



Ensuring a Good Education for All

Equality Matters

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Inequality



Where you start from has a lasting impact on where you get to.....



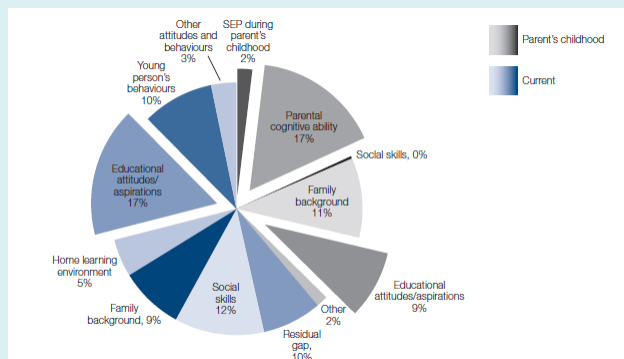
It is an unfortunate fact that the life chances of a child born in 2009 are still determined by the circumstances of their birth. Indeed differences in life chances start well before birth. For example:

- There is a clear correlation between poverty and low birth weight
- Children born with low birth weight are more likely to have slower early development and poorer health throughout life
- Poor maternal health has been shown to be associated with poorer child outcomes later on, including cognitive development and behavioural problems.....

Even after controlling for differences in educational attainment, there remains a negative influence associated with growing up in poverty. At age 26, young adults experience an earnings penalty of 9% if they were brought up in a household with an income below half the average, and 6% if they were brought up in a household with an income below average (all after controlling for educational attainment).'

Milburn and others, *Unleashing Aspiration*, 2009

The direct effects of circumstances from parents' childhoods explains 40% of the cognitive gap between rich and poor....



Parents' cognitive ability accounts for 17% of the gap and parents/grandparents' attitudes to education 9% - it is an intergenerational problem. Goodman and Gregg, 2010

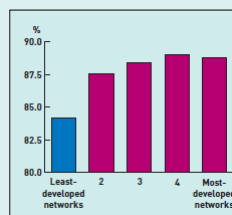
The most deprived families are the worst placed to support children entering employment, even part-time, or in planning ahead, because they lack social and cultural capital:



JRT 2012: there is a weak but positive relationship between individual paid work and improved attitudes and aspirations.

Milburn, 2009:

- Young people from lower socio-economic backgrounds are less likely to establish social networks beyond their immediate circle, thus restricting the wider support and opportunities available to them.
- The social networks of better-off families tend to be more diverse than the social networks of poorer families.



Percentage of children expecting to stay in education after 16, by scale of parental networks (Milburn, 2009)



Young people from families with low social capital struggle to get appropriate advice.....

... young people need informed and detailed help to take the pathways that are likely to lead to fulfillment of the longer-term ambitions. This requires better career advice and more access to work experience. There is a need for continual support at every stage of young people's development, and there have to be mechanisms to ensure that young people who do not take advantage of opportunities at traditional school age are not marginalised for life.

Kintrea, et al., 2011

There is a well-known relationship between childhood poverty and later employment.....

Childhood poverty may affect outcomes in later life in a number of ways. Researchers such as Abigail McKnight have found that:

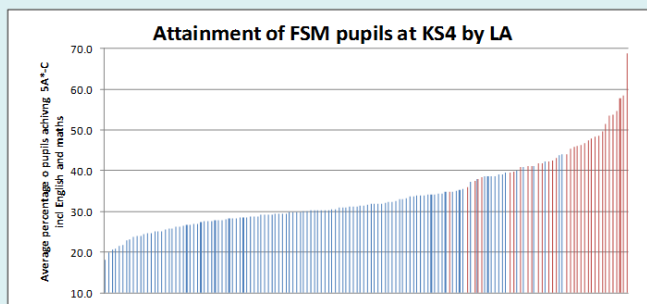
- Young people in low-income households are more likely to be unemployed in their early 20s than young people from higher-income households
- Young people from poor backgrounds are disproportionately observed at the lower end of the earnings distribution if they are in work
- The labour market penalty associated with growing up in poverty has increased over time. Young adults from low-income backgrounds born in 1970 face greater disadvantages in terms of the probability of being in work and the size of the earnings penalty, than do those born in 1958.

Milburn and others, *Unleashing Aspiration*, 2009

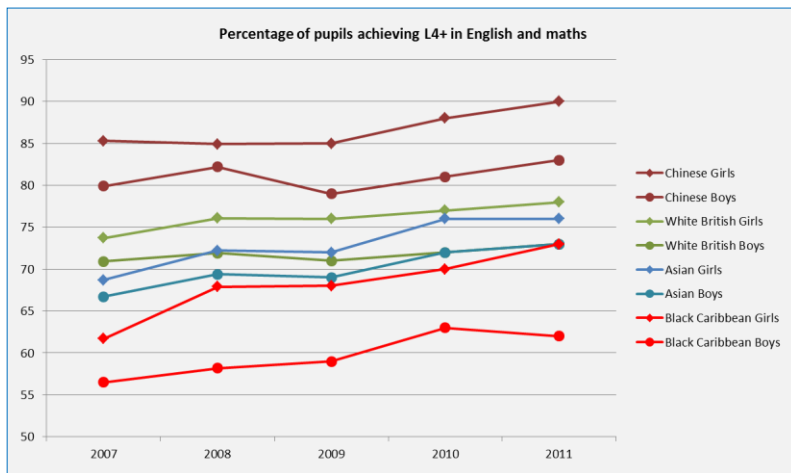
Performance across the country - in some ways the pattern of educational disadvantage has changed, in other ways it has remained the same



- Socio-economic status is still a key driver of attainment
- Minority ethnic background / EAL is now less of a barrier
- Geography still matters
- London has bucked the trend

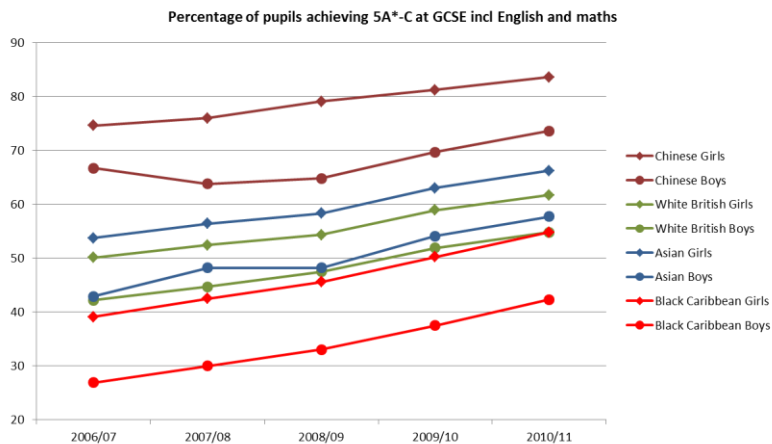


Gaps are not really closing in attainment at KS2 for selected ethnic groups, boys and girls



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Attainment at KS4 for selected ethnic groups, boys and girls



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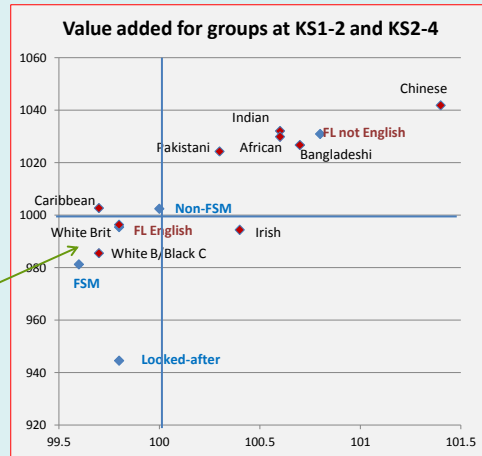
But it is clear the position is changing, as younger non-White British pupils are making very rapid progress:



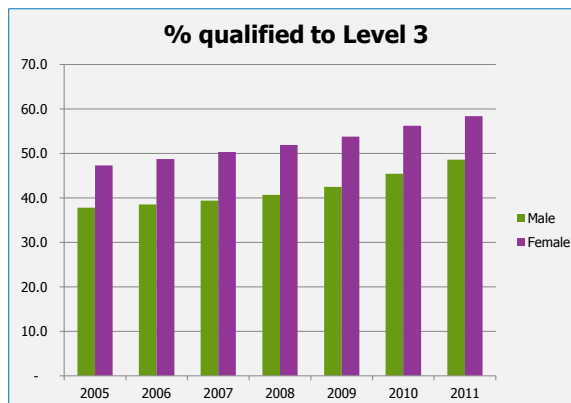
Starting Points: KS1 ethnic groups

Chinese (1)	16.4
Indian	16.3
Irish	15.9
White Brit	15.5
African	14.8
White/Black Car	14.8
Bangladeshi	14.8
Pakistani	14.5
Caribbean	14.4

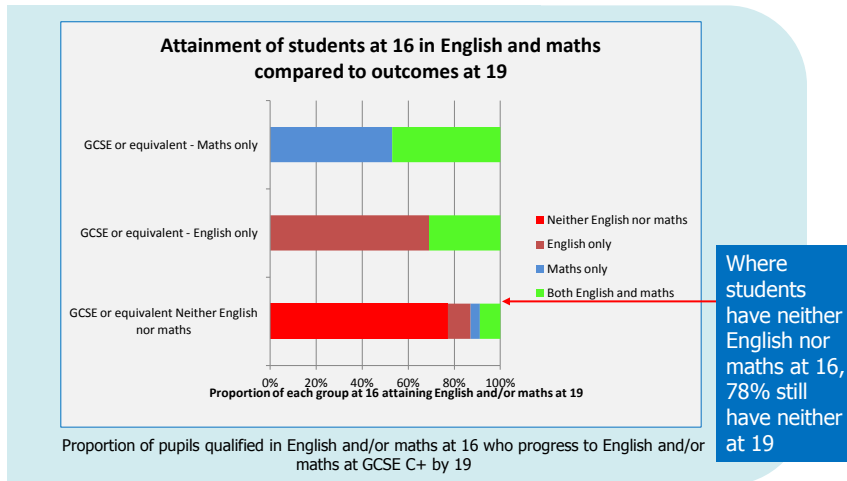
White British and WB/Black C are in the middle at KS1 but almost all other major groups make much more progress thereafter:



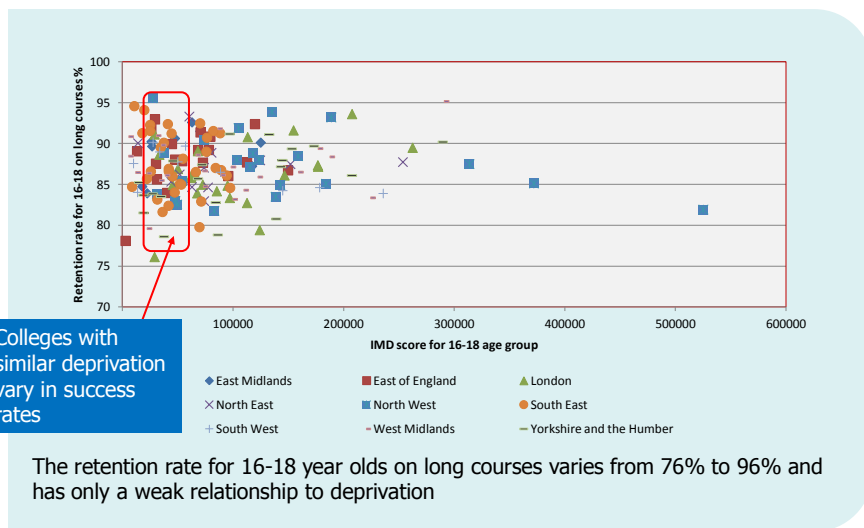
At age 19 and Level 3, the gender gap increased 2005-9 but has since been reduced again

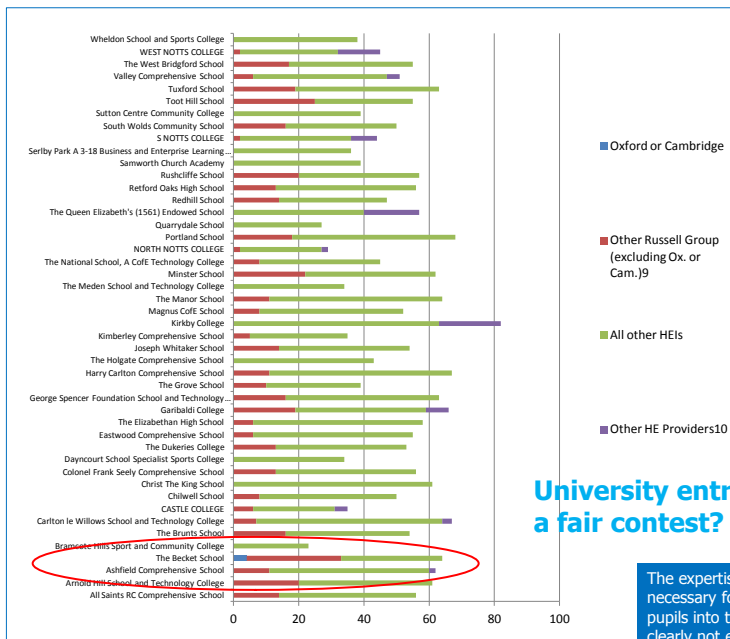


Almost all who have not passed English and maths by 16 do not pass either by 19



Retention rates issues are a key reason for the inadequate judgments

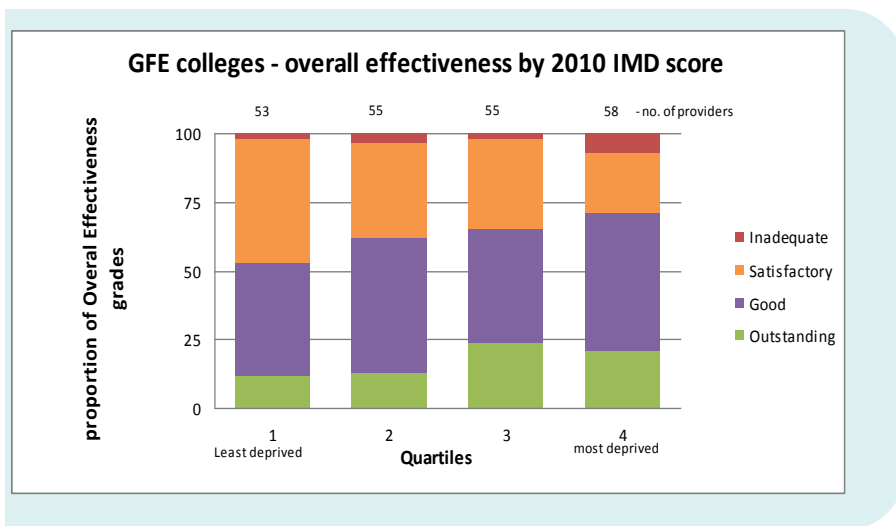




University entrance – is it a fair contest?

The expertise and standards necessary for getting state school pupils into the best universities is clearly not evenly distributed within schools and GFE colleges in one LA – in this case Nottinghamshire.

Students from areas of multiple deprivation are a little more likely to attend weaker colleges than those in more advantaged areas



'A Good Education for All'



'A good education for all'



Outstanding providers must have outstanding teaching and learning

- From September 2012 providers will only be judged outstanding for overall effectiveness if the quality of teaching, learning and assessment is outstanding.

'Requires improvement' replaces 'satisfactory'

- 'Requires improvement' will replace the 'satisfactory' grade, to make it clear that all providers should be working towards providing good or outstanding provision.
- Providers judged to be 'satisfactory' in the current framework will still be considered satisfactory. We will not amend judgements retrospectively.

The Common Inspection Framework and methodology

What changes, what stays the same?



Aims of the revised framework



The revised Common Inspection Framework **streamlines and simplifies** the existing CIF by focusing on:

- the aspects of a provider's work that have most impact on learners
- reducing the number of judgements and grades
- the impact of leadership on the learner experience.

What is different in the revised framework ?



- the emphasis on **teaching, learning and assessment**
- no limiting grades for **equality and diversity** and **safeguarding**
- No separate grade for '**Capacity to Improve**'
- the extent to which the provision meets **local and national needs**
- increased **observation** of teaching, learning, skills development and assessment
- **success, rates of progress and progression** of different groups of learners.
- destinations - into **employment** and **higher level qualifications**

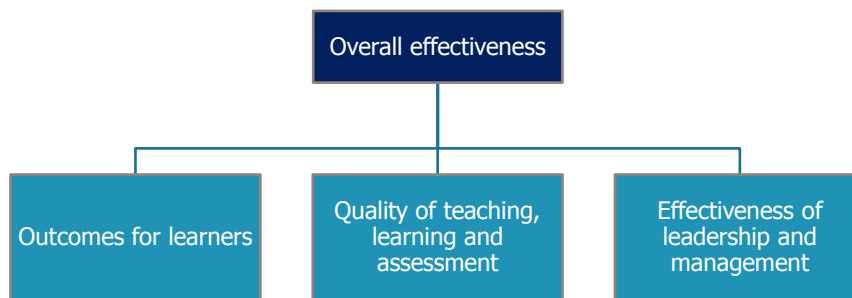
CIF – Evaluation Schedule

How do you compare against it?

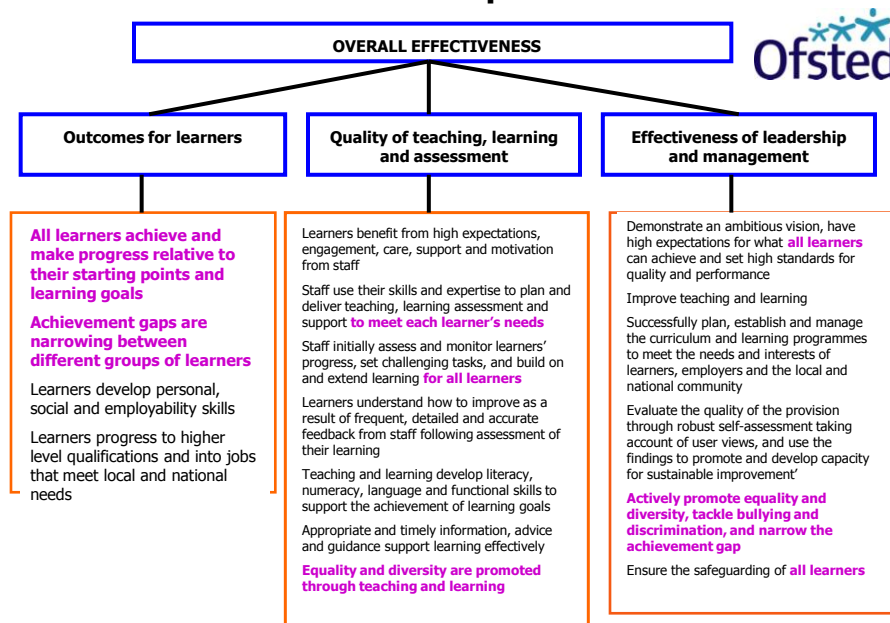
Consider the evaluation schedule and what evidence the Inspection team will find in your provision



Common Inspection Framework 2012



Structure of 2012 Common Inspection Framework



“Ofsted inspects” - headlines



Inspectors do not test compliance against equality legislation but judge a provider's practice and outcomes.

- Inspectors must be explicit in reporting on the performance and experience of different groups, and the impact of processes on outcomes.
- Providers will be expected to demonstrate planning and impact in relation to equality and diversity.
- This will most commonly be demonstrated through self-assessment which should show how (and how well) the provider is meeting the duties.
- As part of the inspection the self-assessment will be tested against inspection evidence.



Introducing Learner View

- Some inspections huge response
- Others minimal
- Online, immediate analysis
- Will be considered in the risk categories for re inspection

Outcomes for Learners



Principles of 'Outcomes for learners'



- **The big picture** – if it is their primary goal, learners need to pass examinations and assessments, but outcomes are about more than success rates e.g. progress and progression
- **Considerations** – need to take into account the provider's context and the learners they serve
- **Capturing evidence** - outcomes is not just about data, but includes capturing information in a range of settings e.g. the classroom, study centres, workshop or workplace

Teaching, learning and assessment



Teaching, learning and assessment



In judging teaching, learning and assessment, inspectors **must** evaluate the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning



Teaching, learning and assessment

- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims
- appropriate and timely information, advice and guidance supports learning effectively
- equality and diversity are promoted through teaching and learning.



Good Practice

- Kendal College
 - City Gateway
 - HMP Stamford
 - BOSCO
 - Sainsbury's
 - City Lit
-
- Destination is key
 - Challenge is to be good, support the step from old satisfactory

Questions

