore, the national curriculum provides pupils with "an introduction to the core knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement".

With this last sentence, the curriculum borrows from Matthew Arnold, who said that a good modern society can only come about when all of its citizens are educated in "the best that has been thought and said in the world" (Arnold, 1869).

The wider curriculum Oates et al (DfE, 2011) argue that "education can be seen, at its simplest, as the product of (an) interaction between socially valued knowledge and individual

development. It occurs through learner experience of both ... key elements. The school curriculum structures these processes" (see also Oates, 2014).

The Qualifications and Curriculum Authority (QCA, 2000), meanwhile, offered a broader definition which included "everything children do, see, hear or feel in their setting, both planned and unplanned".

The unplanned parts of the curriculum are often referred to as the "hidden curriculum", a term first used by Phillip Jackson in 1968 in his book *Life In Classrooms*.

Jackson argued that what is taught in schools is more than just the formal curriculum and that schooling should be understood as a socialisation process whereby pupils receive messages through the experience of being in school, not just from what they are explicitly taught in lessons.

The hidden curriculum, therefore, includes learning from other pupils, and learning that arises from an accidental juxtaposition of the school's stated values and its actual practice.

When designing a curriculum, therefore, we need to think carefully about all the ways in which pupils learn, not solely in structured lessons but also in the space between lessons and in the behaviours and values of the adults working in the school.

As Dr John Dunford (2012) puts it: "The school curriculum is not only the subjects on the timetable; it is the whole experience of education."

The curriculum, therefore, can be found, not just in a policy statement, and certainly not in the timetable or even in the national

curriculum, but in the subjects and qualifications on the timetable, in the pedagogy and behaviours teachers and other adults use, in the space between lessons when pupils interact

with each other, in approaches to managing behaviour, uniform, and attendance and punctuality, in assemblies and extra-curricular activities, and in the pastoral care and support offered to pupils.

In short, in the holistic experience every child is afforded in school.

### Curriculum vision

Once you have clearly defined what is meant by the term "curriculum" in your school, the next step is to agree and articulate a clear and shared vision setting out what you think is important and what you regard as the purpose of education.

The vision should comprise a list of the broad and rich learning experiences each pupil in the school can expect in each subject as well as outside of lessons.

This vision should refer to the hidden curriculum and be cognisant of the fact that pupils' learning is not confined to the classroom; they learn from each other and from the way in which all the adults in school behave.

The reason I recommend that you start the process of curriculum design with a vision is because this vision will provide the benchmark against which all subsequent decisions about curriculum content, structure, sequence, monitoring, evaluation and review can be tested.

As such, I do not advocate the writing of a vision statement which is then locked away in a dusty drawer, but of engaging in a meaningful debate about why your school exists and what it seeks to achieve for its pupils and community, and why these purposes and aims are important.

### Broad and balanced?

You need to articulate what your school interprets as being a broad and balanced curriculum. A broad and balanced curriculum is, at

Education can be seen, at its simplest, as the product of (an) interaction between socially valued knowledge and individual development

least to begin with, about ensuring pupils are prepared for the next stages of their education, employment and lives – that they are developed holistically, and leave school skilled and knowledgeable employees and well-rounded, healthy and active citizens of the world. But what else?

The 2002 Education Act requires schools to provide a “balanced and broadly based curriculum” – a phrase echoed in the national curriculum – which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The regulatory standards for independent schools (DfE, 2016) provide a useful way of thinking about breadth. The standards require schools to provide a curriculum that gives pupils experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative, so that it promotes spiritual, moral, social and cultural development.

A broad curriculum, therefore, might be regarded as one in which there are enough subjects on a pupil’s timetable to cover all these experiences. Narrowing the curriculum for less able pupils or stretching GCSE study into key stage 3 clearly runs counter to the definition of breadth. A broad curriculum offers all pupils a wide range of subjects for as long as possible.

A balanced curriculum, meanwhile, might be regarded as one in which each subject is not only taught to all pupils but is afforded the sufficient space on the timetable to deliver its distinct contribution. The danger here is that some subjects, such as art, music, and languages, are squeezed out of the timetable by English, maths and science. It is not uncommon for English to have five or more lessons on the timetable per week and art just one, or for the arts to

“Narrowing the curriculum for less able pupils or stretching GCSE study into key stage 3 clearly runs counter to the definition of breadth”

operate on a carousel whereby design technology is only taught for one term of the year.

**The role of senior leaders**

In truth, the process of curriculum design is largely within the purview of middle leaders and teachers because subject specialists must design a curriculum that befits their discipline.

An English curriculum is distinct from a maths curriculum, which is distinct from a science curriculum and so on. The key concepts are different and will likely take different forms; the ways in which experts in each field think differ, too – for example, if you apply a scientific way of thinking to the study of theology, it will fail, and vice-versa.

Language and its meanings also differ in each subject – for example, to “analyse” something in English is not quite the same as to “analyse” something in history, maths or science. The shape of the curriculum in each subject discipline is different, too – some are linear, some helical or spiral in nature – and so the time it takes pupils to progress through a curriculum and the path they must take is also going to be different.

In some subjects, we may see a neat line of progress as pupils incrementally increase their knowledge and skills and build upon their prior learning. In other subjects, pupils will likely go backwards as well as forwards, or will succeed in one topic but then be required to learn a different, unconnected set of skills and

knowledge, which means any attempts to extrapolate progress between the two points is meaningless.

In short, each subject is a subject precisely because of the differences between it and other subjects, and so subject specialists must be allowed to design a curriculum that works in their discipline. As a secondary English specialist, I can design an English curriculum for key stages 3, 4 and 5, but I could not do so for science.

It would be easy, therefore, for senior leaders to feel impotent, disenfranchised and divorced from the process. However, I think senior leaders do have several key roles to play...

**Vision and clarity**

First, it is the responsibility of senior leaders to agree the vision for their whole-school curriculum. This, as we have already explored, involves defining what is meant by the term “curriculum” and making decisions about the national, basic, local and hidden curriculums.

**Breadth and balance**

Second, senior leaders are key to determining how broad and balanced the whole-school curriculum will be and why. They must make decisions about which subject disciplines matter most and which subjects are afforded the most time on the timetable. For example, senior leaders must be attuned to their community and pupil needs and if their school has a majority EAL population, they may decide to timetable more English lessons.

**Purpose and outcomes**

Third, senior leaders articulate the purpose of education in their school – and therefore guide middle leaders in determining the broad end-points to be taught. For example, senior leaders must have an overview of what qualification types and levels are offered in their school and why certain specifications and modules are better than others. Only senior leaders have the necessary oversight of the whole-school

curriculum to be able to make these decisions.

Senior leaders can also help their middle leaders and subject specialists determine the end-points they plan to teach within their subjects by asking some broad questions about their curriculums under the headings of why, what, when and how:

- Why teach this subject? Why does it matter? In what way is it or will it be useful?
- Why teach this qualification? Why (for examined courses) use this awarding body and this specification?
- Why teach this module/topic? Why is this knowledge more important than other knowledge?
- How does this subject relate to other subjects? How will you make the links explicit?
- What do you expect pupils to know and be able to do at the end of the topic/scheme/term/year/course/school?
- Why is this knowledge important? Who decides and why?
- What knowledge and skills will be most useful to pupils in the future? Says who? Is this likely to change?
- What knowledge gaps (including vocabulary) might some pupils need to have filled before they can access the curriculum? How will you identify the gaps and the pupils? How and when will the gaps be filled?
- When do you expect pupils to have acquired this knowledge/these skills? Why then?
- What must be taught before and after this knowledge/these skills? Why?
- How will the learning be sequenced? Is this a logical order?
- How will the curriculum build increasing complexity over time?
- Does each entry-point to the curriculum lead to a higher level of study?
- How will this knowledge/these skills be taught to ensure long-term learning? Will all teachers teach in this manner? How will you know?



- How will prior knowledge be activated? How will pupils be helped to transfer knowledge/skills from one context to another, and from the classroom to life/work?
- How will retrieval practice be built into the curriculum to ensure prior learning is kept active?
- How will the curriculum be spaced and interleaved to aid long-term retention?

**Teacher workload and skills**

Finally, and perhaps most critically of all, senior leaders are the gatekeepers and defenders of staff skills and time. They have a duty to provide appropriate training to staff to ensure they are skilled at curriculum thinking, and they have a duty to provide protected time for staff to engage in the time-consuming task of designing, delivering and reviewing the curriculum in their subjects.

With a focus on teacher workload, senior leaders must do all they can to prevent this renewed focus on curriculum design adding to teachers’ workloads and must decide what to stop doing in order to carve out the time for teachers to focus their energy on “the real substance of education”.

**Step 2: Set the destination**

Once schools have agreed the vision for their curriculum, they must – also under the broad heading of intent – set the destination of that curriculum.

If you want to find directions on Google Maps, first it will ask you “where to?” then it will ask you “where from?”.

Curriculum design is no different.

First, we need to know what the intended outcomes of our curriculum are – what we want pupils to know and be able to do at the end. Then we need to know from where pupils are starting their journeys towards these clear end-points. With these two pins stuck in our map, we can begin to plot a course.

So, how do we decide where our pupils are headed?

In *Knowledge and the Future of School* (2014), Young et al talk of “powerful knowledge” as a type of

knowledge that “allows those with access to it to question it and the authority on which it is based and gain the sense of freedom and excitement that it can offer”.

They argue that facts alone do not constitute powerful knowledge. So how do we decide what powerful knowledge is? Young et al state that “the knowledge on which GCSE subjects is based has a form of universality derived from two sources: (1) How mathematics has been developed by specialists in the universities, and (2) How school maths teachers select and sequence mathematics content in ways that their theory and experience tell them is appropriate for the majority of pupils at different ages.”



“Young et al talk of ‘powerful knowledge’ as a type of knowledge that ‘allows those with access to it to question it and the authority on which it is based and gain the sense of freedom and excitement that it can offer’”

Meanwhile, back in the *Principled Curriculum* pamphlet (2013), Prof Wiliam sets out four purposes of education which you may find useful in terms of articulating the goals of your own curriculum. These four purposes are as follows:

**1, Personal empowerment**

Arguably the most important aim of education is to allow young people to take greater control of their own lives, perhaps

best exemplified by the work of Paulo Freire. The idea is that rather than simply enculturating young people into the existing systems, education is the means by which people “deal critically and creatively with reality and discover how to participate in the transformation of their world” (*Pedagogy of the Oppressed*, Paulo Freire, 1968).

**2, Cultural transmission**

Another reason that is often given

for educating young people is, in Matthew Arnold’s words, to pass on from one generation to the next, “the best that has been thought and known in the world” (Arnold, 1869). Those who do not know what people are expected to know are regarded as ignorant – not stupid, but simply lacking the knowledge expected of them.

**3, Preparation for citizenship**

Democratic citizenship arguably works only if those who are voting understand the choices they are given, and education therefore has a vital role to play in preparing citizens so that they can make informed decisions about their participation in democratic society (Council of Europe, 2010).

**4, Preparation for work**

As a number of reports from the OECD have shown, more educated

workers are more productive (e.g. Hanushek & Woessman, 2010). Educational achievement is therefore inextricably linked with economic prosperity.

Young et al (2014) say that the purpose of education “is to enable all students to acquire knowledge that takes them beyond their experience. It is knowledge which many will not have access to at home, among their friends, or in the communities in which they live. As such, access to this knowledge is the right of all pupils as future citizens”. They are therefore arguing that the purpose of education, and therefore the destination of our curriculum, is to achieve social justice and improve social mobility. This is important in the UK when you consider that the academic achievement gap between rich and poor is detectable from an early age – as early as 22 months – and the gap continues to widen as children travel through the education

**Step 3: Assess the starting points**

Back with Google Maps, when answering the “where from?” question, there are two aspects to consider: the starting points of the taught curriculum and the starting points of the learnt curriculum.

The taught curriculum can be found in curriculum plans, assessment schedules and schemes of work, as well as in what teachers deliver in the classroom.

But we also need to understand what individual pupils have actually learnt, what they know and can do. In other words, we need to understand individual pupils’ starting points and identify the gaps in their knowledge and skills.

This can be achieved in part by ensuring there is better data-sharing at the point of transition so that teachers of, say, year 6 do not only provide teachers of year 7 with the key stage 2 SATs results in the form of scaled scores, but also provide detailed information – in





each subject discipline – on what the pupil was capable of outside of test conditions and constraints, what they enjoyed and did not enjoy, what they could do and could not do, what motivated them and demotivated them, and what they mastered and what they have only tentatively grasped but require further reinforcement on, and so on and so forth.

But better data-sharing is still only half the battle won, we also need to assess as they begin their curriculum journey with us, and we need to continue to assess them as they travel through our curriculum.

One method of doing just this is to activate prior knowledge. For example, if I wanted my pupils early in year 7 to conduct some internet research into, say, Shakespeare's life story in order to inform their analysis of the authorial context for a study of *Macbeth*, I should not assume that they have conducted internet research before or that, even if they have, they can remember how to do it or will be able to transfer their prior experience of this skill (or procedural knowledge) into a new context or domain.

I need to activate their prior knowledge of this skill by asking them questions about what they have done before, what they remember of this, how they went about it, what decisions they had to make and what they had to think about.

By so doing, I can retrieve from long-term memory the procedural knowledge pupils have previously

encoded and bring it into their working memories so they can think about it. Then, because activating prior knowledge is a form of retrieval practice, through repetition, we can begin to automate the decisions pupils have to make in order to free up space in their working memories for them to actively think about the context and task in hand.

“Activating prior knowledge helps join-up the curriculum in pupils' minds because they can see how they use and expand the knowledge and skills they learnt previously as they progress through school”

Put simply, because pupils have done internet research before, they do not need to use as much of their limited working memory capacity to do it again as they would if performing the task for the very first time. If I had not taken time to activate their prior knowledge and instead had assumed all pupils were starting from scratch, they might not have made the link (and developed schema) and would have found the task harder.

Activating prior knowledge in this way also enables me to uncover and unpack any gaps in pupils' knowledge of internet research as well as any misconceptions they may have. I can then ensure all the class are on the same page and are following the same steps.

What is more, activating prior knowledge helps join-up the curriculum in pupils' minds because they can see how they use and expand the knowledge and skills they learnt previously as

they progress through school, and this provides intrinsic motivation because they can see the purpose of what they learn and can begin to understand the usefulness of curriculum content.

Further, as pupils activate prior knowledge, they can add increasing complexity to it,

progressively developing their knowledge and applying it to different contexts. Think of it like putting a Russian Doll inside a slightly bigger version of that doll, and then another and another, and so on.

In the example above, we might start with some basic rules of internet research such as how to use a search engine. Next, we might put that knowledge inside a slightly bigger doll by teaching the skills of using at least three sources and identifying trustworthy sources.

Next, we might add the skill of skimming and scanning webpages for key facts, etc. Each time, the doll gets bigger, but pupils are helped to make active connections between all the inter-related knowledge and skills they are learning, and as such create ever-more complex schema in long-term memory.

#### Step 4: Identify the way-points

Once you have set the destination and assessed the starting points of your curriculum, you must plot a course between the two. This course is what populates curriculum plans, assessment schedules, and schemes of work.

The shape of the path taken in each subject discipline will be different. Some curriculums are linear, following a neat line between the starting point and the destination as pupils build on prior knowledge and make progress. But many curriculums are neither

linear nor neat. They may be spiral or helical in shape; they may zigzag.

But, irrespective of their shape, most subjects will find it useful to identify threshold concepts or way-points that provide a useful checkpoint on the way towards the destination.

Checkpoints have several advantages: first, they provide manageable and achievable stepping stones for pupils to aim for along the way, rather than setting pupils a goal they cannot hope to hit. Second, they provide a useful pitstop – a means of assessing, recognising and celebrating pupils' progress to date.

When these threshold concepts are used well, they can also become a means of assessment.

Let us consider how to identify threshold concepts or way-points before we look at ways to ensure these way-points provide for an increasingly complex curriculum.

#### Identifying threshold concepts

I will use as an example one possible end-point of the English curriculum: the concepts of “explicit and implicit meanings”. As we return to these foundational concepts at increasingly complex levels, we could make use of “threshold assessments” which encourage pupils to move up the reading comprehension “ladder” from identifies to explains to analyses and, finally, to evaluates.

Or, more simply, we could write a sequence of “can-do” statements such as these:

- I can define the words explicit and implicit.
- I can identify an explicit and implicit meaning in a non-fiction text.
- I can identify both explicit and implicit meanings in a range of different text types.
- I can explain why a writer has implied rather than explicitly stated something.
- I can comment on the effect of both explicit and implicit meanings on the reader.
- I can analyse a writer's use of explicit and implicit meanings. And so on... There are several

advantages to this approach, including – in no particular order:

- The statements make sense to pupils – they are concrete not abstract, simple not lofty.
- Pupils can be assessed easily against each statement with a “yes/no”.
- The assessment will inform us what each pupil knows and can do, and what they do not yet know and cannot yet do.
- The individual assessment outcomes can be aggregated to provide a percentage of “mastery” for any given cohort (e.g. 80 per cent of pupils in this class can define both explicit and implicit meanings).
- Both the individual and aggregated assessment

outcomes can be used to inform our teaching, notifying us if we need to reteach or recap a concept or concepts, or if can we move on.

- Pupils' journeys through this hierarchy of statements can provide tangible evidence of progress – to pupils, parents and schools.
- The statements can also be used as learning objectives to provide a clear focus to a lesson or sequence of lessons which can be revisited in the plenary or used on an exit ticket.

Of course, as I have already admitted, learning is neither easy nor neat. Pupils do not often make linear progress and our curriculum is not often linear in shape. Rather, learning is messy; learners can go backwards as well as forwards, and not all assessments can be used to extrapolate progress over time because what is being assessed at various points through the year may be very different.

As such, “can-do” statements may work for some curriculum content in some subjects but may not – indeed, probably will not – work for everything. Sometimes, the key

concepts and their various layers of accomplishment may take the form of questions, factual statements, key features, schools of thought, or exemplars.

#### A cognitive balancing act

The working memory is always trying to balance intrinsic cognitive load (the space in working memory dedicated to performing a task), germane cognitive load (the space in working memory dedicated to trying to understand the task), and extraneous cognitive load (the space in working memory dedicated to understanding and responding to the instructional context).

John Sweller (2011) suggests that in order to minimise extraneous cognitive load, instructional design (the way we teach the curriculum) should address the needs of three broad groups of expertise:

- 1 Novice level: “Detailed, direct instructional support ... preferably in integrated or dual-modality formats.”
- 2 Intermediate level: “A mix of direct instruction and problem-solving practice with reduced support.”
- 3 Advanced level: “Minimally guided problem-solving tasks ... provide cognitively optimal instructional methods.”

As such, when identifying the way-points, we need to design a curriculum that affords sufficient repetition of content knowledge and which returns to prior learning with increasing complexity.

In year 7 we might begin by teaching our “novices” through detailed direct instruction and introduce new content knowledge at a basic – though not superficial – level. As pupils return to this

learning in years 8 and 9, we might teach our “intermediates” through a combination of direct instruction and problem-solving activities. And then, at GCSE, we might

teach the same content knowledge at an advanced level through minimally guided, problem-solving activities. In short, the way

we teach the same content knowledge as pupils get older necessarily changes as pupils move from novices to experts. The scaffolds fall away, and pupils become increasingly independent.

“Sometimes, the key concepts may take the form of questions, factual statements, key features, schools of thought, or exemplars”

But we also return to the content knowledge we taught previously and add ever more layers of meaning in order to develop schema.

In so doing, we encourage pupils to practise, not until they solve a problem correctly, but until they can no longer get it wrong.

#### Conclusion

By following these four steps – agreeing the vision, setting the destination, assessing the starting points and identifying the way-points – I think you will begin to plan an ambitious, broad, balanced, planned and sequenced curriculum to which all your pupils will have access.

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