

Schools and social mobility

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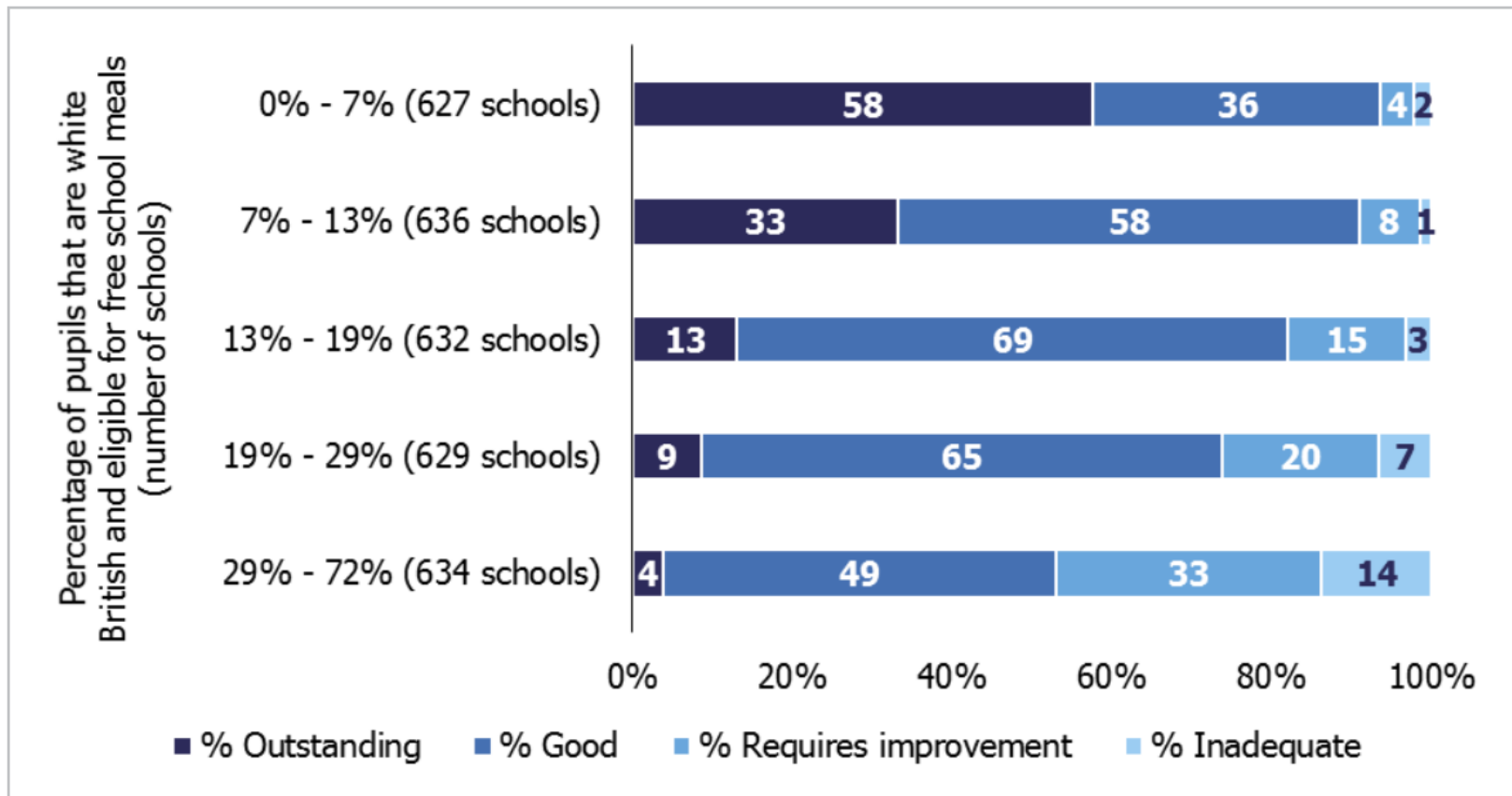


It is harder to deliver a good quality of education in some areas



- 55% of the schools that currently require improvement have high proportions of pupils from deprived areas.
- RI schools inspected last year were less likely to improve than schools with pupils from more affluent areas.
- Part of delivering a high quality of education for disadvantaged pupils means making the best use of the funding available.
- In 1 in 3 schools judged RI last year the inspector had concerns about provision for disadvantaged children and recommended a review of the school's use of pupil premium funding.

Most recent overall effectiveness grades of secondary schools, by the proportion of pupils who are White British and eligible for free school meals, 30 April 2018



<https://educationinspection.blog.gov.uk/2018/06/22/deprivation-ethnicity-and-school-inspection-judgements>

Some schools are stuck and haven't met this tougher challenge

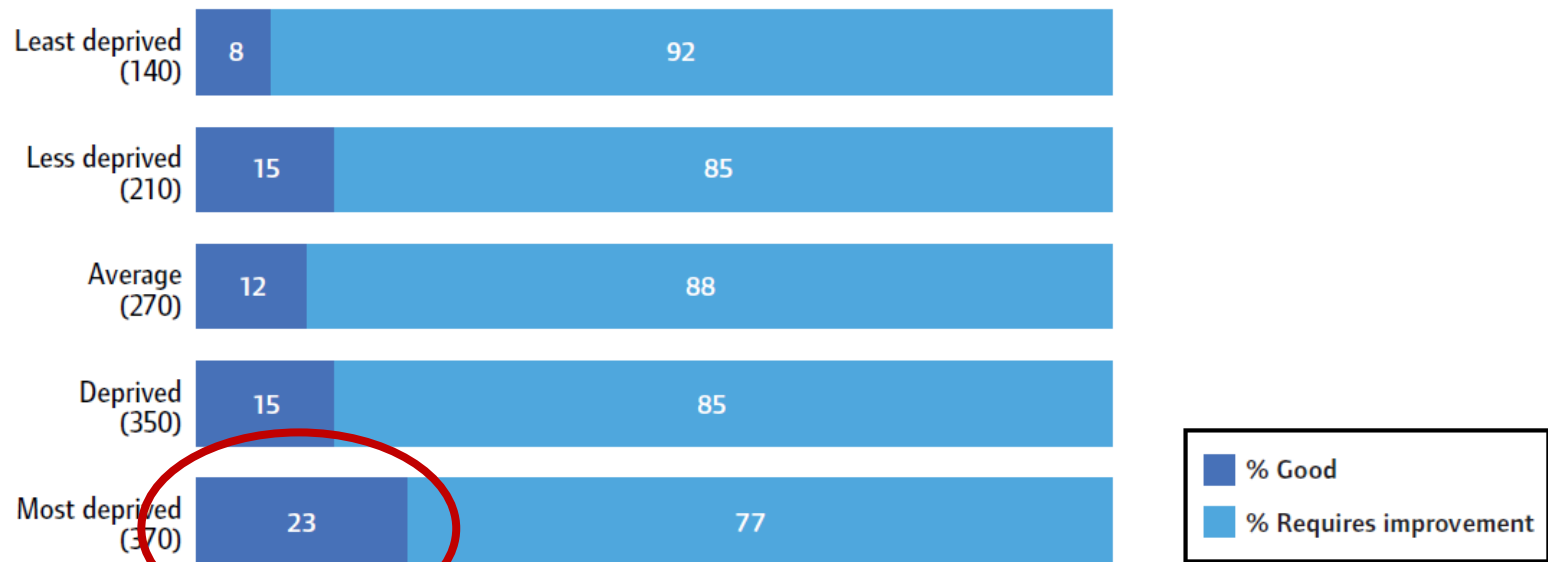
In schools that haven't been good in a very long time, some of this is linked to context and intake:

- instability in leadership and governance
- a history of recruitment issues
- high staff turnover
- financial difficulties
- poor attendance (particularly for disadvantaged/SEND)
- low-level disruption

Inspectors recognise the challenge

Figure 6: Most recent leadership and management grades of primary schools judged to require improvement for overall effectiveness, by level of deprivation, 31 August 2017

Number of schools in brackets (rounded)



1. The level of deprivation is based on the indices of multiple deprivation (IMDI) 2015. Each school is assigned a score based on the home post codes of the pupils that attend the school. The schools are then placed into one of five deprivation bands.

Source: Ofsted

Recruitment challenges can have an impact in many ways

Inexperienced staff and vacancies can contribute to the following factors identified in schools that don't improve:

- Leaders do not understand the quality of teaching
- Leaders set vague targets and don't hold teachers to account for pupil's progress
- Leaders are over-generous in self-evaluation and don't make a connection between pupil outcomes and the quality of teaching
- Middle leaders are inexperienced, have not been trained and aren't being monitored or supported by senior leaders
- Teachers don't use assessment information to meet the needs of pupils (particularly SEND / most able)
- Teachers are not checking whether pupils understand what they are learning

However, some things are less dependent on staff stability

Curriculum:

- weaknesses in developing literacy across the curriculum
- the curriculum being too narrow
- leaders' weak review of the curriculum, or unclear rationale/design
- curriculum not preparing pupils well for next stage

Funding:

- additional funding (such as pupil premium and special educational needs and/or disability funding) not planned or used effectively

Findings from outstanding schools that do well for disadvantaged pupils



In these schools:

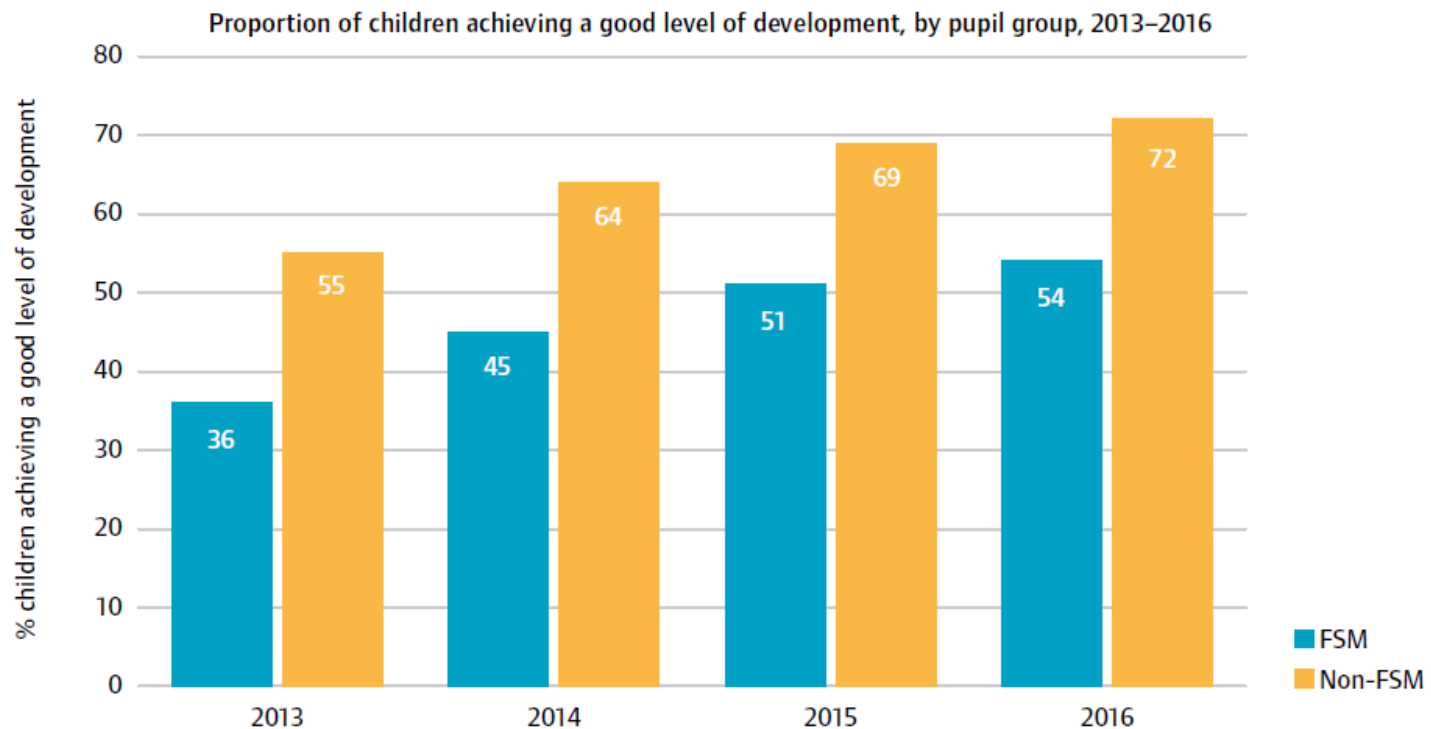
- The focus is on everyone receiving consistently good teaching and a rich curriculum
- Transition points are planned strategically
- Pastoral support is very good, including behaviour, attendance and engagement of parents

Curriculum and teaching



The importance of reception

Figure 1: Proportion of children achieving a good level of development, by year and by eligibility for free school meals (FSM)



Source: Table 3, SRF50/2016 table 1

Reception curriculum and teaching for disadvantaged children

41 schools with the best results at the end of reception for disadvantaged children:

- had a flexible pedagogy that incorporated both teaching and play
- structured phonics reading books so that they followed the structure of the teaching of phonemes, rather than having them in bands
- gave pupils a firm surface to write on while they mastered their pencil grip
- gave early mathematics prominence and put in place a structured approach that led into Year 1
- put in place assessment that told them what they needed to know about what children had learnt, rather than ticking off the early learning goals for moderation purposes

Curriculum and social justice

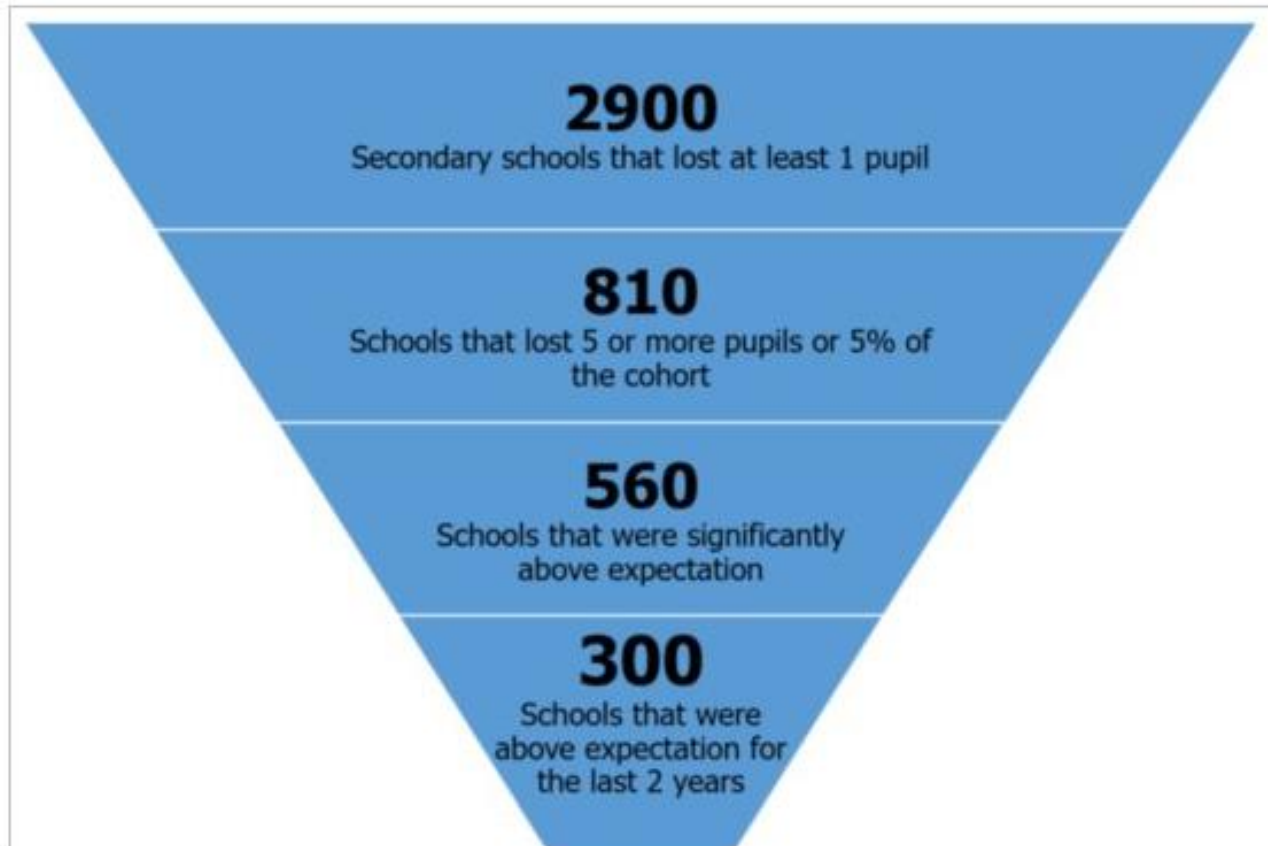
- Research evidence shows that subject choice has an economic impact on individuals that lasts longer than the effect of the school that you went to¹
- Many primary schools are undertaking so much preparation for SATs that the rest of the curriculum is effectively suspended in Year 6 – in some schools as early as Christmas
- We found that a fair proportion of secondary schools are now reducing Key Stage 3 to two years
- The majority of pupils in this country don't study subjects like languages, history, geography, art and music at Key Stage 4
- We found a number of schools who were excluding lower attaining pupils from the study of particular subjects, particularly languages – these pupils are disproportionately likely to be FSM

1. (Edinburgh University, British Journal of the Sociology of Education, 2013)

Behaviour



Pupil movements between year 10 in 2016 and year 11 in 2017



<https://educationinspection.blog.gov.uk/2018/06/26/off-rolling-using-data-to-see-a-fuller-picture/>

Transitions



Transition to vocational education

- Data from the Labour Force Survey on employees in the labour market on minimum wage:
 - Level 2 qualification - 10%
 - Level 3 qualification - 8.4%
 - Apprenticeship - 6.8%
- Reviewing recent inspections*, only 1 in 7 schools were promoting college-based routes and apprenticeships for 11- to 16-year-olds.
- Where it was done well in KS3 and KS4 it provided a varied and comprehensive range of advice and guidance, including FE, employment, training and apprenticeships.

*Sample of 121 school reports

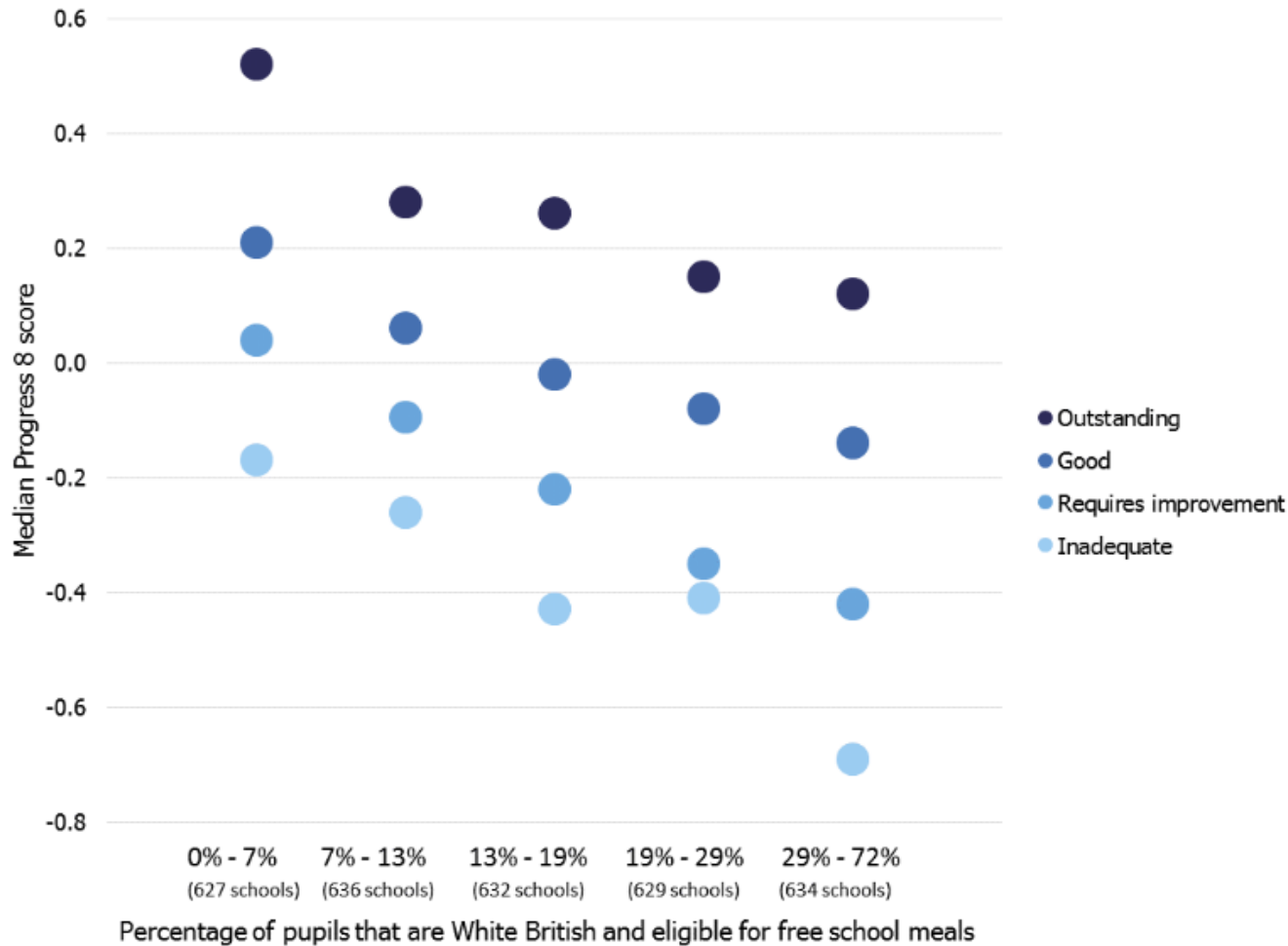
Thinking differently



Exam results are not an end in themselves

- The accountability system, including Ofsted, has placed an emphasis on performance measures
- This has had some unintended consequences
- While qualifications are important, achieving small improvements in Progress 8 scores is not the aim of education
- Inspectors do recognise the challenges in different contexts and we don't inspect 'by the numbers'
- We are shifting our focus to look more rigorously at the curriculum, so that our assurance reflects whether all pupils are getting the deep, rich education they are entitled to

Median Progress 8 scores for secondary schools, by the proportion of pupils who are White British and eligible for free school meals, and the most recent overall effectiveness grade of the school, 30 April 2018 [2].



<https://educationinspection.blog.gov.uk/2018/06/22/deprivation-ethnicity-and-school-inspection-judgements>

Three basic questions at the heart of education



Intent:

- What do you want pupils to know and to be able to do?
- *How do you make sure what you set out for disadvantaged children doesn't end up looking less ambitious than for the rest?*

Implementation:

- How will you teach them this?
- *How do you make sure that when pupils fall behind they end up with teaching and curriculum that is at least as good as other pupils, and if possible even better?*

Impact:

- How will you know if they have learnt it?
- *How will you make sure that you won't end up using prior attainment as a cap on your belief about what a pupil can do?*

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