

DEEP DIVE:

Curriculum area:
Motor mechanics



**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: MOTOR MECHANICS

Intent

This course is delivered through an accredited IMI (Institute of the Motor Industry) Level 1 Certificate and aims to develop basic practical skills, plus a knowledge of working with mechanical components from the automotive industry. It intends to develop a pupil's knowledge and understanding of the maintenance of motor vehicles, leading to possible vocational career paths. The course is suitable for pupils who enjoy being hands-on and completing tasks such as the assembly, disassembly and repairing of engineering parts – with a practical goal.

Through carefully planned and resourced lessons that develop the knowledge, skills and attributes, pupils will acquire a curiosity for the roles that may be possible in engineering and understand the benefits it can bring to their lives. The course can stimulate emotional and aesthetic responses, reliance on others, develop technical, social and vocational skills, improve expression, communication, confidence and self-esteem – and facilitate positive changes in behaviour and well-being. The practical nature of this subject intends to build on the natural curiosity that many of our pupils have about vehicles.

Some pupils' passion for motor vehicles will result in them studying the topic further and will potentially result in them developing skills that will transfer into the workplace.

Implementation

The course is intended to be taught through mandatory and optional units. Pupils will gain credits through the completion of each unit, which will count towards their final accreditation.

The units are designed to be delivered in creative and practical ways – reflecting the vocational nature of engineering – and using many approaches such as group working, paired exercises and solo work.

Throughout the course, pupils will have opportunities to develop projects focussing on particular types of engines and vehicles with case studies. The activities should help pupils to build knowledge, experience, confidence and resilience. Pupils will be provided with a safe environment to learn to succeed and will build on their skills every day.

The qualification has a practical approach to assessment and includes many visual questioning techniques, which will stimulate an interest in the learner. The learning outcomes are assessed by a variety of task-based assessments, observation, oral questioning and online assessments, all of which remove the anxieties some pupils face when sitting exams.

We work with our colleagues at Rowhill School who have on-site workshop facilities and work with our pupils to deliver this qualification.

Impact

Pupils will gain practical, usable skills that will open doors for them to progress onto a Level 2 course at college, an apprenticeship, or a career in this sector. Pupils will have the confidence, knowledge and vocabulary to be able to move onto their next steps with ease – and contribute to society in a positive way.

The course provides pupils with a highly effective curriculum, combining a mix of practical and theoretical learning. A knowledge of using tools and techniques helps the pupils to build a portfolio of evidence showing progression and depth of learning, based on realistic insights into the world of engineering. Learning different aspects of servicing and repair facilitates self-belief and confidence. This practical sequence signposts clearly to further vocational development. This will give our pupils more options to consider for further study or career choices.

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.