



RALEIGH
LEARNING TRUST
raising aspiration, transforming lives

TEMPLATE 7: IMPACT ANALYSIS

<p>Top left quadrant: Strong intent, weaker implementation of the curriculum</p> <ul style="list-style-type: none"> • Leaders focus on planning and paperwork but do not check its implementation or its impact • Subject leaders have complete autonomy. This goes unquestioned by the headteacher. • Subject leadership does not check the implementation of the curriculum and so the building blocks within units of work or schemes are not secure. This has an adverse impact on curricular implementation • Accountability (knowing what is implemented and learned) is narrowly focused on Year 2 and 6 in primary schools, and key stage 4 in secondary schools. • There are weaknesses in other non-benchmark years. These are not tackled in a timely way 	<p>Top right quadrant: Strong intent, strong implementation of curriculum</p> <ul style="list-style-type: none"> • High levels of accountability (knowing what is implemented and learned) • Clear methods to check what pupils know, can do and understand so that the right work is taught/informs teaching (assessment) • Teacher subject knowledge is consistently strong across the school, phase, key stage, and department • Senior leaders make it their business to check implementation of the curriculum – it is not left to chance • Leaders ensure that all groups of pupils can access the curriculum well • In primary schools, leaders understand all the component strands of the national curriculum – e.g. they check that the component parts of the technology curriculum happen – planning, designing, making and evaluating.
<p>Bottom left quadrant: Weak intent, weak implementation of the curriculum</p> <ul style="list-style-type: none"> • Accountability from the headteacher and subject leadership is poor (knowing what is implemented and learned) • Headteachers do not check implementation of the curriculum or delegate this task effectively. • There is a lack of accountability beyond English and mathematics • Accountability is about qualifications in the core subjects and data rather than the curriculum that is implemented and learned • Headteachers do not prioritise or know whether there are weaknesses in teacher subject knowledge • Little time or emphasis is given to subject leadership to check the impact of teaching • Progression across a key stage is weak • Units of work do not provide depth and this impedes pupils’ conceptual understanding and subject specific knowledge over time. 	<p>Bottom right quadrant: Strong implementation and with weak leadership intent</p> <ul style="list-style-type: none"> • There is little strategic thought or decisions to shape the curriculum on offer beyond the teacher. • Weak intent by headteacher that impedes pupils’ access to curriculum/an aspect of the curriculum • Teachers are left to deliver a curriculum. They have complete autonomy and the impact of teaching is consistently good, but the lack of coherence gets in the way of pupils’ progression.

