

## 1. New OFSTED Framework – Implications for the 14-19 curriculum

### 1.1 New OFSTED Framework section 5: “How well does the curriculum meet pupils’ needs?”

There have been some significant changes in the criteria, which are to be used in judging the quality of the curriculum.

- At Key Stage 4, there is a recognition of the increased diversification of the curriculum. While there is still a requirement to meet statutory requirements, there is a much greater emphasis on judging to what extent the curriculum offered meets the needs of the individual students and promotes inclusion.
- A vocation subject at Key Stage 4 is to be included as a core inspection requirement alongside English, Maths, Science and ICT.
- Inspectors will observe learning activities, which are conducted off-site and assess the effectiveness of the transfer of information between collaborating institutions. Any strengths or weaknesses assessed will contribute both to the curriculum and leadership/management judgements made of the school.
- There is an expectation that off-site learning with FE and/or training providers should provide opportunities to work towards approved qualifications.
- There is a focus on assessing whether there are clear curriculum routes for pupils 14-19 and good preparation for post-16 education, training or employment.
- The inspection team has to make a judgement about how far the school is actively seeking to develop its curriculum in order to respond to the needs of the pupils and they have to evaluate the impact of any innovation.
- Three areas have been moved from management to the curriculum section:
  - sufficient learning and support staff with qualifications and experience to meet the demands of the curriculum.
  - accommodation that allows the curriculum to be taught effectively
  - resources to meet the needs of the pupils and the curriculum.

## 1.2 Implications of the above for schools: Key Questions

1. How has an analysis of pupil need informed the development of the Key Stage 4 curriculum and is that analysis documented?
2. Is there a documents Key Stage 4 curriculum statement, which provides a clear rationale for the curriculum and links it clearly into a 14-19 context and indicates how it is made accessible for all pupils?
3. Have pupils' needs for continuity and progression between levels of study from entry level to level 3 been thought through in curriculum planning within the school and/or in links with other providers?
4. Has the school considered the coherence of the programme for the individual pupil?
5. How well does timetabling enable pupils to engage in off-site learning without missing other important lessons?
6. How effectively does the school monitor and ensure the quality of education/training made for its pupils through off-site provision?
7. Has the school ensured that pupils working off-site are following programmes on the section 96 list?
8. How effectively does the school monitor the progress and achievements of pupils on extended work experience?
9. Is the school fulfilling its "Health and Safety" responsibilities for pupils learning off-site or an extended work experience?