

## **References to the curriculum in the Section 5 School Inspection Handbook** **(most recent version January 2018)**

There are 44 specific references to 'curriculum' in the handbook.

In addition, there are references such as, 'in a wide range of subjects'.

# School inspection handbook

## **Part 1. How schools will be inspected**

### **How schools are selected for inspection:**

#### **Outstanding/exempt schools**

Page	Bullet/paragraph	
9	Point 19 Bullet 5	19. In addition, exempt schools may be inspected between risk assessments where:  concerns are identified about the breadth and balance of the curriculum (including where the statutory requirement to publish information to parents is not met)

#### **Short inspections of good schools**

Page	Bullet/paragraph	Text
10	Point 22 Bullet 5	22. As is the case for all schools, a good school may still receive a 'no formal designation' inspection carried out under section 8 at any time if: concerns are identified about the breadth and balance of the curriculum (including where the statutory requirement to publish information to parents is not met) that suggest that it should be inspected earlier

#### **Before the inspection**

##### **Inspectors' planning and preparation**

Page	Bullet/paragraph	Text
16	Point 30 Bullet 7	30. The lead inspector will prepare for the inspection by gaining an overview of the school's recent performance and any changes since the last inspection. The lead inspector will use all available evidence to develop an initial picture of the school's performance. The planning will be informed by analysis of: information on the school's website (taking into account current government requirements for maintained schools and academy

		<p>funding agreements and non-statutory guidance) including its pupil premium strategy (including rationale and evaluation), in primary schools the PE and sport premium, in secondary schools the Year 7 literacy and numeracy catch-up premium<sup>1</sup>, the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school's curriculum and whether it is likely to promote preparation for and an appreciation of life in modern Britain), the special educational needs (SEN) information report, the presence and suitability of the safeguarding guidance, and information about the promotion of equality of opportunity and other information for parents</p>
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### No notice inspections

Page	Bullet/ paragraph	Text
20	Point 46	<p>46. Ofsted may conduct inspections without notice.</p> <p><i>Footnote:</i></p> <p><i>Inspection without notice will be considered where there are serious concerns about one or more of the following: the breadth and balance of the curriculum; rapidly declining standards; safeguarding, including a decline in standards of pupils' behaviour and the ability of staff to maintain discipline; and standards of leadership or governance.</i></p>

### DURING THE INSPECTION

#### Observing teaching, learning and assessment

Page	Bullet/ paragraph	Text
25	Point 67 Bullet 4	<p>67. Inspectors may engage in:</p> <p>joining a class or specific group of pupils as they go from lesson to lesson, to assess their experience of a school day or part of a school day. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils' experience, such as their behaviour, their attitudes to learning and their access to the curriculum</p>

#### Talking to and observing pupils outside lessons

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Page	Bullet/ paragraph	Text
27	Point 77 Bullet 5	77. Inspectors must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and welfare, for example:  during enrichment activities (including clubs and activities outside of the normal timetabled curriculum).

### **The use of performance information**

Page	Bullet/ paragraph	Text
27	Point 79 Bullet 1	79. Performance information must be considered alongside other evidence gathered during the inspection on progress, attainment, attendance and exclusion to evaluate:  overall consistency in performance, trends of improvement or decline, and differences in the performance of groups, but only where groups are large enough for valid inferences to be drawn, as we might otherwise form unfair judgements about a provider. Under-performance by a sub-group may indicate specific problems with one or more children, or equally may reflect deficiencies in the provider's main curriculum provision.

## **PART 2: The evaluation schedule – how schools will be judged.**

### **Effectiveness of leadership and management**

Page	Bullet/ paragraph	Text
42	Point 148 Bullets 5 and 6	148. In making this judgement in schools, inspectors will consider:  the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare  how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

## Grade descriptors for the effectiveness of leadership and management

Page	Bullet/ paragraph	Text
47	Bullet 3 of grade	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</li> </ul>
47	Bullet 8 of grade	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</li> </ul>
48	Bullet 7 of grade	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</li> </ul>
48	Bullet 4 of grade	<p><b>Inadequate (4)</b></p> <p><b>Leadership and management are likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ An unbalanced or poorly taught curriculum does not provide adequately for all pupils.</li> </ul>

## Quality of teaching, learning and assessment

### Sources of evidence

Page	Bullet/ paragraph	Text
50	Point 165 Bullet 7	<p>165. Inspectors will consider:</p> <p>scrutiny of pupils' work, with particular attention to:</p>

		<ul style="list-style-type: none"> <li>– pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum</li> </ul>
51	Point 166 Bullet 2	<p>166. In evaluating the accuracy and impact of assessment, inspectors will consider how well:</p> <p>assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum</p>

### Inspecting the impact of the teaching of literacy including reading

Page	Bullet/ paragraph	Text
51	Point 167	167. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.
51	Point 168	168. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

### Inspecting the impact of the teaching of mathematics

Page	Bullet/ paragraph	Text
53	Point 171 Bullet 3	<p>171. When evaluating the effectiveness of a school's work in mathematics through the analysis of performance information/published data, observations in lessons and scrutiny of pupils' work, inspectors will consider:</p> <ul style="list-style-type: none"> <li>■ in the mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching:</li> </ul> <p>how well pupils develop and/or use their mathematical knowledge, understanding and skills across the curriculum.</p>

### Grade descriptors for the quality of teaching, learning and assessment

Page	Bullet/ paragraph	Text
53	Bullet 7 of grade	<b>Outstanding (1)</b>

		<ul style="list-style-type: none"> <li>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</li> </ul>
54	Bullet 6 of grade	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</li> </ul>
55	Bullet 4 of grade	<p><b>Inadequate (4)</b></p> <p><b>Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.</li> </ul>

## Outcomes for pupils

Page	Bullet/ paragraph	Text
59	Point 181 Bullet 1	<p>181. Inspectors will take account of current standards and progress, including the school's own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:</p> <p>progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum</p>
59	Point 182	<p>182. To judge outcomes, inspectors will evaluate pupils' academic and vocational achievement across the curriculum.</p>

## Sources of evidence

Page	Bullet/ paragraph	Text
60	Point 187	<p>187. In scrutinising pupils' work, inspectors will consider how well:</p>

		pupils are making good progress towards meeting or exceeding the expected attainment for their age, as set out in the school's own curriculum and assessment policies
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## Disadvantaged pupils

Page	Bullet/ paragraph	Text
60	Point 190	190. Inspectors should talk to leaders about the quality of teaching, behaviour and the design and delivery of the curriculum to examine why there may be underperformance for some pupils

## The most able

Page	Bullet/ paragraph	Text
61	Point 191	191. Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum.

## Grade descriptors for outcomes for pupils

Page	Bullet/ paragraph	Text
62	Bullet 1 of grade	<b>Outstanding (1)</b> <ul style="list-style-type: none"> <li>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</li> </ul>
62	Bullet 2 of grade	<b>Outstanding (1)</b> <ul style="list-style-type: none"> <li>The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.</li> </ul>
63	Bullet 1 of grade	<b>Good (2)</b> <ul style="list-style-type: none"> <li>Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</li> </ul>

63	Bullet 2 of grade	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.</li> </ul>
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## Inspecting the effectiveness of the early years provision: quality and standards

Page	Bullet/ paragraph	Text
65	Point 202 Bullet 5	<p>202. Inspectors will consider:</p> <p>the breadth of the curriculum and how well it is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs</p>

## Grade descriptors for the effectiveness of the early years provision

Page	Bullet/ paragraph	Text
67	Bullet 7 of grade	<p><b>Outstanding (1)</b></p> <p>A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.</p>
67	Bullet 9 of grade	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Assessment is accurate and based on high-quality evidence. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.</li> </ul>
68	Bullet 5 of grade	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.</li> </ul>
69	Bullet 2 of grade	<p><b>Inadequate (4)</b></p> <p>The early years provision is likely to be inadequate if one or more of the following applies.</p>

		<ul style="list-style-type: none"> <li>■ The curriculum does not offer a broad range of experiences that challenge children or promote their understanding of people and communities beyond their own experience.</li> </ul>
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## Inspecting the effectiveness of the 16 to 19 study programmes

\* NB These references are about individual study programmes and activities.

Page	Bullet/ paragraph	Text
*71	Point 209 Bullet 2	<p>209. Inspectors will consider how well:</p> <ul style="list-style-type: none"> <li>■ study programmes for each learner are planned and managed so that they meet fully the principles of the DfE's 16 to 19 study programmes<sup>2</sup> by providing progression, stretch, mathematics and English for all learners without GCSE legacy grades A* to C (reformed grades 9–4), as well as work experience and non-qualification activities</li> </ul>
*71	Grade descriptor bullet 5	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme.</li> </ul>
*72	Grade descriptor bullets 2 and 5	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.</li> <li>■ Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.</li> </ul>
*73	Grade descriptor	<p><b>Inadequate (4)</b> <b>Effectiveness of the 16 to 19 study programmes is likely to be inadequate if one or more of the following applies.</b></p> <ul style="list-style-type: none"> <li>■ Too few learners are retained on their courses or achieve their core aim.</li> <li>■ Learners or groups of learners are ill prepared for their next steps in terms of attainment, personal skills or behaviours.</li> </ul>

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*Reference to the RE curriculum*

## **Annex. Additional guidance**

### **Inspection of religious education and collective worship**

#### **Schools without a religious character**

Page	Bullet/ paragraph	Text
76	Annex. Bullet 1 of schools without religious character.	<p>In the case of other maintained schools and academies where religious education (RE) is being provided in line with the legislation that underpins the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005.</p> <p>These schools must conform to the legal requirements for non-faith schools:</p> <ul style="list-style-type: none"> <li>■ RE in maintained schools (except voluntary aided schools, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus prepared by the Agreed Syllabus Conference (ASC). The RE curriculum should reflect the fact that the religious traditions in Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.</li> </ul>