

SCHOOLS Northeast Conference

Reinvigorating the 'Wasted Years': raising standards in KS3 English

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The joy and power of teaching English

A good book, studied with a good English teacher, takes you on a journey in search of answers to the crucial questions in life you didn't even know you wanted (or needed) to ask.

Professor Lisa Jardine, Queen Mary & Westfield College, University of London

The value of English in the curriculum? What can I say? Without English, nothing. And without good English, nothing very well.

Anne Fine, Author

Aims of the conference

- To support English teachers and senior leaders in identifying key issues.
- To focus on raising standards in KS3 English, especially for the most able, and most disadvantaged pupils.
- To explore KS3 in the context of changes to KS2 and KS4.
- To support leaders in their efforts to maximise KS3 so that students achieve at GCSE and beyond.

Session 1: the context for reviewing key stage 3



Aims of this session

- To explore the context for developing key stage 3.
- To share some of the key issues to consider when developing and evaluating the key stage 3 curriculum.
- To explore approaches to monitoring and evaluating the key stage 3 curriculum - this will be a thread through all sessions.

What full inspection reports indicate



- The percentage of good secondaries lags behind that of primaries.
- This is a divided nation: after the age of 11 children in the north or midlands are less likely to attend a good or outstanding school.
- There is some evidence of the differences between disadvantaged pupils and others widening in some secondaries.
- Focus on disadvantaged most able - they don't make enough progress.

What full inspection reports from the NE in 2015-16 said about English

Since the last inspection, leaders and managers have worked effectively to accelerate the progress of the most able pupils... For example, in one English lesson, the most able Year 7 pupils were studying Act 1 Scene V of *Macbeth* and were asked to think deeply about Lady Macbeth's soliloquy.

Teachers use questioning effectively to check pupils' understanding and extend their thinking. This helps to consolidate the learning in the lesson and identify gaps in knowledge that need to be addressed.

Year 10 pupils were fully engaged exploring Golding's work because the teacher skilfully linked her knowledge of the pupils' interests to the characters' relationships with nature.

Why have I chosen these reports?

- Reflect the strong practice in the region.
- Show that some providers have high expectations (but this is not found to be the general rule).
- Show that inspectors focus on key stage 3.
- Evaluate the impact of assessment on learning.
- Achievement of the most able is prioritised and the way teachers use their subject knowledge.
- Focus on evaluating the impact of teaching on deepening learning.
- Indicate impact of increased expectations of English in KS3.

Moving English Forward 2012: KS3 was an issue then

key stage 3 is raised as a concern

- Too few of the secondary schools had taken the opportunity, following the ending of the Year 9 statutory tests, **to refresh their key stage 3 schemes of work.**
- Although the survey uncovered areas of good practice, **the quality of transition between key stages 2 and 3 in English was too often no better than satisfactory.**
- The lack of regular communication and exchange of ideas **between primary and secondary schools created problems for continuity in teaching and assessment.**

English did move forward between 2012 and 2016



- New curriculum KS1-4 and significant changes to KS5.
- Changes to KS4 English: linear exam, no controlled condition assessments/cwk.; unseen 19th century texts; grammar, punctuation and spelling 20% in English GCSE.
- Study of whole texts in KS3 and 4, in literature GCSE, compulsory study of 19th century novel.
- Significant changes at key stages 2 (and 3), including the introduction of the grammar appendix at key stage 2.

	2014-15	2015-16	2016-17
Y7	<ul style="list-style-type: none"> Incoming students will continue to have existing KS2 tests and levels New NC to be followed unless an academy – no NC levels 	<ul style="list-style-type: none"> Last year group to have followed old National Curriculum and KS2 tests 	<ul style="list-style-type: none"> Incoming students will have new KS2 test scores, not NC levels
Y8	<ul style="list-style-type: none"> New NC to be followed unless an academy – no NC levels 		
Y9	<ul style="list-style-type: none"> New NC to be followed unless an academy – no NC levels 		
Y10	<ul style="list-style-type: none"> Existing programmes of study apply in English Nov GCSE session for Y12 re-sits only. 	<ul style="list-style-type: none"> New KS4 programmes of study to be followed in English New GCSEs English Lang and Lit No tiering in English Performance measures as below 	<ul style="list-style-type: none"> End of KS4 Progress 8 estimates might be provided based on the performance of Y11 in 2016 compared with their KS2 scores in 2011.
Y11	<ul style="list-style-type: none"> Existing programmes of study apply in English Nov GCSE session for Y12 re-sits only Schools can opt-in to have new accountability measures published 	<ul style="list-style-type: none"> New accountability measures officially introduced (but could be earlier). Progress 8 measure remains based on comparing performance at KS4 in 2016 with KS2 in 2011. Better of En Lang or Lit double-weighted; other one can count in "open group". Combined En Lang and Lit will be double-weighted for this year only. En Lang and Lit have parity – eg for basics measure, either will count But for EBacc, both must be taken and a C gained in at least one (or a C in Combined English GCSE). GCSE point scale becomes 1 to 8 (eg an A* will be worth 8, a G 1) New floor measure: ½ grade below expected 	<ul style="list-style-type: none"> First examination of new English Lang and Lit GCSEs GCSE point scale will be adjusted in the light of reformed GCSEs



Changes that are not specific to English but affect English

- Weightings in progress and attainment 8 - English (language and literature combined) can contribute up to 30%.
- New floor measure and coasting measure.
- Removal of national curriculum levels.
- New requirements of the 16-19 study programmes.
- Inclusion of resits in GCSE results.
- Introduction of the notion of mastery.

What does mastery in English mean-here's the definition

- The basic assumption is, that given time and quality instruction, all pupils can and will eventually master the core intended learning.
- Aptitude (not their perceived ability) means the time required for some learners to do so will be greater than that required by others, and the learning must be planned carefully to take account of this.
- Mastery learning relies on carefully planned learning journeys and expeditions with clear long and short-term learning intentions based on required standards.

Key stage 4 'core content': reading

- Wide range of 'high-quality, challenging, classic literature and extended literary non-fiction
- Whole books
- Essays, reviews, journalism
- At least one play by Shakespeare
- Works from 19th, 20th, 21st centuries
- Poetry since 1789 'including representative Romantic poetry'
- Re-reading literature and other writing to make comparisons
- Reading in different ways for different purposes
- Appreciating the influence of context

Key stage 4 'core content': writing

- Write accurately, fluently, effectively and at length for pleasure and information.
- Write for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information and argue.
- Select and organise ideas, facts, key points, cite evidence, details and quotation effectively and pertinently for support and emphasis.
- Select vocabulary, form, structure, rhetorical devices appropriately for impact.
- Revise, edit and proof-read.
- Emphasis on technical accuracy.

key stage 4
- new tests
- additional challenge

key
stage
3

key stage 2
- new tests
- additional
challenge



An overview of the changes at key stage 2

- Phonic decoding expected to be secure by Y3
- No specific mention of group work, drama strategies or use of ICT
- Learning of classic & modern poetry introduced
- Specific spelling rules to be taught-spelling assessed as part of writing
- Précising and dictation
- Greatly increased expectations in grammar and punctuation (detailed appendices)

Changes to the key stage 2 reading test

1. There are new areas of assessment:

- comparisons within the text, predictions and explaining vocabulary
- in the past, questions did seem to concentrate on the writer, e.g. 'What impression of wolves does the writer give?' (2013, KS2 reading paper)
- now questions appear to be focused on the text – e.g. 'Explain how the descriptions....support the idea that they were inoffensive brutes...' (2016 sample reading paper).

2. Greater focus on vocabulary:

- with a greater emphasis on understanding vocabulary in context

3. There may be questions towards the end of the paper reminiscent of the old level 6 test, but there are differences:

- They are available for all pupils
- The more challenging questions will require extended answers, and it's up to pupils to structure and organise their responses (these are normally 3-mark questions).

Which is the GCSE question?

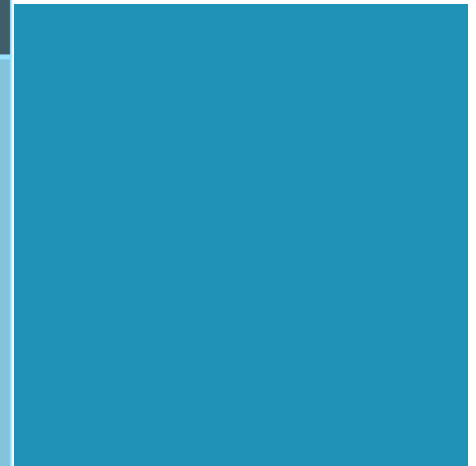
Explain, using your own words, what the writer means by the words in italics in the following phrase: *'the unique and traditional culture.'*

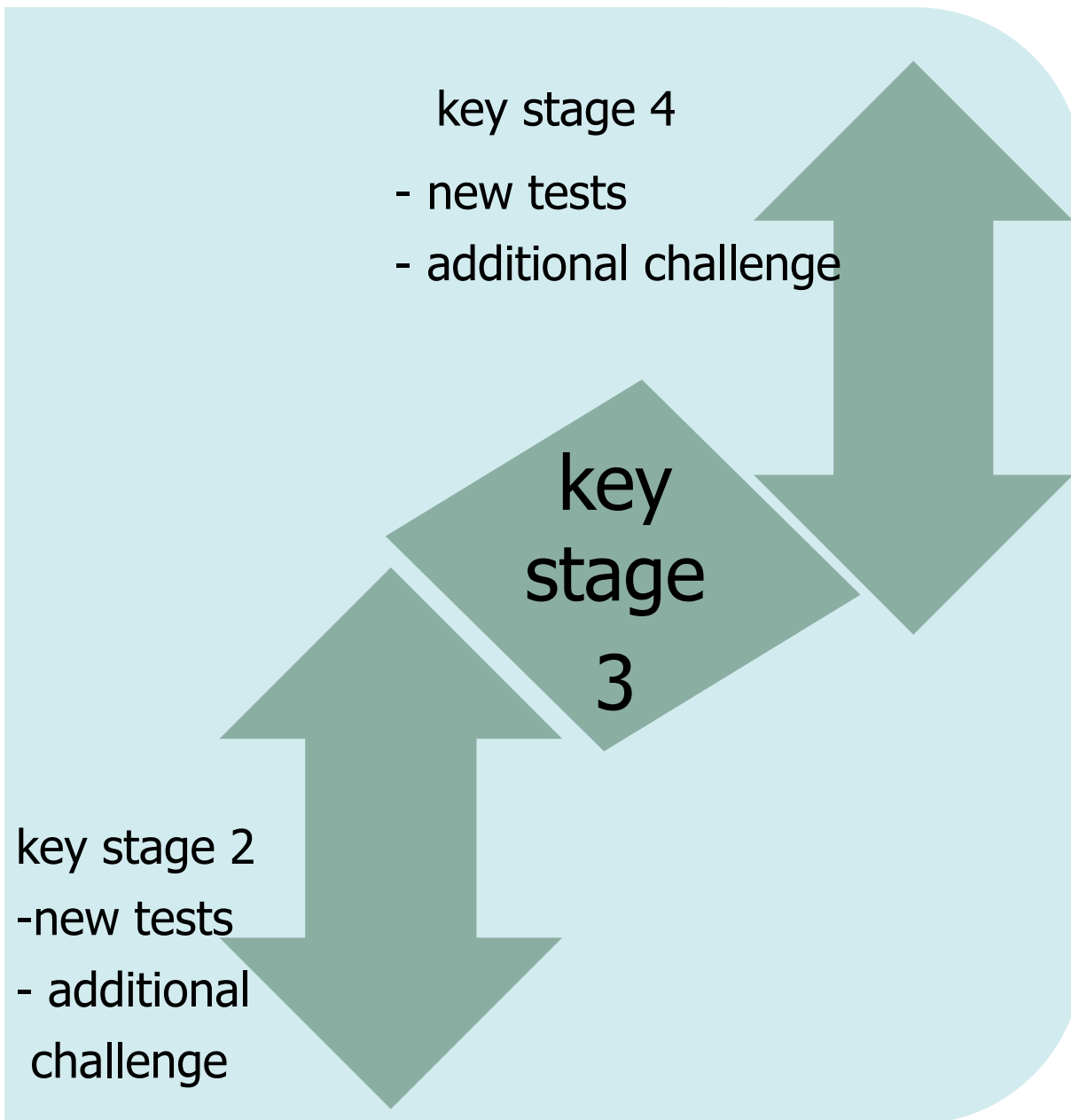
or

'Milled around in bewilderment', explain what the description suggests.

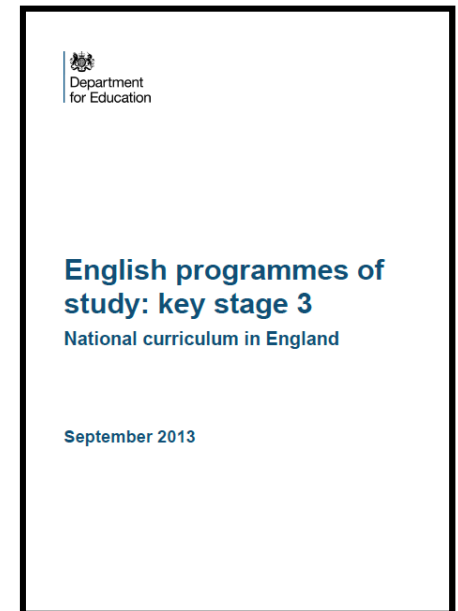
New expected standards for writing

Level 4B	Expected standard 2016
<ul style="list-style-type: none"> ▪ Pupils writing is lively and thoughtful. ▪ Ideas are often sustained and developed and organised appropriately for the purpose of the reader. ▪ Vocabulary choices are often adventurous and words are used for effect. ▪ Pupils are beginning to use grammatically complex sentences. ▪ Full stops, capital letters and question marks are used correctly. 	<p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <ul style="list-style-type: none"> ▪ creating atmosphere, and integrating dialogue to convey character and advance the action ▪ selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly ▪ using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs ▪ using passive and modal verbs mostly appropriately ▪ maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters





- 2 Shakespeare plays studied
- 3 pages of subject content
- 19 pages of grammatical and technical terms
- few specifics – so lots of freedom
- wide reading of fiction and non-fiction
- no triplets – writing different styles and purposes
- critical reading
- comparison
- multiple interpretations
- summarising and synthesising
- importance of Standard English and accurate spelling, punctuation and grammar



Issues with teaching at KS3

Key stage 3 teaching is:

- the poor relation of KS3 - in the long shadow of KS4
- taught by supply/non-specialists
- a lower priority for teachers who also teach KS4 & 5
- based on a lack of knowledge about KS2 - especially assessment and level of challenge
- still getting to grips with the changed curriculum - new assessments
- Use of KS3 schemes from GCSE exam boards

Inspection evidence highlights weaknesses

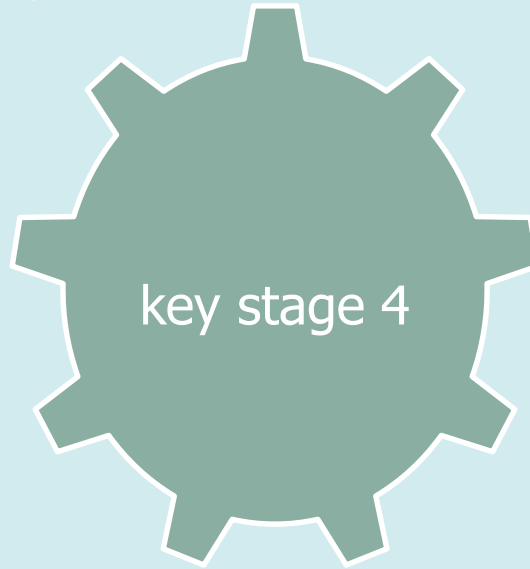
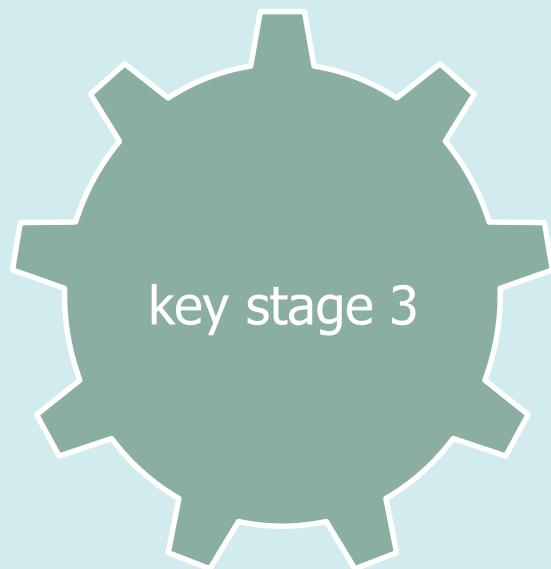
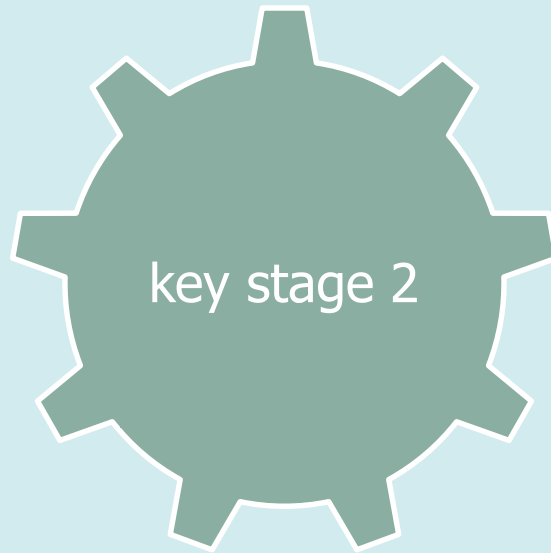


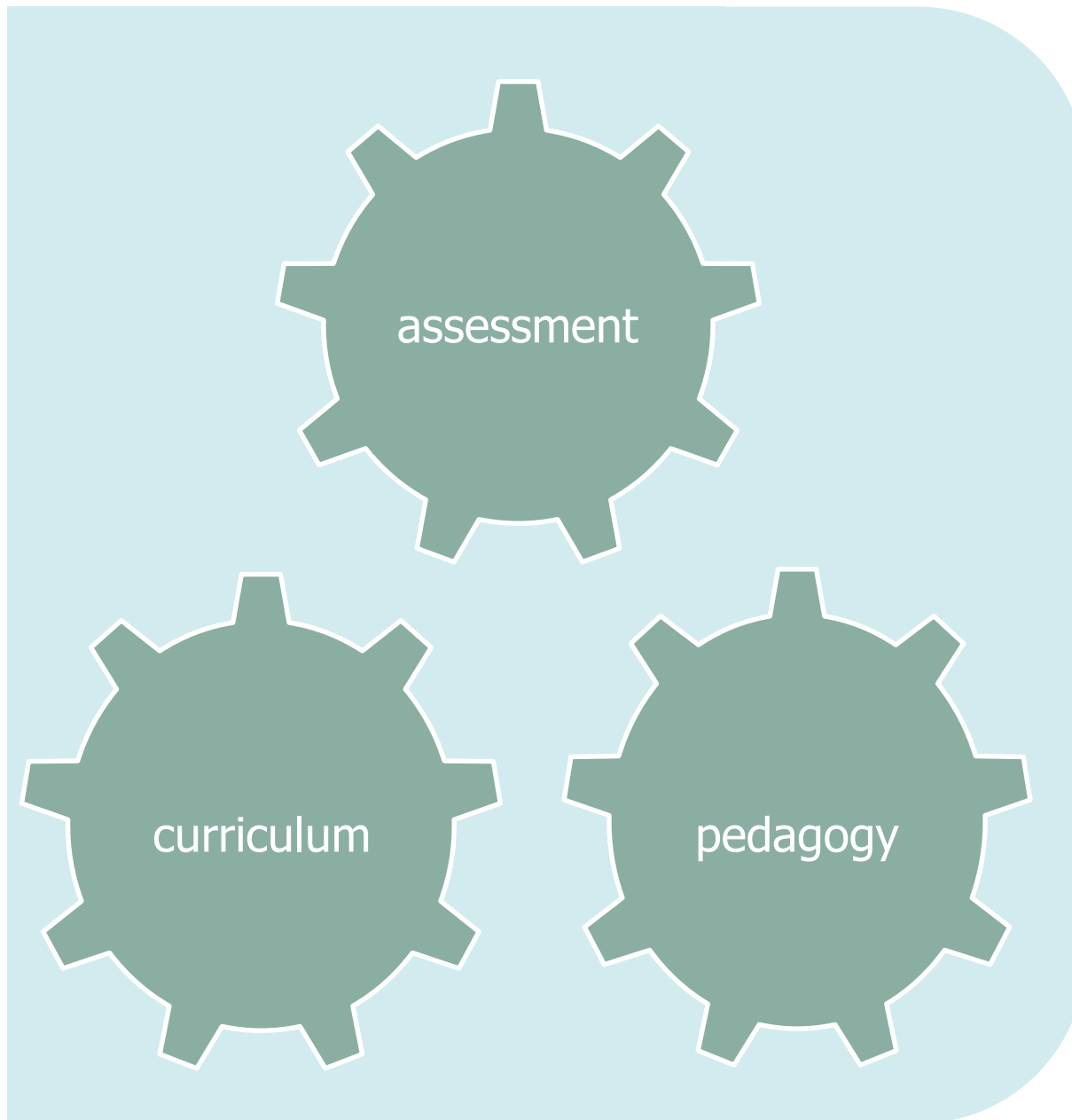
From Key stage 3: The wasted years ?

- Key stage 3 is not a high priority for many secondary school leaders in timetabling, assessment and monitoring of pupils' progress.
- Leaders prioritise the pastoral over the academic needs of pupils during transition from primary school.
- Many secondary schools do not build sufficiently on pupils' prior learning.
- Some school leaders are not using the pupil premium funding effectively to close gaps quickly in key stage 3.

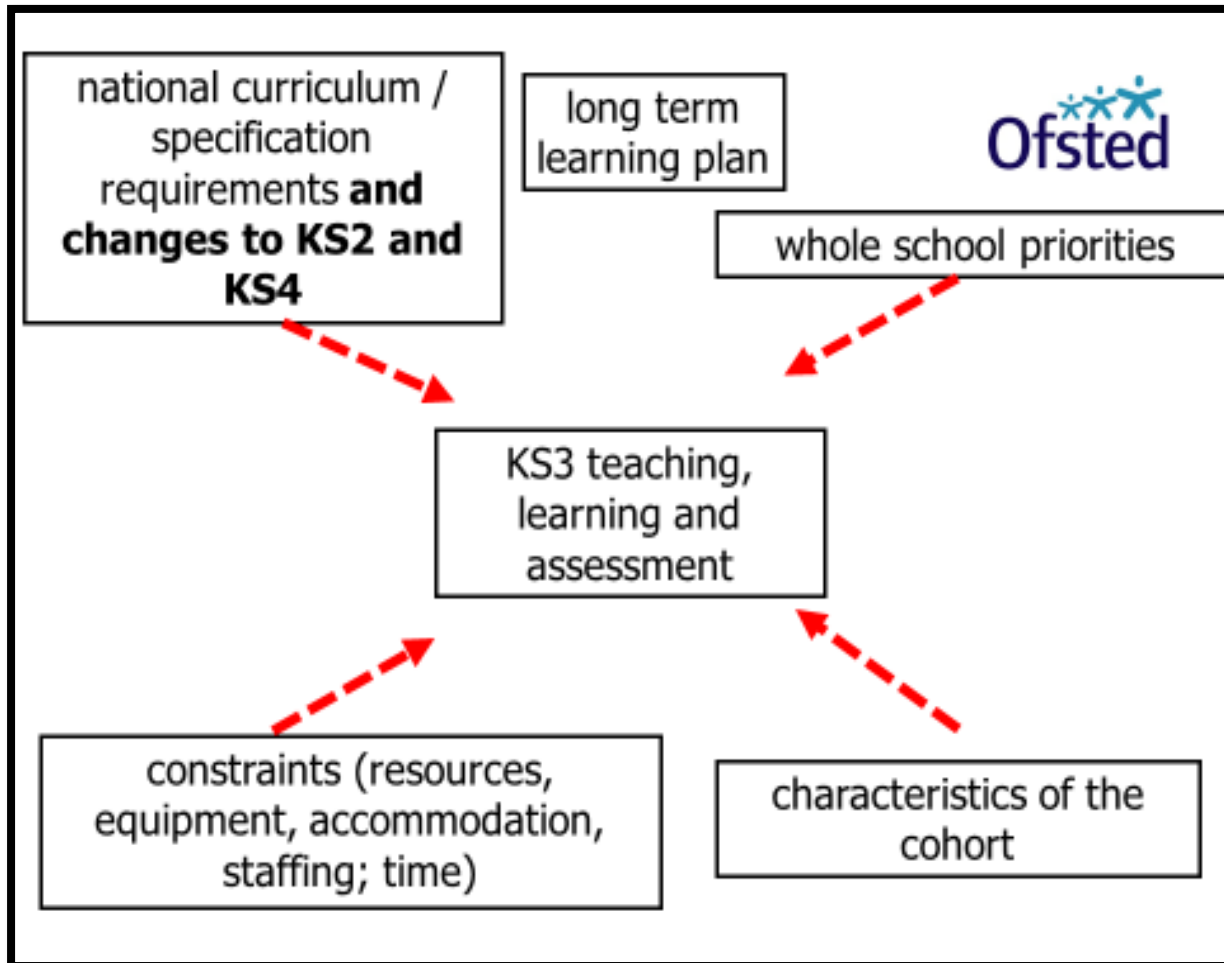
What if key stage 3...

- was an opportunity to develop the curriculum so as to reinvigorate pupils' learning and interest in English?
- built upon and extended the high expectations that some primaries have imbued?
- provided a foundation for success at KS4 but remained important in its own right?
- was stronger and more effective because of improved transition?
- was predicated upon a deep understanding of changes to KS2 as well as the specific strengths and weakness in knowledge, skills and understanding of each cohort?





What leaders may consider when designing a curriculum



Are there opportunities to integrate reading and writing?



Are two or more connected texts used whenever possible?

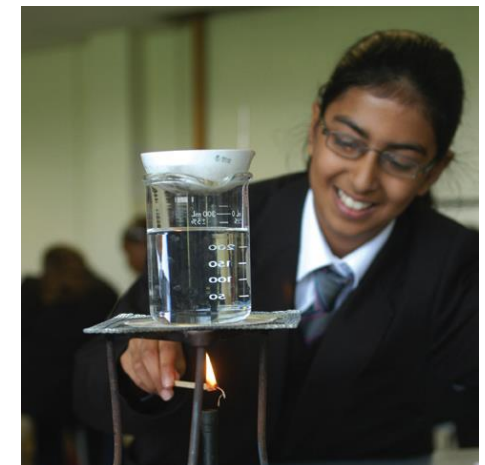
Does the curriculum facilitate making links between texts?

Are there plans for delivery of individual units / topics?

Are there opportunities to move between the 'big picture' and 'the detail'?

Are there opportunities to build confidence in handling unseen challenging texts?

Does the curriculum encourage reading for pleasure enough?



Practical activity: reviewing curriculum overviews



Practical activity based on curriculum plans

- Divide into 2 groups of about 3; each group has a pack containing: sample key stage 3 curriculum outlines and a double-sided sheet of guidance. Look at the sample KS3 outlines: A, B and C. **Choose one to focus on.**
- Imagine you are reviewing a school's KS3 curriculum (as part of the peer review process). The outline you have chosen is your starting point and the focus for an initial meeting with the subject leader.
- **What questions would you ask the subject leader in order to gain a more in-depth understanding of the effectiveness of the school's key stage 3 curriculum?**
- **What areas/aspects might you suggest the school develops further?**

Reviewing key stage 3

- Have you considered the core elements of the programmes of study at Key Stages 2 and 4 (and 5) and the impact they have on the design and delivery of KS3?
- How do changes to the key stage 2 tests impact on the content and delivery of Year 7 ?
- How will the curriculum engage all pupils with the most demanding elements of the new course content?

- Have you built in enough progression to get pupils where they need to be and accelerate progress where necessary?
- There is greater freedom than in previous versions - how will this be used to benefit pupils?
- Can current resources, content, and planning for learning be adapted to meet the new curriculum?
- Consider the best way to deliver innovative learning through the new subject criteria?

Session 2: Context for gathering evidence on transition



Aims of the session

- To articulate the specific context for transition for this year and explore the challenges and opportunities it brings.
- To share some key points from the English primary transition project.
- To discuss how the findings from the English project can support schools in developing their practice in this area.
- To share how local schools have developed transition in English.

Context for transition

- *Moving English Forward* (2012) and *KS3: The wasted years?* (2015)
- Other concerns about KS3 from Ofsted, school leaders, research.
Differences between disadvantaged and others in secondary schools more pronounced than in primary in some regions.
- Changes to KS2: AWOL, increased challenge, grammar appendices, movement away from 'best fit' for assessing writing, focus on vocabulary in reading tests, extracts longer and harder.
- A very mixed economy in terms of partnerships: LAs, MATs, Teaching Schools Alliances, soft collaborations, federations.
- Changes to KS4, effecting KS3, for example, some schools have now moved to a two-year key stage 3.

Context 1: AWOL evidence

- Mixed picture, a significant number of schools saying that approaches are not yet well-developed.
- For English, developments in spelling, grammar and punctuation are cited more than other areas.
- In the secondary sector, some evidence of key stage 3 being consolidated into two years to meet growing demands of GCSE. What will be the impact of this?

Assessment without levels evidence



- A more exciting and stimulating curriculum for pupils. For example, visits and visitors into school to help extend learning and enthuse pupils and author visits to stimulate pupils' interest in writing.
- Implementation of a new 'learning challenge' curriculum to make it more relevant to the pupils and the school's location.
- A curriculum that engages pupils and learning led through questioning.

Assessment without levels evidence: links with transition



- Moderation with other local schools, including secondary schools (primary response).
- Close work with primary schools looking at moderation of work and age-related expectations to ensure continuity of learning at transition and share cross-phase good practice.
- Sept 2016: another system in place for the students coming in with scaled scores from KS2.
- Leadership is key.

Assessment without levels evidence: some common issues



- Misguided belief that the national curriculum has not changed at KS3 with some schools still using national curriculum levels.
- Commercial products used by **English**, maths and science at KS3 that are not always bespoke enough and replicate the level approach.
- Assessment still in a period of flux in some schools.

Changes to the assessment information secondary schools will receive

- Scores standardised based on a scaled score out of 100
- Progress calculated very differently
- Question level analysis available

How to obtain QLA

- For **primary schools** the data is available when school users login to RAISEonline (click the 'QLA and optional tests' button).
- For **secondary schools** the data is available from the NCA Tools website and requires the data administrator to enter the UPNs for their new Year 7 pupils.

2016 Key Stage 2 results

Subject	% reaching expected standard	Of which % reaching a high score
Reading, writing and mathematics	53	5
Tests		
Reading	66	19
Grammar, punctuation and spelling	72	23
Mathematics	70	17
Teacher assessments	% reaching expected standard in writing	% working at greater depth within the expected standard in writing
Writing	74	15

Session 2: practical activities



Transition activity



- For the purposes of this activity you are a senior/middle leader new in post responsible for reinvigorating KS3 English, raising achievement of PP pupils and ensuring the most able reach their potential.

Transition activity



- Look at the question level analysis for the current Year 7, which you received in late July. Think about what the data is telling you about your new Year 7 cohort. What else do you need to know to be able to interpret the data?
- Having analysed the data, what might your next steps be? Think about developing the curriculum in Year 7, how you will assess, and what different pedagogical approaches will you use?
- Share your next steps with a neighbour and agree a plan of action.

Exemplar of question level analysis

<u>English grammar, punctuation & spelling (click here for further analysis)</u>	Marks	School (%)	National (%)	Difference (%)
Combining words, phrases and clauses	6	69	69	0
Functions of sentences	4	68	73	-5
Grammatical terms / word classes	15	70	72	-2
Punctuation	16	80	81	-1
Standard English and formality	1	71	81	-10
Verb forms, tense and consistency	8	60	62	-2
Vocabulary	5	64	65	-1
Grand Total	55	70	71	-2



Key stage 2 question level analysis summary for English in 2016

Key	KS2 English grammar, punctuation and spelling Substrand	Marks	% Correct Response	% National	% Difference from National	% Attempted School	% Difference from National
1	Nouns	1	55	55	0	91	-2
2	Verbs	2	65	70	-5	97	-1
3	Adjectives	1	49	54	-5	96	-1
4	Conjunctions	2	70	72	-2	97	-1
5	Pronouns	1	90	90	0	99	0
6	Possessive pronouns	1	58	58	0	99	0
7	Relative pronouns	1	57	61	-4	99	0
8	Adverbs	2	61	63	-2	97	-2
9	Adverbials	1	85	89	-4	100	0
10	Prepositions	1	71	71	0	99	1
11	Determiners	1	96	96	0	100	0
12	Subject and object	1	91	89	2	100	0
13	Statements	1	71	75	-4	100	0
14	Questions	3	80	83	-3	100	0
15	Commands	1	71	75	-4	100	0
16	Exclamations	1	31	41	-10	96	-2
17	Sentences and clauses	1	67	66	1	99	-1
18	Relative clauses	1	61	64	-3	95	-3
19	Noun phrases	1	55	50	5	96	-2
20	Co-ordinating conjunctions	1	91	87	4	100	0

2016 School-own data



Gathering evidence on transition in English

- Special evidence collected on inspections by English subject specialists who are Ofsted Inspectors.
- Detailed evidence from 20 schools across the country - a disproportionate amount from NEYH region.
- Evidence triangulated through a parental survey and follow-up evidence through phone calls with named transition partner secondary schools.

Focus for primary phase of transition project

- Primary schools' understanding of strengths and weaknesses in the KSU of their Year 6 in English at the point of transition.
- The way primaries transfer assessment information to secondary partner schools - what is shared and how?
- How primaries view the effectiveness of different aspects of their own transition practice.
- How primaries view the effectiveness of different aspects of transition practice at their main transition partner secondary schools.

Some of initial findings from transition evidence gathering

- A focus on sharing information on SEND pupils. This was viewed as a priority.
- Sharing of information on most-able pupils was not mentioned as a priority.
- Primaries think some secondary schools' lack of understanding of primary assessment /lack of focus on academic transition and poor opportunities for assessment information to be shared, hindered the impact of their own transition work.
- In some cases, standardised proformas were sent by secondaries to primary schools that didn't enable primary schools to share the depth of their knowledge about pupils' learning in English.

Some of the initial findings from transition evidence gathering

- Primary schools weakest area was the way they monitored transition arrangements.
- Some schools highlighted weaknesses in how information on academic attainment was shared.
- A number of primary schools expressed concerns that their own detailed information was not accepted/requested by secondaries.
- Some primaries felt unable to provide the information on pupils to secondary schools because secondaries requested it in national curriculum levels which they no longer used.

Session 3: developing leadership and next steps



Aims of the session

- To think about the activities that enable leaders to shine a light on assessment, curriculum and transition in their schools.
- To explore which activities are richest and which have the capacity to improve outcomes for pupils, especially the most able and disadvantaged.
- To share some of the priorities Ofsted has and bust some inspection myths.

HMCI commentary on the most able

Recent Ofsted surveys have found that thousands of pupils who achieved well at primary school, especially those from more disadvantaged backgrounds, were failing to reach their full potential after the age of 11.

The reasons:

- **poor transition arrangements with partner primary schools that left many academically gifted pupils treading water in their first few years of secondary school, rather than building on the gains made at key stage 2**
- a culture of low expectations and a failure to nurture high ambition and scholastic excellence

HMCI commentary on most able

- The quality of the teaching and outcomes for most able pupils are a central part of Ofsted inspections.
- The common inspection framework, explicitly highlights the need for schools to provide effective teaching, learning and assessment for the most academically able pupils.
- How well the brightest children are doing will usually be among the very first questions an inspector asks the school leadership team at the start of the visit.
- This is because inspectors know that if provision for this group is good, it is likely that other groups of pupils are also being well served.
- If the most able are not being stretched, that will alert inspectors to the possibility that things may be going wrong elsewhere.

The Commission into assessment without levels: reviewing in-school summative assessment



- How is assessment used to (a) inform parents of pupils' development and progress, (b) foster an effective home-school link, and (c) promote home learning?
- How does the assessment provide useful information for improving future learning, rather than just for the sake of collecting data?
- What is our benchmarking scheme?
- What is our rationale for using specific external commercial tests or similar?

- A good in-school assessment policy ensures that such tests have been validated, align with the school's assessment principles and are administered in line with the test protocols. **How do we standardise and validate the different assessments we use?**
- What are the school's ideas regarding ability and how assessment supports learning?
- What methods of formative assessment should we use?
- What is the role of pupils in their assessment?
- How will our school ensure teachers can accurately assess the progress, attainment and wider outcomes of pupils with SEN/disabilities, and other needs?

Inspection Myths-updated August 2016

It is up to schools to determine their practices and for leadership teams to justify these on their own merits.

1. Lesson planning

Ofsted does not require schools to provide individual lesson plans to inspectors. Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.

2. Self-evaluation

Ofsted does not require self-evaluation to be provided in a specific format.

3. Grading of lessons

Ofsted does not award a grade for the quality of teaching or outcomes in the individual lessons visited.

4. Lesson observations

Ofsted does not require schools to undertake a specified amount of lesson observation.

5. Pupils' work

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders.

6. Evidence for inspection

(a) Ofsted does not expect schools to provide evidence for inspection beyond that set out in the inspection handbook.

(b) Ofsted will take a range of evidence into account when making judgements, including published performance data, the school's in-year performance information and work in pupils' books and folders, including that held in electronic form.

(c) Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format the school would ordinarily use.

Useful tips when monitoring assessment, curriculum, and transition



- Review planning for learning - don't forget to look at reading.
- Conduct a focused look at pupils' work: range, progression, challenge, opportunities to write at length, responses to whole texts.
- Is there any mileage in accessing pupils' work from Year 6 to see the impact of transition on pupils' progress? Would it be worth comparing this with current work?

- Look at information from pupils' assessments and see if it sheds light on how effectively subject knowledge, skills, and understanding are being delivered through the curriculum.
- What do pupils /your team/ SLT/ external consultants/ colleagues, including primary colleagues say about the English curriculum at the moment?

Useful evidence to review progress in reading



- Probing children's understanding of the text with a variety of questions.
- Assessing the learning behind pupils' errors.
- Assessing the application of their phonic knowledge.
- Gauging their confidence in attempting unknown words.
- Evaluating whether the text is pitched correctly giving optimum amounts of challenge and success.
- Discussing their attitudes to reading and asking about their reading habits.
- Triangulating these findings with the school's profile of the child's progress and attainment.
- Evaluating the comments and feedback in pupils' reading records and the extent to which these contribute to pupils' progress.

Session 3: leadership activities



The impact of effective leadership

Again in role as new subject leader/senior leader with responsibility for KS3 English in a secondary school:

- look at the table outlining the purpose of different monitoring activities and in pairs fill in the gaps
- scrutinise the Year 6 work that you have retrieved from the main partner primary school. These pupils are currently in Year 7
- use what you have found out so far to plan some review activities for your department or **for other colleagues** that use this work
- consider what form the activities will take, how will you ensure they are effective, what is their planned impact and how might you follow them up?

Session 3: final messages and next steps



Disadvantaged and most able

- HMCI's most recent annual report highlighted the underperformance of disadvantaged pupils, particularly the most able.

2015 attainment	Disadvantaged	Other	Difference
Level 4+ in R+W+M	70%	85%	15%
Average level 5+ in RWM	25%	47%	22%
5 A-C (inc. E+M)	37%	65%	28%
English and maths A*-A	4%	17%	13%

What full inspection reports indicate

- The percentage of good secondaries lags behind that of primaries.
- This is a divided nation: after the age of 11 and children in the north or midlands are less likely to attend a good or outstanding school.
- There is some evidence of the differences between disadvantaged pupils and others widening in some secondaries.
- Disadvantaged most able don't make enough progress.

Final messages



- Challenge and expectations are now greater at key stage 2.
- This has many implications, not least for the tasks, assessments, and texts set in Year 7 but for also for the standards you require.
- You set the bar; remember what pupils have experienced at the best primary schools.
- However, the 2016 key stage 2 data shows some pupils finding it hard to reach expected standards in the reading test and some inconsistencies in writing.

- The 2014 key stage 3 national curriculum is less prescriptive than previously and presents a golden opportunity – as does the removal of NC levels.
- The quality of the curriculum and the progress pupils make in key stage 3 remains an issue. Is it seen as a 'holding bay' for key stage 4? How can the assessment approach you choose accelerate progress?
- Be bold – do what you think is best for your pupils but bear in mind the national curriculum content requirements too. Ofsted has no set way.
- **Impact** is the byword.

- Transition needs to evolve. It has a key role in ensuring pupils make as much progress at secondary as they did at primary or more if they need to catch up.
- We need to ensure that disadvantaged pupils' progress does not slow at secondary, and that any testing in Year 7 does not disadvantage them further.
- There is no definitive way of implementing the curriculum or approaching assessment.
- The subject leader plays a crucial role in developing, monitoring, evaluating and improving provision.
- Your leadership is vital.

HMCI's speech: December 2015

- 91% of primary schools in the North East have been judged good or better.
- Nine of the region's 12 local authorities boast higher than average proportions of pupils gaining Level 4 or above in reading, writing and maths at key stage 2.
- Yet a third of the North East's secondary school students – some 40,000 youngsters in all – attend schools that are less than good. This is despite the fact that a few places in the region have secondaries that are doing an excellent job, especially in this area.

Future goals

- Secondaries can be (and will be) **at least** as good as primaries.
- A dip in Year 7 is not inevitable but has been a persistent issue and still remains largely unsolved.
- Changes at key stage 2 and beyond place us at a crossroads: the chance to sort it out once and for all, or settle for a declining trend in secondary education.
- How will you respond to this challenge?

Discuss your next steps

- How might you ensure that KS3 is reinvigorated?
- What might you do immediately and what will you do later?
- How can collaboration with other primary and other secondary schools or both add to the impact of what you do?
- How will you evaluate whether the changes you make are effective?

Any questions?



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