

New Ofsted inspection framework

Presentation health warning:

we do not work for Ofsted;
views given here are our own, based on **our**
experience of Ofsted training, inspections we
have carried out and **our** experience as school
leaders

A new Ofsted Inspection framework...

- New framework focuses on the curriculum, the ‘what’
- Teachers come into education to teach young people a love of their subject
- If you remember nothing else from the next 40 minutes, remember these questions:
 - Why is your school teaching what it is teaching when it is teaching it; why is it teaching it in the way that it is?
 - How does the teaching of this, and the sequencing of it, help the children in your school know more and remember more?
 - How does your curriculum and the delivery of it:
 - help disadvantaged students overcome their barriers to learning?
 - support SEN pupils in their learning?

Ofsted as a force for improvement

- Curriculum at heart of inspection
 - curriculum has too often come second to achieving test and examination results at the expense of all else
- Unnecessary workload reduction
 - no need to produce progress and attainment data for Ofsted
 - teaching, assessment and progress will be considered still but looked at in context of the provider's curriculum
- A holistic view of the quality of education rather than artificially separating leadership of curriculum from teaching
- All pupils should have access to high-quality education

Cultural Capital

'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.'

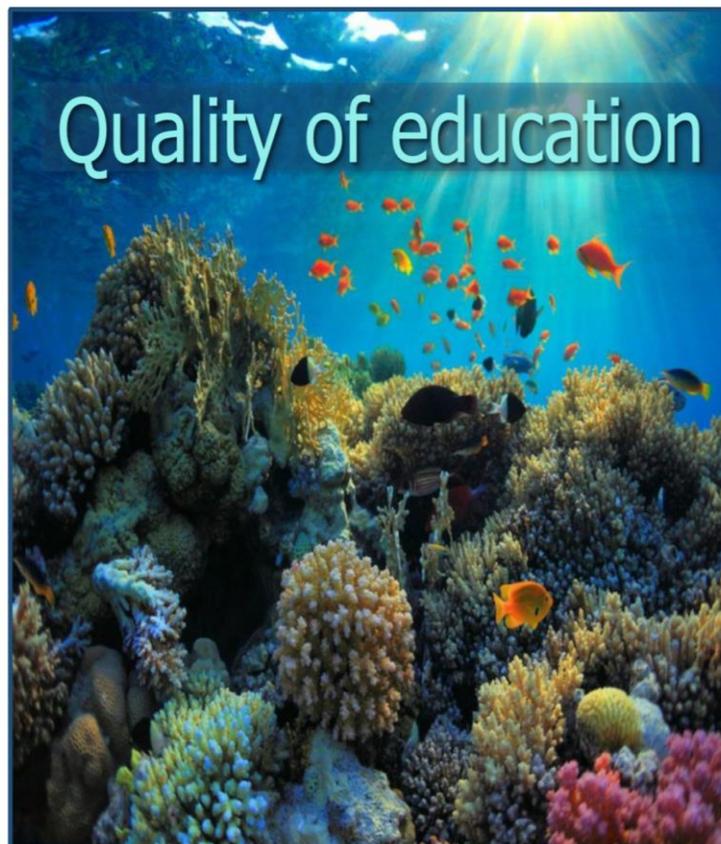


The quality of education: the overall picture

Curriculum : What is taught

Pedagogy: How curriculum content is taught *e.g.* teaching activity types

Assessment: desired high level outcomes and measures of those outcomes



Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

6 facets to a deep dive inspection

Discussions with:

1. Senior leaders
2. Curriculum leaders
3. Teachers
4. Pupils

Looking at:

5. Work scrutiny
6. Visits to connected sample of lessons

- 4-6 lessons across different year groups
- How lesson fits in sequence, topic, year, key stage etc
- Are activities appropriate for the curriculum intent
- Consider other key areas *e.g.* behaviour and attitudes

Role and expectation of governance within the new framework

Use the EIF Handbook for reference and conversations with leaders...

Paragraph 314. Inspectors will gather and evaluate evidence about:

- Whether leaders are ambitious for all pupils with SEND.
- How well leaders identify, assess and meet the needs of pupils with SEND.
- How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
- How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.
- How well leaders include pupils with SEND in all aspects of school life.
- How well the school assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in: – communication and interaction – cognition and learning – physical health and development – social, emotional and mental health.
- How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

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Staff welfare

- How are you ensuring that staff have the training in developing subject knowledge and their teaching skills that they need?
- What actions have you taken to ensure that staff workload is manageable and a reasonable work-life balance is achieved?

Governance

Talking to the right people... about the right things

- In a maintained school: governors
- In a standalone academy: trustees
- In a MAT: trustees

Talking to the right people... **about the right things**

- Vision, ethos and strategic direction (including curriculum)
- Holding executive leaders to account
- Financial performance of school
- Statutory duties.

Key takeaway points:

- Everything is in the handbook
- There are no 'stupid' questions
- Teachers come into education to teach young people a love of their subject and should embrace this framework for that
- Why is your school teaching what it is teaching when it is teaching it; why is it teaching it in the way that it is?
- How does the teaching of this, and the sequencing of it, help the children in your school know more and remember more?
- How does your curriculum and the delivery of it:
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Reading and Vocabulary

You live and work in Tokyo.

Tokyo is a big city. More than 13 million people live around you. You are never bored, but you are always lonely.

Every morning, you get up and take the train to work. Every night, you take the train again to go home. The train is always crowded.

When people ask about your work, you tell them, "I move papers around." It's a joke, but it's also true. You don't like your work.

Tonight you are returning home. It's late at night. No one is snoring. Sometimes you don't see a snorer all day.

You are tired. You are so tired...

In the morning, you start again. You shower, get dressed, and walk pocklent. You move slowly, half-awake. Then, suddenly, you stop.

Something is different. The streets are fossit. Really fossit. There are no people. No cars. Nothing.

“Where is dowargle?” you ask yourself.

Suddenly, there is a loud quapen—a police car. It speeds by and almost hits you. It crashes into a store across the street!

Then, another police car farfoofles. The police officer sees you. “Off the street!” he shouts. “Go home, lock your door!”

“What? Why?” you shout back.

But it’s too late. He is gone.

“What’s prippy fy?” you ask yourself.

Suddenly, a man runs by. He is viggling toward the crawn kofoon. There is blood all over his shirt.

“Baboot!” you shout, but he doesn’t stop. You follow him.

Outside the kofoon, you stop. A loopity is lying on the ground. She is not moving.

“Hey!” you shout. “Are you OK?”

She doesn’t answer. Her nawies are closed. Chay her fingers are moving. Open, close; open, close.

“She’s alive!” you say to yourself.

“No! Don’t gleep her!” someone frickles. You look up. Three people are waving at you from across the street.

“Bingle for help!” you shout. “This loopity is dying!”
You put your fingers on her neck. Nothing. Her flid is not
weafling.

You take out your joople and bingle 119, the
emergency number in Japan. There’s no answer!

Then you muchy that you have a new befourn
assengle. It’s from your gutring, Evie. She hunwres at
Tokyo University. You play the assengle.

“...if you get this...” Evie says. *“...I can’t vickarn
now... the important passit is...”* Suddenly, she looks
around, dingle. *“Oh no, they’re here! Cripett... the frib!
Wasple them ON THE FRIB!...”*

BEEP! the assengle parantles. Then you gratoon
something behind you...

Excerpt from
ZOMBIES IN TOKYO
by Andy Boon

courtesy of
ATAMA
AiiBOOKS



- Young people who have the deck stacked against them
- Education like a slope...
 - Affluent, high ability - fairly shallow slope
 - Poorer backgrounds – steeper harder path
- Get the basics right
- No need for an elixir to help raise standards – we have tried and tested ingredients

- Systematic synthetic phonics
- If you can't read, you can't learn in full
- Bold beginnings – schools can break the cycle

Evaluation Criteria

- In all inspections there must be a focus on how well pupils are taught to read.
- Inspectors must pay particular attention to pupils who are below age-related expectations (lowest 20%)
- Assess how well the school is teaching phonics and supporting children to become fluent readers
- Inspectors will hear children from Year 1-3 read – reading unseen, age appropriate books.

7 Criteria

1. Prioritise Reading
2. Love of Reading
3. Programme and Progress
4. Books match sounds
5. Phonics from the start
6. Catch up quickly
7. Early Reading Experts

Questions?