

Notes for Tao' s Poster

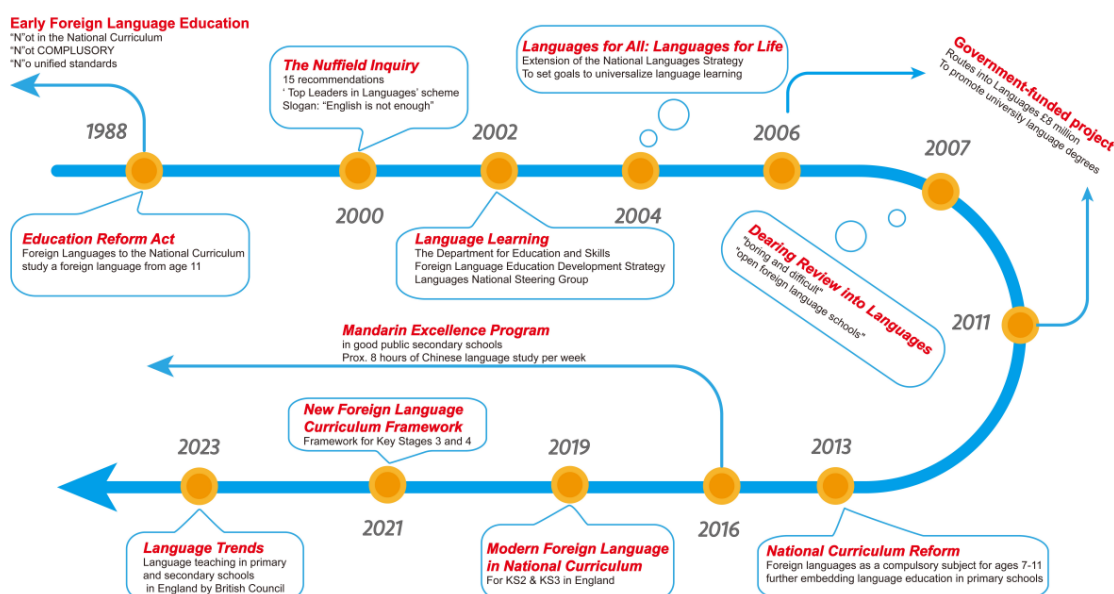
The Impact of Inspection on KS2/ KS3 Language Education In England

Tao PENG

1. Why do I choose this topic?

1.1 Get a general idea of the context.

The Context of Language Education Policy in England



1.2 Ruth Perry's death puts Ofsted in the spotlight.

My RQ: Is it the principal(school headteacher)' s silencing in discourse power? then, what implications does the Inspection Report give to different kinds of stakeholders?

2. Before the research, I try to prepare (Thanks to teacher 's suggestion.)

2.1 Go back to the question prompts that we considered in our last session

2.2 Demonstration criticality

Name: TAO

Policy: Inspection Report (by Ofsted) under Section 5 of the Education Act 2005

Context	Text	Consequence																																																									
Background: Section 5 of the Education Act 2005 sets out the framework for Ofsted inspections of schools in England. Office for Standards in Education, Children's Services and Skills (Ofsted) was established in 1992 as part of efforts to improve educational standards and accountability within England. It was created in response to public and governmental demand for more oversight of educational quality. Policy Environment: Ofsted operates within the broader framework of national education policies set by the Department for Education (DfE). This includes alignment with the National Curriculum, statutory guidelines, and other education sector priorities. *On the context of Language Education Policy in England (1988-now as my poster will show) The inspectors carried out Inspection Report, where more and more attention are paid on the area of KS2/ KS3 Language Education In England.	Inspections assess schools on several key aspects (Education Act 2005, 2020), including the quality of education (*my poster will focus on Language Education and answer e.g. What is the policy assemblage? What is missing from the policy?), safeguarding, leadership, student behavior, and personal development, which is given by Chief Inspectors, contained a large volume of text, which I have organized by year. The findings are published to inform the public and provide feedback to schools to improve educational standards and student outcomes. <table border="1"> <thead> <tr> <th>Year</th><th>Number of documents</th><th>Size in Mb</th></tr> </thead> <tbody> <tr><td>2000</td><td>238</td><td>36.5</td></tr> <tr><td>2001</td><td>287</td><td>40.4</td></tr> <tr><td>2002</td><td>197</td><td>33.8</td></tr> <tr><td>2003</td><td>212</td><td>37.8</td></tr> <tr><td>2004</td><td>303</td><td>39.1</td></tr> <tr><td>2005</td><td>310</td><td>51.7</td></tr> <tr><td>2006</td><td>667</td><td>60.3</td></tr> <tr><td>2007</td><td>961</td><td>133</td></tr> <tr><td>2008</td><td>888</td><td>140</td></tr> <tr><td>2009</td><td>939</td><td>135</td></tr> <tr><td>2010</td><td>1113</td><td>159</td></tr> <tr><td>2011</td><td>1319</td><td>223</td></tr> <tr><td>2012</td><td>2021</td><td>324</td></tr> <tr><td>2013</td><td>2125</td><td>331</td></tr> <tr><td>2014</td><td>1740</td><td>274</td></tr> <tr><td>2015</td><td>1419</td><td>225</td></tr> <tr><td>2016</td><td>1076</td><td>170</td></tr> <tr><td>2017</td><td>907</td><td>138</td></tr> </tbody> </table>	Year	Number of documents	Size in Mb	2000	238	36.5	2001	287	40.4	2002	197	33.8	2003	212	37.8	2004	303	39.1	2005	310	51.7	2006	667	60.3	2007	961	133	2008	888	140	2009	939	135	2010	1113	159	2011	1319	223	2012	2021	324	2013	2125	331	2014	1740	274	2015	1419	225	2016	1076	170	2017	907	138	After covering all phases for the criteria developed through the Text of Inspection Report, the research found the Chief Inspectors from 2000-2017, which were representatives for certain Stakeholder, had differences in sentiments for reports with different judgement on the issue of KS2/ KS3 Language Education. E.g. The Ofsted points out that although languages as a subject is pressured, it is also pivotal to the success of the national English Baccalaureate (EBacc) ambition. E.g. The proportion of disadvantaged pupils and those with special educational needs and/or disabilities (SEND) engaging in languages after Key Stage 3 (KS3) is low. Staff expertise, curriculum planning, time allocation and transition are cited as barriers at Key Stage 2 (KS2). Pupils' motivation is discussed as a focus to help languages to flourish. (Ofsted, 2001) There will be commonalities and differences in the sentiments of words that contributed to the total sentiment of Ofsted's documents. The development of sentiment could cautiously be linked to policy changes in the inspection regime.
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3. What are the most important references which I recommend in MY RESEARCH ?



Blog

Ofsted: schools and further education & skills (FES)

Organisations: [Ofsted](#)

Languages in outstanding primary schools

[Michael Wardle HMI, subject lead for languages, 4 May 2021 - curriculum, modern foreign languages](#)



Michael Wardle HMI, Ofsted's subject lead for languages, discusses our language subject inspections.

Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world.

Primary schools have had a legal responsibility to teach languages since 2014. The first cohort of pupils that should have studied languages throughout key stage 2 moved to secondary school in September 2018.

Between October 2019 and March 2020, we carried out 24 languages subject inspections in primary schools. We wanted to identify good practice and strong curriculum management in the subject. We selected the schools at random from schools that we graded as outstanding at their last inspection.

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Research and analysis

Research review series: languages

Published 7 June 2021

Applies to England

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National context

Ambition for all
Curriculum progression: what it means to get better at languages

Pillars of progression in the curriculum: phonics, vocabulary, grammar

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Pedagogy

Assessment

Schools' culture and policies

Conclusion

Introduction

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'.^[1] It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

This review explores the literature relating to the field of foreign languages education. Its purpose is to identify factors that contribute to high-quality school languages curriculums, assessment, pedagogy and systems. We will use this understanding of subject quality to examine how languages are taught in England's schools.

The purpose of this research review is outlined more fully in the 'Principles behind Ofsted's research reviews and subject reports'.^[footnote 2]

- Stuart, G. and Great Britain. Parliament. House Of Commons. Education Committee (2011) The Role and Performance of Ofsted : Second Report of Session 2010-11. Volume II, Oral and Written Evidence. London: Stationery Office.Nielsen, F.A. (2011) A new ANEW: Evaluation of a word list for sentiment analysis in microblogs. In Proceedings of the ESWC2011.
- Ofsted (2021) *Ofsted Publishes Research Review on Languages Education*, GOV.UK. Available at: <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-languages-education> (Accessed: 1 November 2024).
- Ofsted Communications Team (2022) *Inspection Report, REPORTS, OFSTED*. GOV.UK. Available at: <https://reports.ofsted.gov.uk/provider/40/130701> (Accessed: 6 November 2024).
- Standley, N. (2024) 'Ofsted: MPs Call for an End to single-word Grades', *BBC News*, 29 January. Available at: <https://www.bbc.co.uk/news/education-68106248> (Accessed: 1 November 2024).
- Wardle, M. (2021) *Languages in outstanding primary schools - Ofsted blog: schools, early years, further education and skills*, *EDUCATIONINSPECTION.BLOG.GOV.UK*. Available at: <https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/>. (Accessed: 8 November 2024).

4. Methodology (or method)

I was curious if the sentiments in KS2/KS3 education inspection reports shifted under different Chief Inspectors (from 2000 to 2017), focusing on specific primary and secondary schools where I previously worked and taught, so I compared Inspection Reports of Barton Peveril Six Form College as KS3 (especially focus on the parts of Language education in different years by different Chief Inspectors) and Weston Park Primary School as KS2 (from 2000 to 2017) .

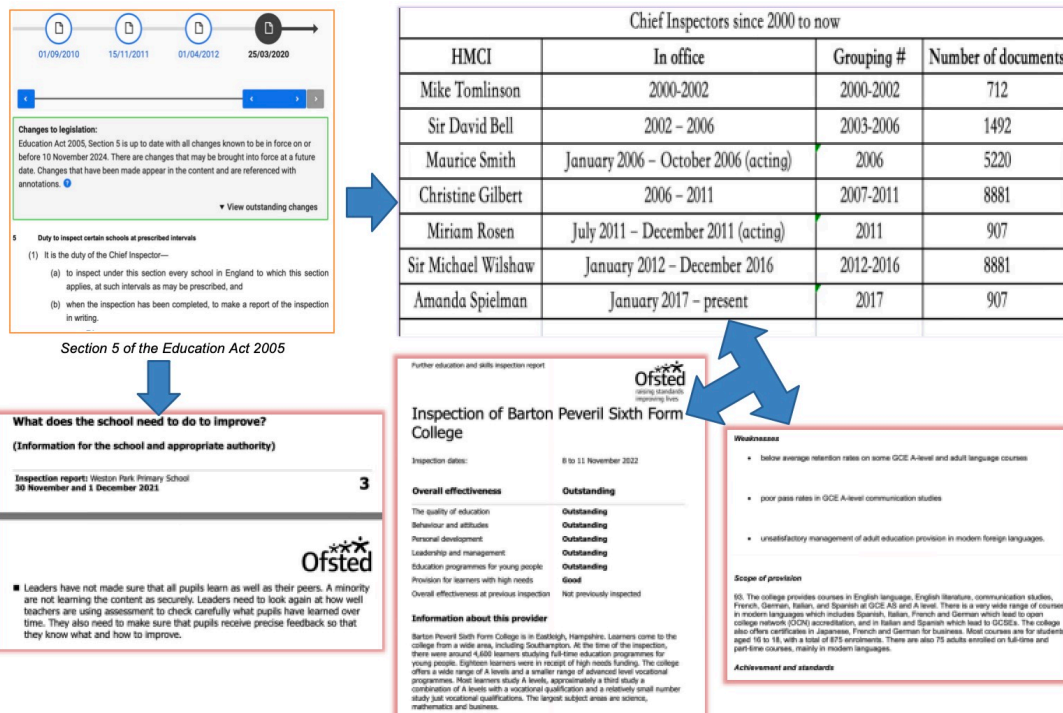


Table1 Chief Inspectors and their Inspect Report under Section 5 of the Education Act 2005

4.1 What is doing now:

4.1.1 Researcher scraped the Inspection documents from 2000 to 2017 from the Ofsted website and grouped per Ofsted Chief Inspector).

4.1.2 Researcher did code to cover all phases for the criteria developed through the Text of Inspection Report. Deep-dive method will be used to analyze in inspecting the Language Education from the Ofsted Reports.

4.1.3 Case study on one primary school and one secondary school based on related reports as presented.

Language Education Mentioned in OFSTED Inspect Report

Aspect	Primary School	Secondary School
Statutory Language Requirement	Modern or ancient language required from age 7 (from Year 3).	Language required in Key Stage 3; optional in Key Stage 4 (GCSE).
Primary Challenges	Time allocation for languages, teacher training and curriculum planning.	Motivating students, ensuring curriculum continuity, increasing GCSE participation.
Secondary Challenges	Weak communication with secondary schools during transition.	Challenges in sustaining language study post-14 due to optional status.
Focus of Language Curriculum	Building foundational skills and exposure to one language.	Developing fluency, grammar, and cultural understanding.
Common Issues	Inconsistent progress due to variable language time in Year 6.	Declining participation in languages at GCSE and A-Level.
Examples of Languages Offered	Common options include French, Spanish, or German.	French, Spanish, German; some offer Chinese, Italian, or Latin.

A sample of retention and pass rates in English communications and modern foreign languages, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GCSE English language	2	No. of starts	116	105	77
		% retention	76	79	79
		% pass rate	71	70	70
GCE A-level English literature 2-year course	3	No. of starts	116	83	128
		% retention	84	83	77
		% pass rate	96	97	89
GCE A-level communication studies 2-year course	3	No. of starts	30	19	33
		% retention	57	68	73
		% pass rate	100	77	75
GCE A-level English language 2-year course	3	No. of starts	122	104	111
		% retention	81	78	78
		% pass rate	99	99	100
GCE A-level French language	3	No. of starts	63	37	45
		% retention	67	78	72
		% pass rate	98	100	97
GCE A-level German language	3	No. of starts	38	26	37
		% retention	61	85	70
		% pass rate	98	100	96

Table2 The Ofsted Inspection & one Assessment Sample of Foreign Language (FL) (Ofsted Communications Team, 2022)

4.2 What to plan to do: (for component 3)

Option 1: Sentiment analysis.

Option 2: Based on **component 2**, researcher will do case study on the schools in England he has worked before.

5.Reference

More related academic resources (books, journals) could be found on **the website**(lots of academic articles as screenshot below), which I would read for my **component 3**.

1. [‘Languages programmes of study: key stage 3 national curriculum in England’](#), Department for Education, September 2013. ↩
2. [‘Principles behind Ofsted’s research reviews and subject reports’](#), Ofsted, March 2021. ↩
3. [‘Education inspection framework: overview of research’](#), Ofsted, January 2019 and [‘Commentary on curriculum research – phase 3’](#), Ofsted, December 2018. ↩
4. Section 78 of the Education Act 2002 applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the Academies Act 2010. ↩
5. [‘Modern languages achievement and challenge 2007–2010’](#), Ofsted, January 2011. ↩

6.Acknowledgement

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