

Developing the Bury Baccalaureate

Intent, *Inclusion*, Impact and Implementation

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Chair, Bushey Primary Education Federation

Bury Governor Association Spring Conference

Woodbury Centre, Bury College

9.00am - 12.45pm

Saturday 27th April 2019

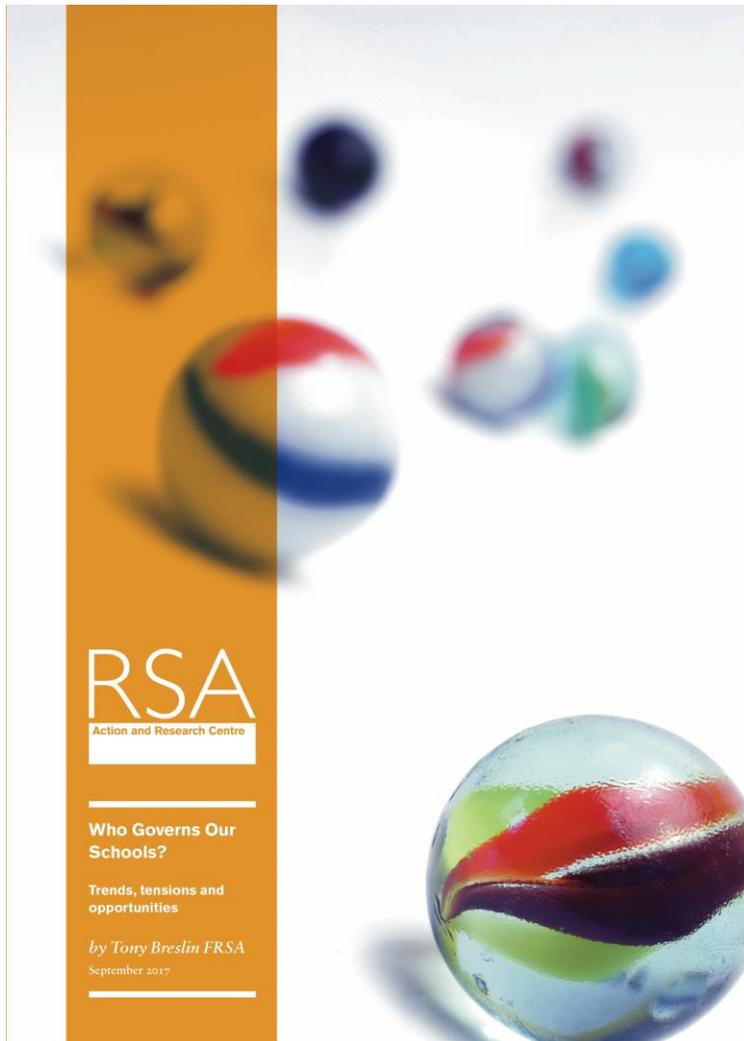
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RSA
Action and Research Centre

Who Governs Our Schools?

Trends, tensions and opportunities

by *Tony Breslin* FRSA
September 2017

A place for learning
Putting learning at the heart of citizenship,
civic identity and community life

**POWER
TO CREATE**

RSA
21st century enlightenment



Outcomes

By the close of this session, the intention is that you will have:

- A greater sense of the proposed Ofsted framework on the work of governors, trustees and boards
- A specific grasp of the 3Is: Intent, Implementation and Impact
- A shared understanding of what we mean by ‘curriculum’, and the place of our 4th ‘I’, Inclusion, within this context
- A sense of what a “Curriculum for Bury” or a “Bury Baccalaureate” might look like
- A plan for taking this initial work forward

The purpose of governance – a reminder

- ✓ Framing, sustaining and renewing a clear vision, ethos and strategic direction for the MAT or the school
- ✓ Appointing the headteacher or executive leader and holding this individual to account for the educational performance of the school(s)
- ✓ Ensuring the wellbeing and safety of pupils and staff
- ✓ Overseeing the financial performance of the school (or schools), ensuring that money is well spent and resources well used
- ✓ Ensuring that the school - or group of schools - serves its community appropriately and effectively, and in a manner that is both transparent and seen as legitimate, for instance through providing a forum for review and appeal

Who Governs Our Schools?

Trends, tensions and opportunities

RSA, 2017

Headlines

- ✓ Nurture the participative spirit
- ✓ Build governance literacy, *system-wide*
- ✓ Governance as policy priority, *not afterthought*
- ✓ Stakeholders can be experts
- ✓ Local 'connectedness' matters
- ✓ Share learning across the sectors

Background Theme 1: who, why and what?

- ❖ Why does school governance matter?
- ❖ Who, in Bury, are the key partners in the governance process?
- ❖ What are school governors, trustees and boards responsible for?
- ❖ What do school governors, trustees and boards in Bury do that is not addressed elsewhere in the range of local and national school accountability and regulatory frameworks?
- ❖ Other than governance, what else do school-based governors in Bury contribute to their schools and their school communities?

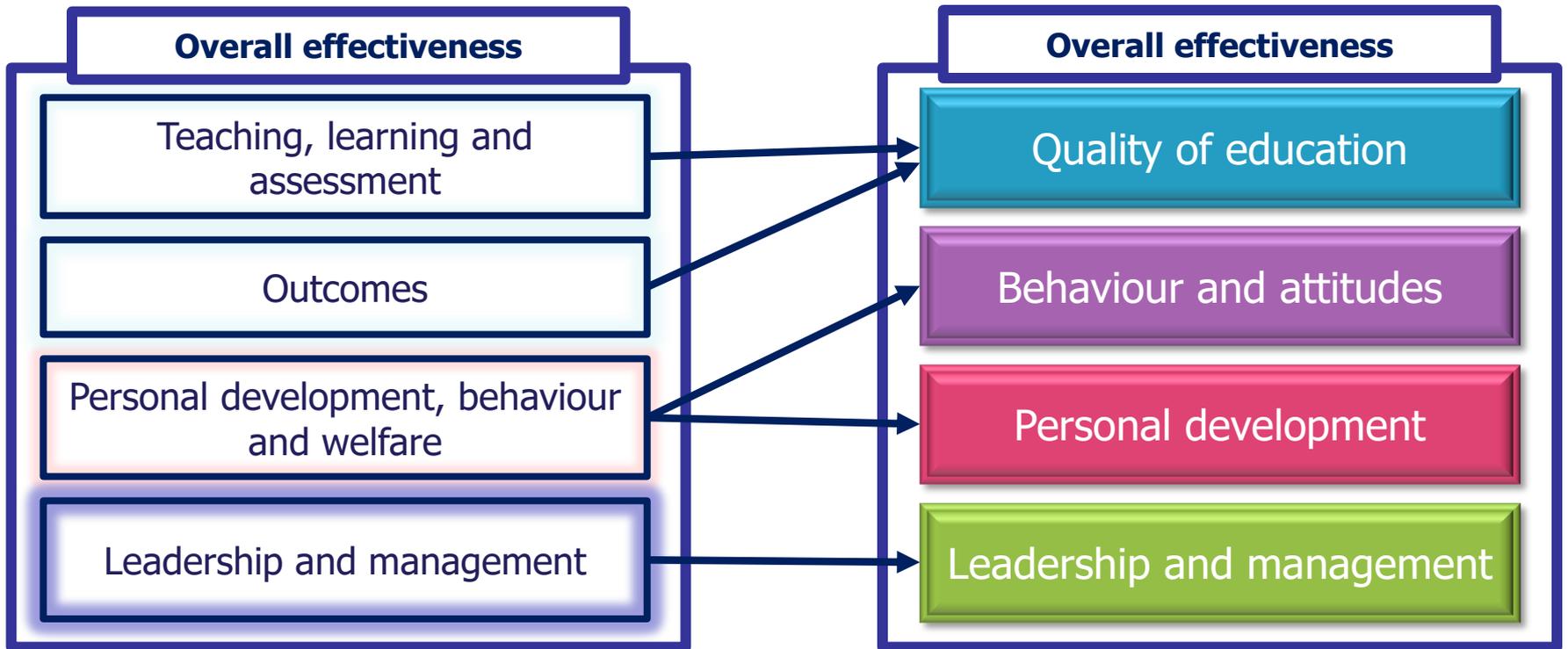
Background Theme 2: emergent landscapes

- ❖ What might governance look and feel like in the emerging landscape?
- ❖ How does *trusteeship* in a MAT differ from *governorship* in a school?
- ❖ What might headship feel like in the emergent governance landscape?
- ❖ How might clerking evolve in this new landscape, and what role might clerks play in shaping it?
- ❖ Do current policy guidelines and announcements capture the extent of this change?
- ❖ How is this landscape shaping up in Bury?

The proposed inspection framework



“Evolution not Revolution”



A new “quality of education” judgement

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

Our curriculum or an Ofsted curriculum?

What if I'm in the process of changing my school's curriculum?

No!

There will be a transitional period
Ofsted will review the position after a year

Is there an 'Ofsted curriculum'?

No!

We support curriculum flexibility
Different schools taking radically different approaches to the curriculum will be judged fairly

Should I get advice from a consultant or buy in specific products?

No!

There is nothing mysterious here
The quality of education is about schools and trusts thinking about the curriculum carefully for themselves

Curriculum: Ofsted's “working definition”

- The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage: ***Intent***
- The curriculum is a means of translating this framework over time into a **structure and narrative**, within an institutional context: ***Implementation***
- The curriculum is a means of **evaluating** what **knowledge and skills** pupils have **gained** against expectations: ***Impact (achievement)***

Activities

Building the *Bury Baccalaureate*: a “Curriculum for Bury”

- **Intent:** what are the key intentions that underpin our curriculum, in each school and area-wide, and what is driving these?
- **Implementation:** how will we implement the curriculum and what human, financial and physical resources will we need to do so?
- **Impact:** what is the impact of our curriculum, especially in terms of pupil or student outcomes in terms of academic success, personal development and individual and community wellbeing?
- **Inclusivity:** how inclusive is our curriculum and how do we evidence this amongst learners, families and in the local community?

Ofsted: the centrality of curriculum knowledge

‘If [children’s] entire school experience has been designed to push them through mark-scheme hoops, rather than developing a **deep body of knowledge**, they will struggle in later study.’

Amanda Spielman, at the launch of Ofsted’s Annual Report 2016-17

This translates into a perspective that:

1. Rejects a simple binary between knowledge and skills
2. Places a special value on learning and recalling knowledge
3. Prioritises subject knowledge, especially in ‘facilitating’ subjects
4. Emphasises the role of assessment in measuring progress
5. Seeks to identify strong curriculum leadership
6. Values the importance of local context

Curriculum: towards a richer, broader definition

Why does (curriculum) matter? Because, “what gets taught” represents a very public statement of what our society and our schools believe are the right knowledge, skills and values that we think are sufficiently fundamental to pass on to the next generation.

At the level of the individual school, federation or trust, what gets taught ought also to be a reflection of the educational values and aspirations of governors and the needs of the children and young people in the school's, federation's or trust's care.

The value that we, as a Board, place on themes such as creativity, the development of character and employment-readiness ought to find expression in the curricular and extra-curricular opportunities offered in the classroom and beyond.

Tony Breslin *Modern Governor* Blog (Autumn 2018)

The Curriculum and Beyond: what every governor needs to know

Curriculum: in the classroom and beyond

The curriculum is (or needs to be):

- More than a list of subjects
- Shot through with a set of conscious and unconscious values
- Composed of a core entitlement and a series of enhancements and enrichments
- The total learned experience of the child in school
- Necessarily locally contextualized, according to need and opportunity
- Augmented by out of school activity, including after-school and off-site clubs and homework

Better Governance Commission

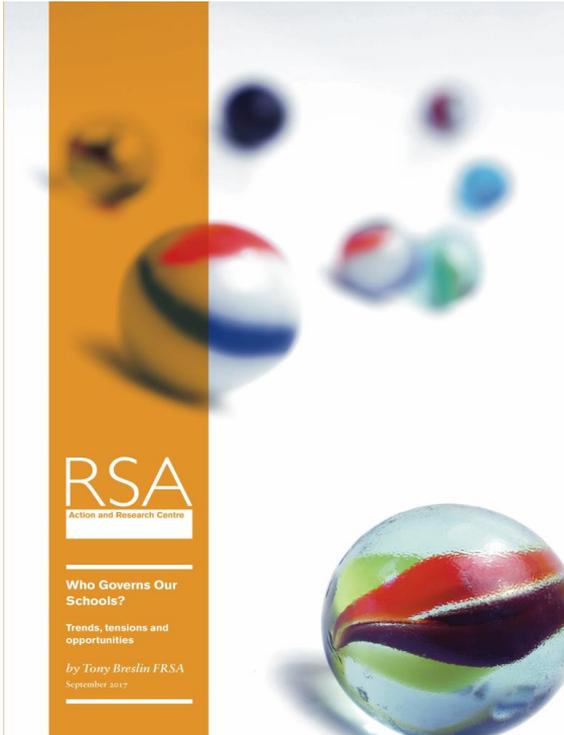
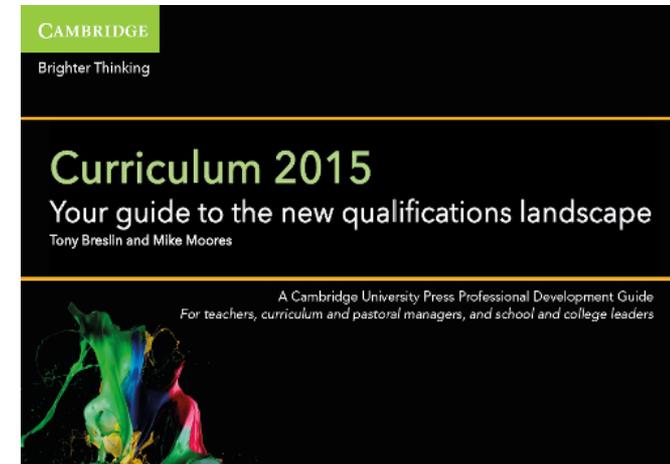
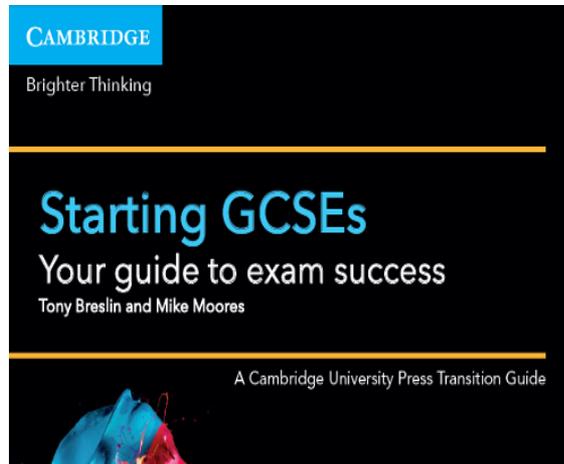
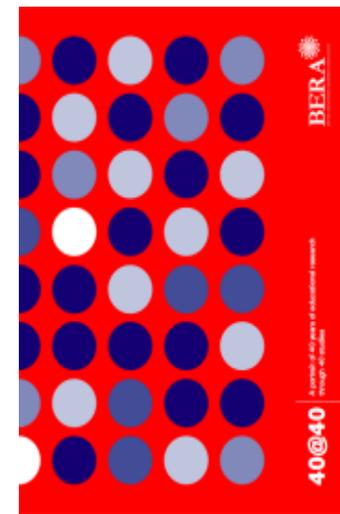
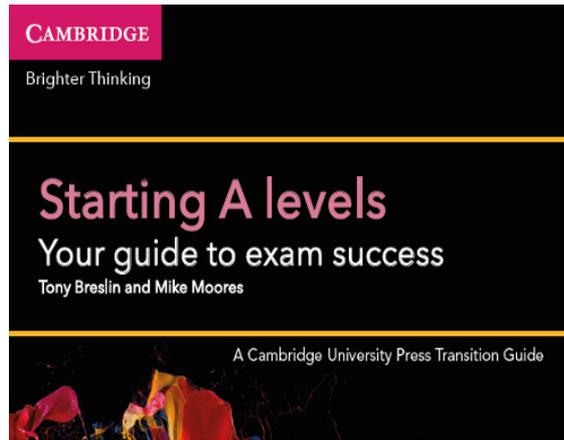
- Origins
 - Recommendation 29: Who Governs Our Schools? (RSA, 2017)

- Objectives
 - To create opportunities for cross-sector learning
 - To grow governance literacy beyond the Boardroom
 - To wider participation and deepen participation in the Boardroom, whatever the sector

- All-sector *Better Governance Summit*
 - Tuesday 4th June 2019, Open University, Milton Keynes
 - Participants from all sectors, with sector limits to balance intake
 - Tasked with laying the foundations for the Commission

- Planned launched: Autumn 2019

- Envisaged Reporting from Autumn 2020



Feedback

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