

ASSESSING THE EFFECTIVENESS OF SCHOOLS TO SAFEGUARD THEIR PUPIL'S USE OF SOCIAL MEDIA THROUGH AN ANALYSIS OF SCHOOL INSPECTION REPORTS

*Ian Coombs**

ABSTRACT

While social media remains a facet of life that many children and young people happily engage in, its use comes with some recognised risks and dangers. Parents can feel ill-equipped to support their children with this and there is consequently a reliance on schools to teach children how to use these platforms appropriately. To evaluate the effectiveness of secondary schools in teaching pupils about social media, this study makes use of evidence from Ofsted school inspection reports. Exploiting techniques developed in computer science, the Ofsted web portal was automatically scraped for reports and the content searched for reference to social media. This identified 317 reports which referred to the platforms. The report's texts were coded through content analysis and subsequently revealed that over 90% of the references to social media contained in inspection reports were positive in reporting that pupils both understood the risks and knew how to describe how to manage their online activities. The results suggest that schools are effective in addressing these safeguarding issues although pupils are not always putting their knowledge into practise.

Keywords: Ofsted, Web Scraping, Content analysis, Inspections

INTRODUCTION

Signing up for your first social media account is a rite of passage most young people are keen to realise. Notwithstanding that 13 years is generally the minimum age for creating a social media account in the UK, 20% of children have accounts before they are ten years old, and by the age of 15, three quarters have a profile (Ofcom, 2019). Using social media offers both opportunities and risks (Uhls et al, 2017), though it is often the negative aspects that are more commonly discussed. Young people are naïve social media adopters and yet this is an area of expertise where many parents feel ill-equipped to effectively support their children

* Doctoral Researcher, University of Southampton

(Livingstone et al, 2018), therefore schools have an important part to play in teaching pupils about how to use the platforms appropriately.

In this study, evidence from published Ofsted inspection reports was analysed to gain an appreciation of the effectiveness of secondary schools in supporting pupils in their use of social media.

LITERATURE REVIEW

Social media and its impact on young people is of interest to a broad research community that have identified psychological and behavioural issues arising from problematic use of the platforms. There is only space here to provide a brief indicative overview of some of the findings. For example, it has been found that young people who suffer from interaction anxiety or negative self-esteem are more inclined to exhibit high levels of compulsive social media use (Lee, 2014, Aladwani and Almarzouq, 2016). There has also been found to be a direct correlation between the number of social media accounts used and rates of self-reported loneliness: the more accounts used, the greater the occurrence of loneliness (Barry et al, 2017). Though researching the same issue, Wang et al (2018) report a curvilinear association where modest social media use is positively associated with a reduction in feelings of loneliness while excessive use is more likely to be associated with feelings of loneliness.

Another cluster of associations have been found to exist between high levels of social media use, depression and hyperactivity in the young (van den Eijnden et al, 2016). Martínez-Ferrer et al (2018) report links between young people's social media use and antisocial behaviour where a problematic use of social media correlates with issues of poor peer relationships, online aggression, and increased incidents of victimisation. Social media use can also harm the development of teen romantic relationships where chat mediated through social media can present problems where the tone of a text message can too easily be misunderstood or misinterpreted (Van Ouytsel et al 2019). Yet by just focussing solely on social media use, a wider cluster of issues may be overlooked. Dredge and Chen (2020) in their study of the lives of Chinese online gamers aged 12–17 discovered that those facing issues associated with excessive gaming were also likely to be excessive social media users, thus some teenagers will be facing a cluster of online issues.

When it comes to the impact of social media on schools, high rates of social media have been linked to poor academic outcomes. Aladwani and Almarzouq (2016) identified that since teens were spending more time on social media, this caused a reduction in the time they spent studying. However, it would be wrong to simplistically conclude that social media simply causes problems. As Barry et al

(2017) reflect it is not always possible to understand the directionality of issues and using social media so it remains unclear whether social media contributes to problems or provides relief, perhaps both.

Not all the impacts on pupils are negative. In Israel, for example, WhatsApp is successfully used to provide a mutually beneficial connection between teachers and pupils away from the classroom (Hershkovitz and Forkosh-Baruch, 2019). While in the States, Gleason (2018) has identified new literacies arising in teenage Twitter users.

Problems associated with social media use are not only identified by professional researchers. Gray (2018), while studying the lives of pupils in the UK found that many of them reported that both parents and schools should be concerned about issues relating to social media use. Others concur Martínez-Ferrer et al (2018) see the need to teach pupils how to conduct healthy online communications with each other and López et al (2019) concludes that schools have a role in supporting pupils in their use of social media.

TEACHING ABOUT SOCIAL MEDIA

English maintained schools (those schools whose funding comes directly from Local Authorities) teach a statutory National Curriculum which is published by the Department for Education (DfE) (Department for Education 2013:2). Other types of school, including Academies and Free Schools, do not have to teach the national curriculum, although in practice many will (Roberts, 2021). While the curriculum does not make specific mention of *social media*, a single paragraph in the Computing curriculum section outlines the expectation on schools regarding what pupils need to learn about e-safety. At Key Stages 3 and 4 (those aged 11–16 years),

Pupils should be taught to:

understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
(Department for Education 2013:2)

Thus, the English curriculum is expecting schools to teach pupils aspects of netiquette and critical thinking concerning the management of their online privacy and safety. While this is a mandatory expectation, it is left to schools to devise the programmes of study and lesson plans that are most appropriate for their pupils.

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA OF CONTINUOUS COMPLEXITY

This sparse curriculum statement has been clarified by an expert curriculum support group ‘Computing At School’ (CAS). In their teacher’s guide it is explained that the clause means that pupils should understand; what constitutes safe practice; have a concept of their digital footprint; have an appreciation that their activities can be tracked online; and have an appreciation of the dangers associated with sexting, grooming and cyberbullying (Kemp, 2014). CAS makes no mention of social media, but it is up to schools to devise programmes of study which meet the needs of their pupils and it is fair to assume that many of these will incorporate the use of social media.

The only other curriculum area with a concern for online issues is Personal, Social, Health and Economic Education (PSHE). This is the only area of the curriculum without a statutory Programme of Study, for as the DfE guidance states,

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. (Department for Education, 2020)

Although there is no national curriculum for PSHE, The PSHE Association publishes materials and advice for schools. For Key Stage 3 (11–14-year-olds) there is just one paragraph identifying where schools should support pupils in their use of social media.

Relationships - To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

*Key Stage 3 Programme of Study
(PSHE Association, 2017: Statement R23)*

So, social media is only referenced in relation to sex and relationships education. Teachers are encouraged to help pupils understand that portrayals of sex or sexuality seen in the media, including social media, can be unrealistic. The reference to social media is not about the safe use of the socio-technical tool, but rather about becoming critical of the messages it portrays. Further on in the guidance, it advises that Key Stage 4 pupils should be encouraged to see how social media is used within the context of being a source of news, views, and propaganda. Again, this is a reference to developing critical thinking in the pupils. The PSHE curriculum does not address issues of personal safety or best practice.

There is an important document, which is not a curriculum document as such, which may have greater impact on what is taught about social media in secondary schools than those already reviewed. The DfE annually publishes statutory guidance for school leaders entitled ‘Keeping children safe in education’ (KCSiE). It is sent to schools regarding all aspects of how they are to safeguard pupils and how schools should work with other agencies. Safeguarding is the principle that adults working with children and young people have a responsibility to proactively ensure that they are kept safe from harm be it physical, emotional, or sexual. KCSiE makes direct reference to online safety.

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

content: *being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;*

contact: *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*

conduct: *personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (Department for Education, 2018a:93)*

This safeguarding document provides schools with more direct guidance about how to frame e-safety than the curriculum documents mentioned earlier. For this reason, it has become an essential document for schools not only because it lays out statutory responsibilities, but it also informs Ofsted, the school inspection body which has the responsibility of reporting on whether schools are meeting these safeguarding obligations.

SCHOOL INSPECTIONS

The quality of education provided by state schools in England is evaluated and reported by Ofsted (the ‘Office for Standards in Education, Children’s Services and Skills’). The school’s inspectorate is a non-ministerial department within government: remaining independent of government.

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA OF CONTINUOUS COMPLEXITY

Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.

(Ofsted, 2017)

Ofsted is an evidence-led organisation, such that every statement in an inspection report must be supported by evidence read, seen, or heard by Inspectors during an inspection visit.

We will ensure that: All of our work is evidence-led

(Ofsted, n.d.).

The organisation's work covers all aspects of education from early years to sixth forms, day schools, residential settings as well as secure units. While there is an emphasis on academic performance, pupil safeguarding is of equal importance.

Inspectors will always take into account how well learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this important aspect of a provider's work, they will always make a written judgement under 'leadership and management' about whether the arrangements for safeguarding learners are effective.

(Ofsted 2019:5)

In the Introduction to Ofsted 2018 Annual Report, Amanda Spielman Her Majesty's Chief Inspector for Schools wrote:

...our aim is to be a force for improvement. As Chief Inspector I am entirely committed to supporting improvement and raising standards for children and learners, regardless of their circumstances or where they live in the country. In this report, as in other aspects of our work, I aim to recognise success but also to direct attention to areas where improvement is needed.

(Ofsted 2018)

In this way, Ofsted makes pupil safeguarding a key focus for schools, alongside the drive to raise academic standards.

A school inspection generally takes place every four years. Schools receive less than 24 hours notice of the arrival of an inspection team (Ofsted, 2021). The Inspector's role is to ensure that schools meet a minimum standard in all aspects of their work and in addition, write a report of the inspection which includes an overall grade for the school against a four-point scale: 1 – Outstanding, 2 – Good, 3 – Requires Improvement, or 4 – Inadequate (Ofsted, 2021). Most English

secondary schools are graded 'Good' or better. However, an otherwise 'outstanding' or 'good' school can be graded 'inadequate' if any fundamental aspect of their pupil *safeguarding* is found to be deficient.

When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, there may be circumstances when it is appropriate to judge a setting as requires improvement, rather than inadequate, if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

(Ofsted, 2019: Paragraph 269)

As such, safeguarding is a limiting judgement for unless the school's safeguarding measures are secure, it will not be judged to be good or better. Therefore, schools do well to pay close attention to the KCSiE publication which explicitly outlines schools' safeguarding responsibilities which includes educating young people about the risks and dangers associated with being online in terms of content, contact and conduct.

It is worthy of note that there are just two specific uses of the term social media within KCSiE. One is concerning staff behaviour,

A staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include: acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

(Department for Education 2021:19)

and the other concerns child sexual exploitation.

...[child sexual exploitation] may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

(Department for Education, 2021:84)

Inspection reports are sent to parents and local press outlets and as such receiving a favourable inspection report is an important motivation for schools in terms of their local reputation and consequent ability to attract or retain pupils. Thus, schools have successful inspection outcomes when there is effective teaching alongside close attention to statutory documents such as KCSiE. Yet Ofsted's considerable impact on school leadership is a concern for some who feel Ofsted has a disproportionate influence on the curriculum,

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA OF CONTINUOUS COMPLEXITY

... Ofsted's agenda, as detailed in their framework for inspection was, to some extent, driving the response to policy; if it was valued, and was to be judged by Ofsted, then it would be valued by the school.

(Perryman et al, 2017:154)

So, it is fair to assume that schools will teach their pupils about how to keep themselves safe online and this is likely to include reference to the use of social media. To understand what Ofsted reports say about social media literacy, a piece of documentary research was completed which accessed the most recent Ofsted report for every secondary school in England. This was done to identify how or indeed whether social media was referenced. The analysis included the process of content analysis.

METHODOLOGY

In the early years of Ofsted's existence when there were only a few inspection reports, it was feasible for a researcher to manually read all of them (Bokhove and Sims, 2020). Today, with many thousands of reports in the archive, an automated process is crucial. Thus, a process of computer-mediated web scraping, supported by a manual text analysis resulted in the coding and analysis of the inspection reports.

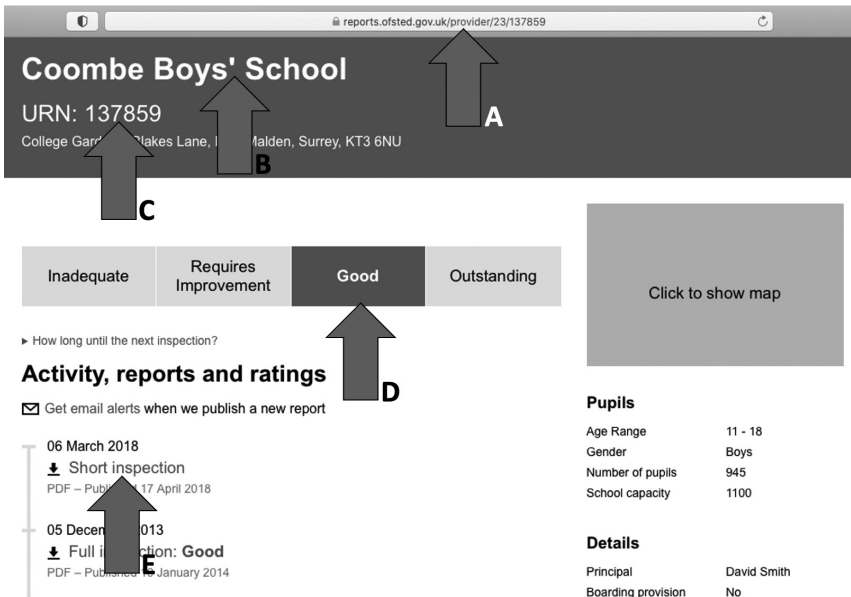


Figure 1: Screen shot of a school's inspection report page

All school inspection reports are published on the Ofsted web portal. Manually locating and downloading the most recent report for each school would have been excessively time-consuming, consequently an automated approach was achieved by using a Google Chrome browser extension called Web Scraper (<http://webscraper.io>). This software was developed to visit websites and extract data automatically and systematically. The retrieved data is saved to a csv file. The documents are arranged in folders that groups reports for similar institutions. For example, primary school reports are stored in a folder with the provider identifier 21. Secondary reports have the identifier 23.

Figure 1 shows an example of a secondary school homepage captured from the Ofsted website. Each school’s homepage contains the same information within a common layout. It is this regular structure that makes it possible to ‘scrape’ the site for information about every school. Web Scraper was configured to gather the following data.

- A: the URL <https://reports.ofsted.gov.uk/provider/23/137859>. The folder 23 indicates that the report is regarding a secondary school and the 137859 identifier is the schools Unique Reference Number (URN). Every school has a URN which allows differentiation between school sharing the same name.
- B: the name of the school,
- C: the school’s URN,
- D: the current Ofsted grading and
- E: the URL for most recent report. This was needed since the reports are actually located away from the front page in a different area of the portal. In this example, the 6 March 2018 short inspection report has the URL <https://files.api.ofsted.gov.uk/v1/file/2767301>. The

1	web-scraper-start-url	school	date	url	url-href	grade
859	https://reports.ofsted.gov.uk/provider/23/137859	Coombe Boys' School	06-Mar-18	Short inspection	https://files.api.ofsted.gov.uk/v1/file/2767301	null

Figure 2: Data scraped by webscraper.io for Coombe Boys’ School

The full csv file lists every school along with the URLs locating their reports. With this information, the next step was to download the reports. This was achieved using another Google Chrome extension, ‘Simple mass downloader’. When presented with the csv list of locations from the column ‘url-href’ it took less than thirty minutes for the extension to locate and download a total of 2378 inspection reports.

PROCESSING THE REPORTS

Next, the reports were imported into qualitative data analysis software SQR NVivo¹. A list of keywords and phrases which might be seen in the inspection reports referencing social media was drawn up. The list included terms such as ‘social media’ and ‘social network’ along with platform names such as ‘Facebook’, ‘Twitter’, ‘TikTok’, etc. All the keywords and phrases were applied simultaneously in a search of the 2378 reports. The search returned 317 reports (13% of the total). This suggests that approximately one in ten Ofsted secondary school reports make some reference to social media. Having gathered this subset, the final stage of data gathering was to read and manually code the comments in NVivo. Some champion a fully automated process of text-mining which includes automated sentiment analysis to determine the emphasis of the comments (Bokhove and Sims, 2020), however with just over 300 reports to read, it was seen to be a manageable workload to complete this processes manually. NVivo not only identified the reports which include any of the keywords, but it also highlights where in the text they are used which makes the reading and analysis of the data a fairly quick process.

FINDINGS FROM THE NVIVO ANALYSIS

Each school is represented by one report published between 2012 and 2019 (see Figure 3). The web scraping took place in March 2019, which accounts for the low number of reports published that year. The seven 2019 reports were published following January 2019 inspections. This demonstrates the four to six-week interval between an inspection and the publication of a report on the Ofsted website. Four schools appeared not to have been inspected since 2012.

The reports referencing social media come from schools with inspection judgements across the continuum: Outstanding to Inadequate. The proportion of each judgement does not match the national distribution. Figure 4 reveals that while 23% of all English secondary schools are graded ‘Outstanding’, only 15% of the social media sample had that rating. However, the proportion of ‘Good’ schools exceeded the national proportion by 10%. Schools ‘Requiring Improvement’ were 2% below and schools rated ‘Inadequate’ were 7% below the national proportions.

¹ NVivo. Burlington, USA: SQR International Pty 1999–2021. Available at: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>

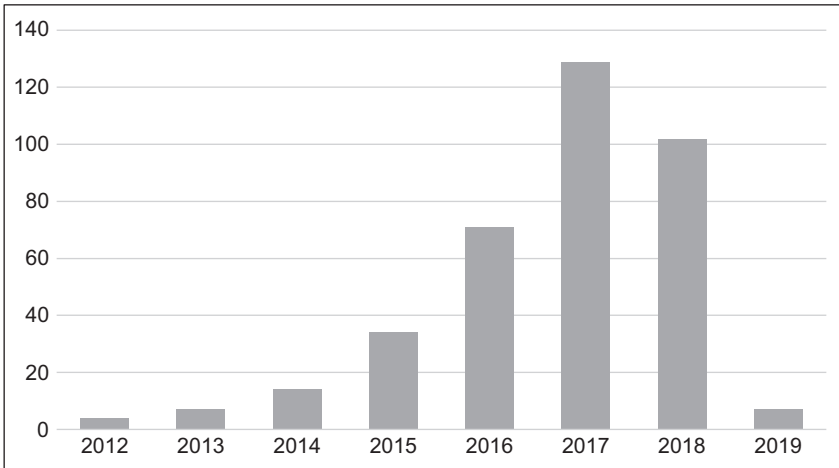


Figure 3: The Year of Publication for each Ofsted Report in the research sample

Research Sample			All Secondary Schools 2017/18	
Judgement	Number	%	Judgement	%
Outstanding	55	15%	Outstanding	22%
Good	241	65%	Good	53%
Requires Improvement	60	16%	Requires Improvement	17%
Inadequate	5	1%	Inadequate	8%
Other	8	2%		

Figure 4: The overall judgements from the sample of secondary schools (left) with the proportion of judgements from secondary schools in England in 2017/18 (right)
Source: Ofsted, 2018:41

WHERE DO PUPILS LEARN ABOUT SOCIAL MEDIA?

Some of the reports identified where pupils gained their understanding of social media. This is summarised in figure 5. Not every mention of social media in the reports are linked with a lesson or curriculum area. Where a subject area is mentioned, PSHE lessons, assemblies and tutor times are the most common opportunities for learning about social media. The 25% of “unnamed” occasions are when generic terms such as “teaching”, “lessons” or “learn” were used

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA OF CONTINUOUS COMPLEXITY

when attributing the pupil's knowledge or understanding to the efforts of the school but without identifying a particular subject where they have gained the knowledge.

It is worth noting how rarely Ofsted attribute learning about social media to ICT or computing lessons. Thus, while online safety and the teaching about appropriate online behaviour is explicitly mentioned in the Key Stage 3 Programme of study for computing, schools are not required to teach these themes in computing lessons. Schools make a professional judgement about when and how these ideas are taught. It appears that most schools believe that school PSHE lessons, school assemblies and class tutor times are the appropriate occasions for pupils to encounter this sort of teaching.

Name	References	%
Assemblies	52	23%
Curriculum	20	9%
Drama productions	1	0%
ICT	5	2%
Pastoral	2	1%
PSHE	56	25%
Tutor session	31	14%
Unnamed	57	25%

Figure 5: The curriculum areas Ofsted reports indicate where learning about social media occurs

HOW SOCIAL MEDIA IS REFERENCED WITHIN THE REPORTS

In addition to noting where in the curriculum social media is mentioned, and the topics discussed, a simple code capturing whether the social media comment referenced a positive, negative, or neutral experience. When reviewed most examples of social media referenced in reports was in positive terms concerning the work of the school or the knowledge and behaviour of pupils, see figure 6. Keeping themselves safe online while using social media was something the pupils knew about, could describe, and explain. It was rare for social media to be mentioned in negative terms.

Table 6 is best elucidated through exemplars. Negative comments were made where social media was found to be contributing to a negative aspect of school life.

Array of comments	Number	%
Positive comments	642	97%
Neutral comments	10	2%
Negative comments	8	1%

Figure 6: Positive, neutral, and negative comments relating to social media from the Inspection Reports sample

Parents and some pupils did state that sometimes poor behaviour and bullying occurred outside lessons, often associated with social media.

South east England secondary school Ofsted Report (2017) Ofsted judgement: Requires improvement

Negative comments also included occasions where adults are making poor use of social media and this is having a negative impact upon the school.

Some parents have formed a group which initially campaigned for the reinstatement of the previous headteacher. This group is now vocal in raising its concerns about the school. Their concerns include some issues identified by inspectors and referred to in this report. However, the group’s extensive use of social media means that it is often impossible or inappropriate for the school to respond.

North east England secondary school Ofsted Report (2018) Ofsted judgement: Inadequate

Neutral comments are where social media is mentioned, but in terms that are neither positive nor negative. The following remnant of a longer sentence concludes a section about a 6th form provision.

...[the pupils] also learn about health screening and consider issues such as driving safety and social media.

Southern England secondary school Ofsted Report (2016) Ofsted judgement: Good

The positive comments, which are numerous, appear in many forms. The most common positive phrase was used in association with the pupil’s knowledge about how to ‘keep themselves safe’ or having ‘awareness of the risks’ associated with social media.

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA OF CONTINUOUS COMPLEXITY

Pupils are aware of dangers such as knife crime and the risks associated with using social media. They know how to keep themselves safe.

London secondary school Ofsted Report (2018) Ofsted judgement: Requires Improvement

You make sure that pupils understand the potential risks and dangers associated with, for example, substance misuse and the use of social media, through careers, personal, social and health education lessons and assemblies.

Midlands secondary school Ofsted Report (2016) Ofsted judgement: Good

Sometimes the term social media is included in a complex paragraph whose purpose appears to be bringing together several diverse unconnected themes.

Both form time and personal, social and health education lessons provide good opportunities for learning about broader topical issues including fundamental British values, staying healthy and keeping safe using social media.

Outer London secondary school Ofsted Report (2018) Ofsted judgement: Good

The students articulate an excellent understanding of different types of safe and unsafe practices and clearly know what to do in order to protect themselves, including when using social media networking and using the internet in different situations.

Midlands secondary school Ofsted Report (2014) Ofsted judgement: Outstanding

Pupils report that they feel safe, well cared for and know which staff to speak to if they have a concern. They are knowledgeable about the pitfalls of social media and how to stay safe. The school's surveys of pupils show that the vast majority are positive about the school and the work of the specialist staff who support them. Outer London secondary school Ofsted Report (2016) Ofsted judgement: Good

The final part of this analysis considered the themes mentioned by Ofsted in relation to social media. Fifty-four separate codes were generated to capture the range of positive comments. The ten most used codes are shown in Figure 7. Together these represent 80% of the positive codes.

Figure 7 demonstrates that most comments are about pupil knowledge of safety and their management of risks while using social media. Just under 10%

Name	Mentions	%
How to stay safe	197	31%
Knowledge of risks	103	16%
Awareness of dangers	92	14%
Cyberbullying	26	4%
E-safety	25	4%
Staff impact	17	3%
Visitor knowledge	15	2%
Staff knowledge	14	2%
School Leaders stong	13	2%
Sexting	11	2%

Figure 7: The Top 10 Positive Codes

of the positive comments relate to adults displaying knowledge or skills in support of the pupils and 2% relate to a specific negative behaviour that has inherent risks for pupils, for example, sexting. Sexting is a topic of concern mentioned in KCSiE.

DISCUSSION

An initial reflection on this data would suggest that schools are highly effective in safeguarding pupils in relation to their use of social media. There is no evidence from the analysis that would raise any alarm regarding pupils' knowledge and skills when using the platforms. Rather, Ofsted has consistently gathered evidence where pupils demonstrate expertise or articulate the issues associated with social media use. This conclusion is supported by research conducted by Ofcom (the body with responsibility for the regulation of UK broadcasting and telecommunications) who in their annual survey of children's attitudes found 97% of secondary children reporting that they have been taught about internet safety (Ofcom, 2019). So, teaching about the topic is commonplace and pupils are proving capable of reflecting and recalling key ideas.

Furthermore, content analysis of the language used in the reports, identifies that 60% of the positive comments about social media refer to 'risks', 'dangers' and the 'understanding how to keep yourself safe'. This suggests that Ofsted's focus is on the safeguarding agenda, rather than the broader curriculum since none of the comments report pupils explaining about: a respectful use of social media, identity and privacy management, a discussion about the portrayal of sexuality, or critical thinking around the use of social media as a source of news and information. These are the themes, seen earlier, which are in the subject curriculum guidance

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA OF CONTINUOUS COMPLEXITY

for computing and PSHE. Schools may well be teaching these themes, and doing so creatively and effectively, but Ofsted has not reported on it.

An earlier study from Davidson and Martellozzo (2013), also concluded that UK teenagers have good levels of knowledge about how to keep themselves safe online. However, they caution:

...although most young people are knowledgeable about the risks that they may encounter online, many of them do not take preventative steps.

Davidson and Martellozzo (2013:1469)

This leads to the suggestion that pupil knowledge about the risks, dangers of being online does not automatically translate into changed personal behaviour. A 2020 study entitled ‘Children’s Media Lives’ reported from children: ongoing issues of cyberbullying, risky behaviours where social media privacy setting are changed to ‘public’ in order to gain followers, and a contradiction where children report saying that they would tell adults if they see anything online which makes them feel uncomfortable while acknowledging that they do not do this in practice (Ofcom, 2020).

CONCLUSION

For understandable reasons, the study of social media is not especially high on Ofsted’s agenda. The organisation has a remit which encompasses a wide range of curriculum and safeguarding issues. However, what this research suggests is that while children are generally knowledgeable and able to provide good answers to sensible questions about their online safety, there may be a gap between knowledge and practice. The challenge for schools, and possibly Ofsted, is to be aware of that disconnect, so that teaching in this area can become transformational.

REFERENCES

- Aladwani AM and Almarzouq M (2016) Understanding compulsive social media use: The premise of complementing self-conceptions mismatch with technology. *Computers in Human Behavior* 60: 575–581.
- Barry CT, Sidoti CL, Briggs SM, Reiter SR and Lindsey RA (2017) Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of Adolescence* 61: 1–11.
- Bokhove C and Sims S (2020) Demonstrating the potential of text mining for analyzing school inspection reports: a sentiment analysis of 17,000 Ofsted documents. *International Journal of Research & Method in Education*.

- Routledge. Available at: <https://doi.org/10.1080/1743727X.2020.1819228> (accessed 29/03/21).
- Davidson J and Martellozzo E (2013) Exploring young people's use of social networking sites and digital media in the internet safety context: a comparison of the UK and Bahrain. *Information, communication and society* 16(9): 1456–1476.
- Department for Education (2013) Computing programmes of study: key stages 3 and 4. Department for Education.
- Department for Education (2018) *Keeping children safe in education*. London: Department for Education, 112.
- Department for Education (2020) *Personal, social, health and economic education*. Gov.uk. Government. Available at: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>.
- Department for Education (2021) Keeping children safe in education (2020). 119.
- Dredge R and Chen S (2020) Chinese online gamers versus nongamers: A difference in social media use and associated well-being and relational outcomes? *Psychology in the Schools* 57(9): 1457–1474.
- van den Eijnden RJJM, Lemmens JS and Valkenburg PM (2016) The Social Media Disorder Scale. *Computers in Human Behavior* 61: 478–487.
- Gleason B (2018) Thinking in hashtags: exploring teenagers' new literacies practices on twitter. *Learning Media and Technology* 43(2): 165–180.
- Gray L (2018) Exploring How and Why Young People Use Social Networking Sites. *Educational Psychology in Practice* 34(2): 175–194.
- Hershkovitz A and Forkosh-Baruch A (2019) Students' Perceptions of Benefits and Drawbacks of Facebook-Connections with Teachers. *Interdisciplinary Journal of e-Skills and Lifelong Learning* 15: 1–20.
- Kemp P (2014) *Computing in the national curriculum: A guide for secondary teachers*. Swindon: Computing at School, 32. Available at: https://www.computingatschool.org.uk/data/uploads/cas_secondary.pdf.
- Lee EB (2014) Facebook Use and Texting Among African American and Hispanic Teenagers: An Implication for Academic Performance. *Journal of Black Studies* 45(2): 83–101.
- Livingstone S, Blum-Ross A, Pavlick J and Ólafsson K (2018) *In the digital home, how do parents support their children and who supports them?* Monograph. London: LSE Department of Media and Communications. Available at: <http://blogs.lse.ac.uk/parenting4digitalfuture/> (accessed 21/04/21).
- Martínez-Ferrer B, Moreno D and Musitu G (2018) Are adolescents engaged in the problematic use of social networking sites more involved in peer aggression and victimization? *Frontiers in Psychology* 9(MAY): 801.

A SHIFT IN SYSTEMS: (CO-)CONCEPTUALISING PEDAGOGY IN AN ERA
OF CONTINUOUS COMPLEXITY

- Ofcom (2019) *Children and parents: Media use and attitudes report 2019*. London: Ofcom
- Ofcom (2020) *Children's Media Lives - Wave 6*. London: Ofcom
- Ofsted (2017) Ofsted strategy: 2017 to 2022: Summary. OFSTED. Available at: <https://www.gov.uk/government/publications/ofsted-strategy-2017-to-2022>.
- Ofsted (2018) *The annual report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18*. Annual Report. London: OFSTED, 108. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761606/29523_Ofsted_Annual_Report_2017-18_041218.pdf.
- Ofsted (2019) *The education inspection framework*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf.
- Ofsted (2021) *School inspections - a guide for parents*. London: Ofsted
- Ofsted (n.d.) *About us*. GOV.UK. Government. . Available at: <https://www.gov.uk/government/organisations/ofsted/about> (accessed 12/03/19).
- Perryman J, Maguire M, Braun A and Ball S (2017) Surveillance, Governmentality and moving the goalposts: The influence of Ofsted on the work of schools in a post-panoptic era. *British Journal of Educational Studies*. Routledge 66(2): 145–163.
- PSHE Association (2017) *PSHE Education Programme of Study (Key stages 1–5)*. London: PSHE Association. Available at: <http://www.pshe-association.org.uk/>
- Roberts N (2021) *The school curriculum in England*. Briefing Paper. London: House of Commons, 14.
- Uhls YT, Ellison NB and Subrahmanyam K (2017) Benefits and Costs of Social Media in Adolescence. *Pediatrics* 140(Supplement 2): S67–S70.
- Van Ouytsel J, Walrave M, Ponnet K, Willems A-S and Van Dam M (2019) Adolescents' perceptions of digital media's potential to elicit jealousy, conflict and monitoring behaviors within romantic relationships. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace* 13(3): Article 3.
- Wang K, Frison E, Eggermont S and Vandenbosch L (2018) Active public Facebook use and adolescents' feelings of loneliness: Evidence for a curvilinear relationship. *Journal of Adolescence* 67: 35–44.