



The Education Inspection Framework September 2019

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Aim: To introduce the new education inspection framework
September 2019.

Content:

- Understand the rationale for the changes
- Ensure that you are fully up to date with the inspection judgement areas and grade descriptions within the evaluation schedule
- Consider in more detail the ‘Quality of Education’ judgement and the implications for governor monitoring
- Explore the role of governors in preparing and contributing to an Ofsted inspection
- Find out about the frequency and types of inspections, under the new framework



The Education Inspection Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/806942/School_inspection_handbook_section_5_060619.pdf



Amanda Spielman – Chief Inspector

Introducing the new Education Inspection Framework.

<https://www.youtube.com/watch?v=byaUliCMi9E>



The new framework will be one of the main ways in which we implement Ofsted's strategy

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement
	The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.	We continue to be clear about our expectations and fight misconceptions.	We have removed any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.

The case for change

- Currently, the accountability system can divert schools from the **real substance of education**.
- What young people learn is too often coming second to delivering **performance data**.
- This data focus leads to **unnecessary workload** for teachers.
- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able children**.



Inspection Judgements

Overall effectiveness

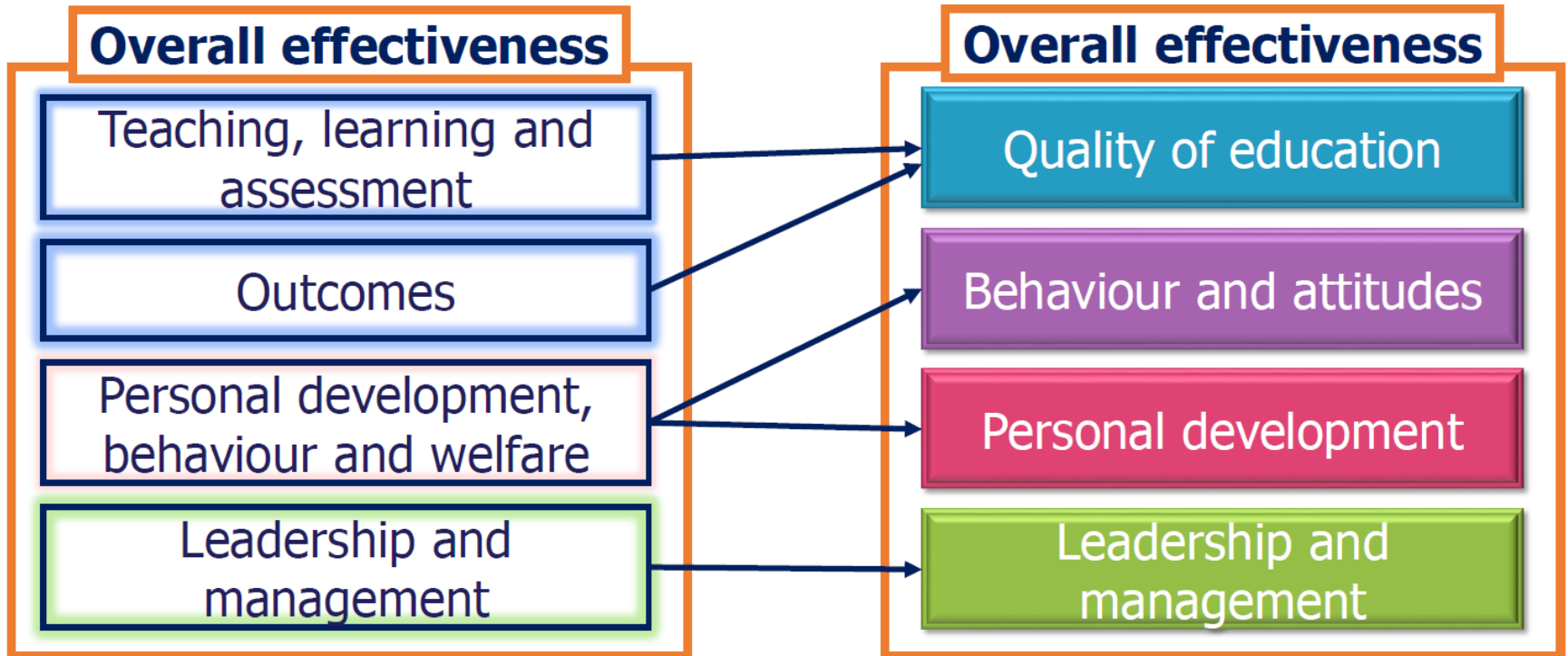
Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Judgement areas: evolution, not revolution



What is staying the same?

- Inspectors will continue to make an **overall effectiveness** judgement.
- On s5 inspections, inspectors will continue to make judgements about **early years** and **sixth form** in schools where they exist.
- **Four-point grading scale** (outstanding; good; RI; inadequate).
- Section 8 inspections of good schools (currently called 'shorts') will continue to start from **the assumption that the school remains good.**

A continued sharp focus on safeguarding



Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

Inspectors will continue to judge whether safeguarding is effective or ineffective.



Overarching approach to Inspection

‘The EIF seeks to put a single, joined up educational conversation at the heart of inspection.

It is built around the connectedness of curriculum, teaching, assessment and standards within the ‘quality of education’ judgement.

As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a school’s activities to deliver a high-quality education for its pupils connect and work together to achieve the highest possible standards’.



The quality of education



The 3 I's

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.





Knowledge does not sit as isolated 'information'
in pupils' minds.

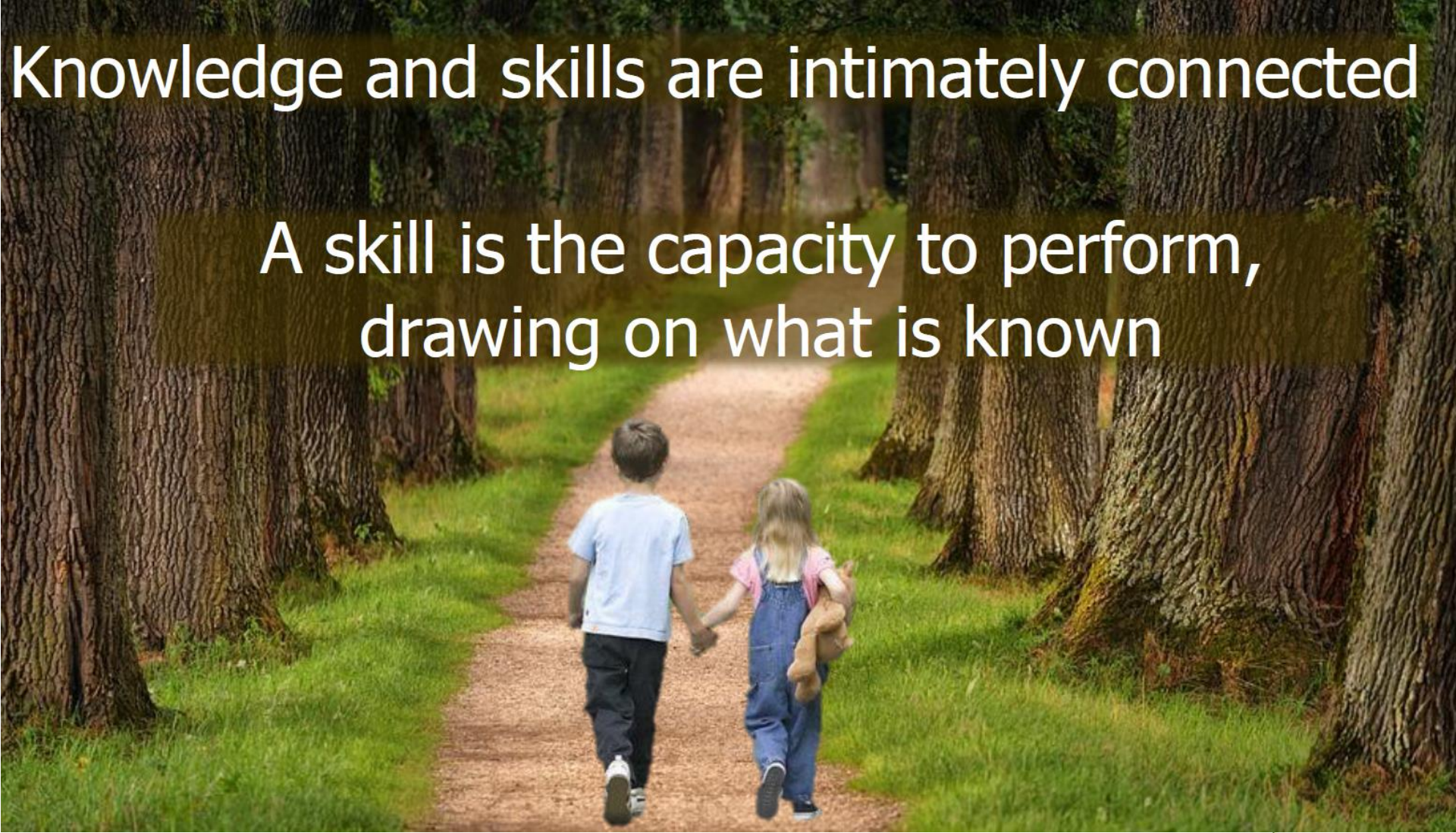


Skills and knowledge: a false binary



Knowledge and skills are intimately connected

A skill is the capacity to perform,
drawing on what is known



A new 'quality of education' judgement

INTENT

In evaluating the school's educational *intent*, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Quality of education

To what extent is...

- the curriculum rooted in a solid consensus of knowledge and skills required by pupils
- there clarity around end points and what pupils need to do to reach them
- there clear progression – building on what has been previously taught
- the local context reflected, addressing typical gaps
- the curriculum as broad as possible for as long as possible
- there high ambition (academic/vocational/technical) for all pupils **-not reducing the curriculum** offer for disadvantaged and SEND pupils

What is cultural capital?

Referring to what is already highlighted in the national curriculum

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’.

National Curriculum in England 2014



A new 'quality of education' judgement IMPLEMENTATION

In evaluating the *implementation* of the curriculum, inspectors will primarily evaluate *how* the curriculum is taught at subject and classroom level.

Quality of education

To what extent do teachers...

- possess expert knowledge of the subjects they teach – support to address gaps – pupils are not disadvantaged by ineffective teaching.
- enable pupils to understand - key concepts, presentation information clearly and encourage quality discussion.
- check pupil understanding, identify and address misconceptions.
- ensure pupils embed concepts in their long term memory and apply them fluently.
- build clear progression in the design and delivery of sequences of lessons so pupils can build on prior learning.
- use assessment to check pupil understanding and inform teaching so that pupils embed and use knowledge fluently- not simply memorise disconnected facts.

A new 'quality of education' judgement



IMPACT

In evaluating the *impact* of the education provided by the school, inspectors will focus primarily on *what* pupils have learned.

Quality of education

Important factors to consider are that:

- a well-constructed, well taught curriculum will lead to good results with no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.
- disadvantaged & SEND pupils will acquire the knowledge and cultural capital to succeed in life.
- national assessments as well as first hand evidence of pupils' work are useful indicators of pupils' outcomes
- all learning builds towards an end point so pupils are well prepared for next stage of learning.
- pupils in sixth are ready for and go on to appropriate high quality destinations.
- if pupils are not able to read fluently at an age appropriate level this will have an impact on access to the curriculum...



A change of emphasis- Assessment and Data

- Inspectors will evaluate how assessment is used in the school to support the teaching of the curriculum.
- Maximum of 3 data points
- Will not look at internal progress and attainment data
- IDSR will be used as a starting point

The Quality of Education – Grade Descriptors

What are the implications for governors ?

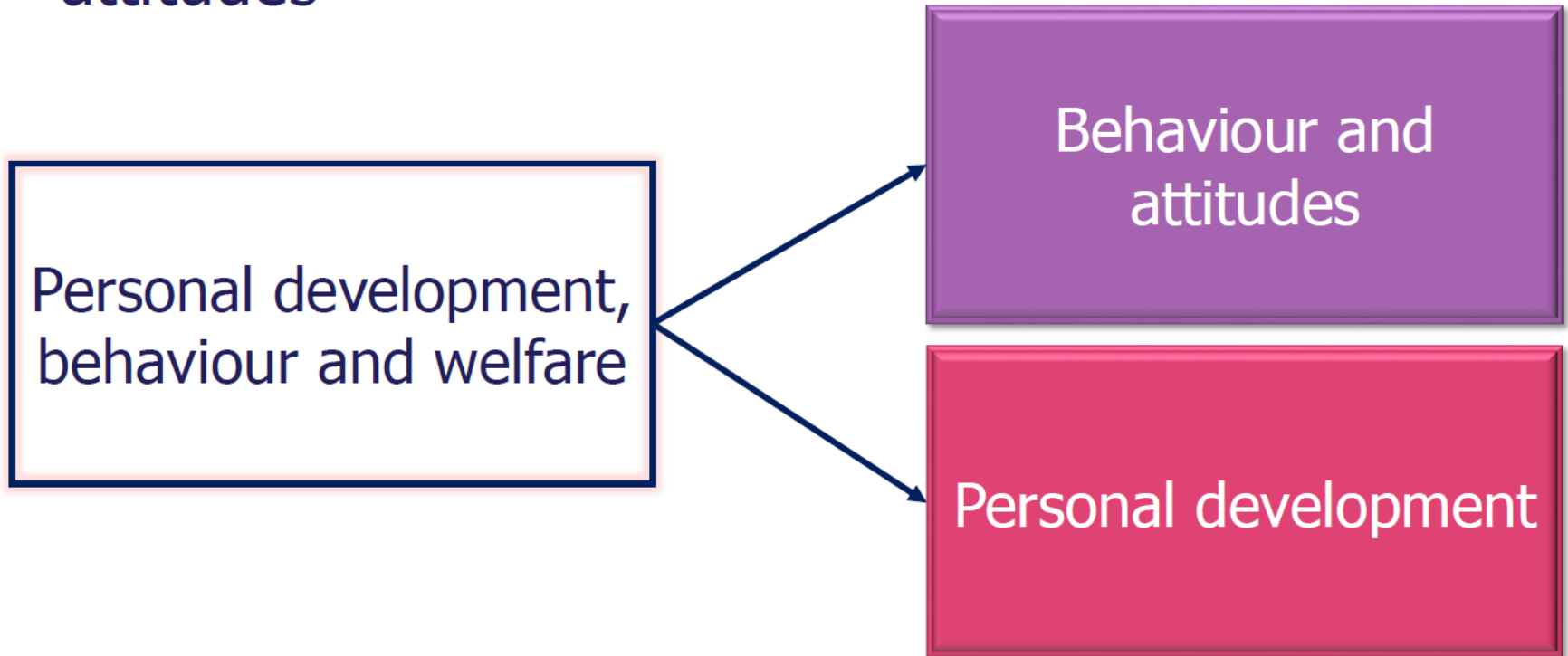
What do you need to know?

How are you going to monitor and check?

Behaviour and attitudes and personal development



'Personal development' and 'behaviour and attitudes'



Judging behaviour and attitudes

Behaviour and attitudes

- High expectations, consistent and fair implementation
- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Grade descriptors for 'Good'.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- **Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.**
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Judging personal development

Personal development

- Spiritual, moral, social and cultural development
- Character
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

Grade descriptors for 'Good'.

Good (2)

- **The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.**
- **The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.**
- **The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.**
- **The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.**

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

■ **Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.**

Leadership and management



Judgements: Leadership and management



Leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

Leadership and management



How do leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils?

Important factors include:

- leaders' high expectations- evidenced in day to day interactions with pupils
- leaders focus attention on the education provided
- CPD is aligned with the curriculum and improving the quality of teaching
- thoughtful and positive engagement with parents and the community
- Workload and well- being of staff whilst developing and strengthening the workforce
- High ambitions for all pupils , ensuring no 'off-rolling' 5 effective use of PP funding..
- Leaders and governors understand and perform their roles to enhance the effectiveness of the school

Leadership
and
management



Leadership and management



Governance

Inspectors will...

- seek evidence of the impact of those responsible for governance.
- explore how governors carry out each of their core functions and how this supports the school to provide high quality education for its pupils.
- ensure statutory duties are being fulfilled eg Equality Act 2010, prevent duty and safeguarding.
- report clearly on governance in the inspection report.



Areas of investigation....

- Pupil premium
- **Use of support and challenge from LA**
- **Alternative & off-site provision**
- **Gaming**
- **Inclusion & off rolling**
- Safeguarding
- **Segregation**

Ofsted Inspections- Frequency & Types

Section 5

- 'within 30 months of the publication of previous section 5 report'
- 2 day inspection
- Full report

Inspection can take place at any point from 5 schools days after the first day of the autumn term

Section 8

- 'approximately every four years'
- 2 day inspection
- Letter

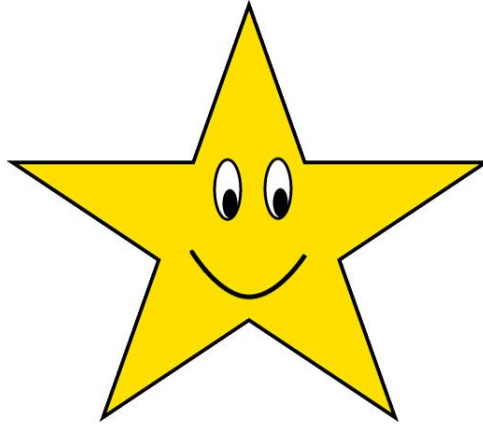
So what is the difference?

- Section 8 - premise that the school is **still good**
- There will be **no individual graded judgements**
- It **cannot change** the overall effectiveness grade of the school
- If evidence that not good or potentially outstanding recommendation that **next inspection is a section 5**
- A section 8 **inspection of a good school** will have a **smaller inspection team** than a section 5 inspection.
- **A change to the overall judgement can only occur within a section 5 inspection**

Section 8 – Why the change to 2 days?

- The EIF represents an **evolution** in what it means to be a 'good' school.
- A s8 inspection of a good school will focus on **specific aspects of provision**, mostly drawn from the quality of education judgement but also the other elements without 'grading' them specifically.
- To ensure the opportunity to gather **sufficient evidence** while on inspection

Outstanding schools are still exempt unless...



...the risk assessment process raises concerns such as

- declining results
- standards of leadership and governance
- curriculum lacks breadth and balance
- a serious complaint has been received

(Exemption does not apply to PRUs, special schools or nursery schools)

However the bar has been raised!!

- Outstanding is a challenging and exacting judgement
- Must meet **all** the good criteria, **securely** and **consistently**
- Additional criteria within the 'outstanding' grade descriptor
- Only judged outstanding if performing **exceptionally** and this is **consistent** and **secure** across the **whole school**

Notification and introduction

Notice between 10.30-2pm on previous day.

Lead inspector makes contact- preparatory telephone conversations will have two elements.

1.A reflective , educationally focused conversation about progress since the last inspection.

2.A shorter inspection – planning conversation focus on practical and logistics

90 minutes in length



Involvement of governors

The initial telephone call will ask the head about the governance structure and arrange an interview with the chair and as many governors as possible.

On arrival, the inspector will ask to see documents that relate to the work of governors and their priorities, including any written scheme of delegation for an academy or multi-academy trust.

During the inspection, the lead inspector will meet with the chair of governors and other governors without the presence of the head.

At the end, the contribution of governors will be evaluated as part of the 'Leadership & Management' section. All those criteria apply to governors as well as senior staff.

In the final feedback, governors will be invited and the inspector will alert the meeting if governance is considered weak and if the report will recommend an external review of governance

Evidence sources ...

What type of evidence sources will Ofsted use to judge the effectiveness of leadership and management?

- Meetings with leaders including governors
- Documentary evidence – governor minutes
- Interviews with staff and pupils- focus on culture
- Parent View
- Staff & pupil questionnaire
- School surveys
- Patterns of pupil movement



Summary & Key Questions

Consider.....

- **Clarity of vision, ethos and strategic direction**
- **Curriculum at the heart of inspection**

What does your school want children to know and be able to do?

Is it clear, coherent and well sequenced?

Are outcomes the result of a well-taught curriculum which is broad and balanced?

- **SEND-** Does the curriculum meet the needs of all children?
- **Exclusions**
- **Safeguarding**
- **Previous areas for development from Ofsted**
- **SEF** – Is this accurate and based upon evidence?
- **SDP** – What are the priorities and so what?
- **LA/STEP Reports-** School action and impact?

