

DEEP DIVE:

Curriculum area: Equestrian



**Belle Vue
School**

**Cornfields
School**

'Improving life chances'



INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)

Only when we can answer this question do we move on to the next question.

2. How should we best deliver this programme of study? (Implementation)

Only when we can answer this question do we move on to the next question.

3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA: EQUESTRIAN

Intent

By offering this curriculum area and providing pupils with the chance to work with horses, we aim to conquer a consistent poverty of opportunity in the equestrian field.

Our pupils will know how to act appropriately and safely around horses, building a strong relationship. Pupils will gain knowledge of different breeds, basic horse anatomy, learn about basic health needs, be able to groom and tack up with confidence and maintain a safe environment, all while interacting with the horses and building trust. Our pupils will also acquire knowledge in stable and field management and maintenance.

Our staff at Cornfields and Belle Vue ensure that all pupils receive high-quality teaching in both theory and practical aspects of the course – and uphold positive role modelling throughout all areas of school life. We encourage pupils to show a desire to learn and acquire new skills, or improve skills they already possess. We encourage trust, resilience and bravery when entering new situations – and celebrate both small and significant achievements.

Implementation

The course will be delivered through written and practical lessons. Pupils will learn about horse anatomy and basic health needs, followed horse behaviours and understanding why horses react in different ways. Knowledge will be gained around stable and field management, maintenance, how to prepare and clean a stable and how to appropriately put horses out to graze.

Once confident with safe housing and understanding behaviours, pupils learn how to handle, feed and groom horses appropriately and safely. The course will then teach pupils how to prepare themselves to ride wearing appropriate clothing and behaviour, how to exercise horses to keep them fit and healthy, before finally covering the cost of keeping horses, to give pupils realistic expectations around financial aspects of horse care.

Everything taught in the classroom will be built on during practical sessions, allowing pupils to see the impact of their classroom-based lessons on real-life situations.

The course will be made up of a series of standalone AQA Unit Awards, building a portfolio that presents the capability for students to safely and appropriately care for horses.

Impact

Pupils will experience what it is like to work with horses and as well as opportunities that they may not have otherwise been able to access.

Pupils will gain experience in all aspects of caring for horses. Resilience will be built during practical sessions by conquering fears and apprehensions around horses. The importance of team work will be expressed throughout the course as pupils complete group tasks surrounding equine care and learning to support and work with others in a new environment.

Pupils will leave with the confidence to continue studying in this field or just the self-belief that they can overcome self-built barriers.

Progress will be assessed through written and practical elements and through the achievement of AQA Unit Awards in each area, building a portfolio of accredited qualifications.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short – we aim to reverse and eradicate the known correlation between poor outcomes in life – and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards – and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum – with effective sequencing, structure and implementation – will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and – and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.