



Quality assurance, quality standards, evaluation of EDC-drawbacks and opportunities - the English perspective

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Citizenship as a subject

- Citizenship was introduced as a 'cross curricular theme' in 1990. This failed.
- In order to give citizenship statutory authority, it was introduced into the National Curriculum in 2002
- The National Curriculum programme includes:
 - knowledge and understanding
 - enquiry and communication
 - participation and responsible action



How does this relate to EDC principles?

- National Curriculum citizenship is narrower than the whole school model of EDC.
- It is defined and inspected as a 'subject'



Current radical changes to the inspection system

- All schools inspected every three years
- Much shorter, sharper inspection with short notice and rapid reporting
- Report sections include achievement and standards, teaching, curriculum, support and guidance, leadership and management
- These are cross referenced to 'Every Child Matters' outcomes: being healthy, staying safe, enjoying and achieving, making a contribution, achieving economic well being.



How far does this method correspond with the EDC Framework?

- In terms of **whole school** inspection, only implicitly: ethos, relationships, even leadership and management (Framework indicators 4,5,6) are inspected against broader criteria.
- In terms of citizenship as a National Curriculum subject, only as compliant/ non compliant.

Subject inspections (indicators 1,2,3) are separate from this programme, specific, and involve only a small sample of schools.



Three years on....

- Substantial progress has been made.
 - In over four schools in ten, pupils' achievement is good; teaching is good overall in half of schools
 - Nearly 40,000 pupils took the GCSE examination this year
- But in one in five schools, citizenship education is still unsatisfactory. The majority are 'satisfactory' considering the early stage of development ...
- Relatively few schools have developed full programmes in which pupils make steady progress.



Characteristics of good implementation of a citizenship curriculum

- Senior management backing is essential
- Constructive appraisal of the curriculum in order to 'make space' for citizenship
- Training of subject leaders and teachers
- High expectations, commensurate with other subject areas.
- An understanding on the part of pupils and parents that citizenship is a distinct subject in which pupils are expected to make progress



Why, despite government support and inspection, has citizenship been slow to develop in some schools?

- No tradition of civic or political education in England
- Inertia in the system- 'the curriculum is already overcrowded'
- Misunderstanding about what was intended- for example, that citizenship is about a school's ethos rather than subject teaching; or confusing it with personal development;
- Scepticism and resistance to change



Ofsted's contribution to developments in citizenship

- The prospect of inspection is a lever for change
- Inspections now start with self evaluation
- We publish an annual report on citizenship
- We produce advice to government departments
- We publish reports on specific features such as post-16 pilot projects and teacher training
- There is also dissemination through talks by the chief inspector and specialist adviser, articles and the Ofsted website: www.ofsted.gov.uk/publications/



Inspection issues: the quality indicators

- Early inspection and reporting has tended to focus on provision.
- Guidance and training provided inspectors with questions and grade criteria on a four point scale



Example, teaching: inspectors answer the following questions:

- Do teachers demonstrate expert knowledge?
- Do teachers use different approaches, and involve pupils in learning about citizenship?
- Do teachers use a wide range of relevant and topical resources including ICT?
- Do they understand how to deal with sensitive issues?
- Have they an understanding of how well pupils are doing, and what needs to be done to help them make progress?



Example: grade 2 teaching

'The teachers' good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners' needs, so that all can succeed. Learners are guided to assess their work themselves ...'



Inspection issues: judging standards and achievement

Inspectors are required to judge standards
By standards, we mean absolute standards referenced to national norms
By achievement we mean whether pupils are working to their capability.

There is little data in citizenship to inform judgements on standards, so inspectors must fall back on broad criteria.



What standards are expected?

The attainment target for citizenship is expressed in very general terms. "Pupils have ...
... a broad knowledge and understanding of the topical events they study; the rights and duties of citizens; the role of the voluntary sector; forms of government; ... public services; and the criminal and legal systems ... They show ... how opinion is formed and expressed, including through the media ... They show understanding of how and why changes take place in society. Pupils take part in school and community based activities..."



Criteria for measuring standards

The simplest criteria are task specific, for example the degree to which identified learning outcomes have been met. These can be accurate but narrow.

Broader judgements can be made about pupils' work over time, for example the model used in QCA schemes of work which demonstrate expectations, working beyond, working towards.



...continued

The most difficult judgements are the holistic ones, measuring standards of individual pupils against a broad descriptor. Such descriptors include

- the statement of expected standards for pupils at age 14 and 16
- Grade criteria in the GCSE examinations



Exemplification of standards at different levels

- Having acquired a notion of the expected standards, inspectors report on the performance of different groups of pupils against the standards rather than describing what they know, understand and can do.
- These statements are illustrated with examples and case studies that can be used in subsequent national reports.



Inspection for better education

The key findings need to

- affirm good practice
- identify areas that can be improved upon
- promote schools' capacity for self improvement