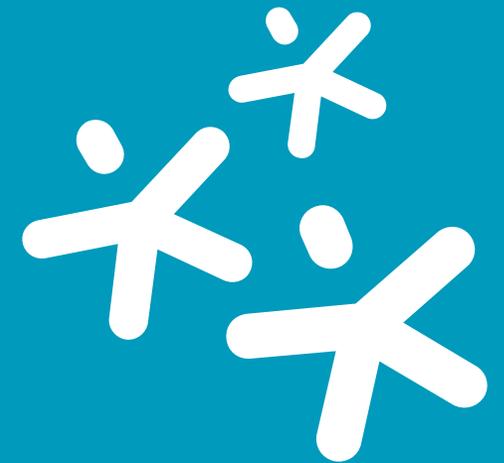


# Ofsted Update

Karl Sampson HMI, Assistant Regional Director

26 June 2019



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

Guiding principle	<p><b>A force for improvement through intelligent, responsible and focused inspection and regulation</b></p>		
Core values	<p><b>Children and students first</b></p> <p>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</p>	<p><b>Independent</b></p> <p>Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour</p>	<p><b>Accountable and transparent</b></p> <p>An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny</p>
Strategic approach	<p><b>Intelligent</b></p> <p>All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable</p>	<p><b>Responsible</b></p> <p>Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear</p>	<p><b>Focused</b></p> <p>We will target our time and resources where they can lead directly to improvement</p>
	<p>The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.</p>	<p>We continue to be clear about our expectations and fight misconceptions.</p>	<p>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.</p>

# 'A force for improvement through intelligent, responsible and focused inspection and regulation'

Ofsted strategy 2017–22

## The new framework

- The **curriculum** at the heart of inspection.
- No need to produce progress and attainment **data** 'for Ofsted', helping reduce unnecessary workload.
- **All** pupils should have access to a high-quality education.



# Development



# 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**.



# The consultation responses

16 January–5 April 2019

- More than **15,000** responses
  - Almost 11,000 responses to online questionnaire
  - Over 600 email responses
  - Over 4,000 responses as a result of a campaign by YoungMinds
- Over **150** face-to-face engagement events
- Over **400** people joined external webinars

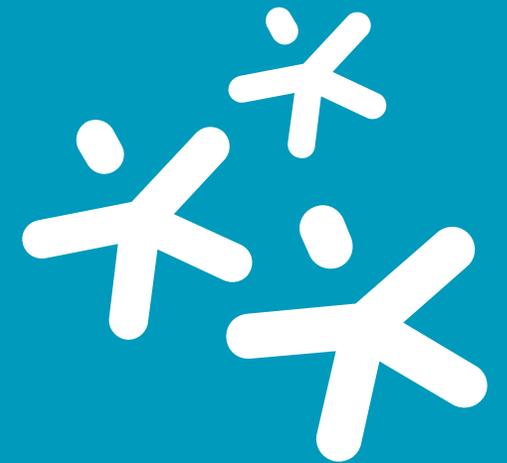


# Documents the consultation has informed

Responses to the consultation have informed the final drafts of the following documents, which have been **published** alongside the consultation report:

- Education inspection framework
- Early years inspection handbook
- Maintained schools and academies section 5 inspection handbook
- Maintained schools and academies section 8 inspection handbook
- Non-association independent schools inspection handbook
- Further education and skills inspection handbook
- Equality, diversity and inclusion statement.

# The EIF judgement areas





'...an evolution,  
not a revolution.'

Amanda Spielman on the 2019  
inspection framework (Wellington  
Festival of Education, 2018)

# New inspection judgements

**Overall effectiveness**



**Quality of education**



**Personal development**



**Behaviour and attitudes**



**Leadership and management**

# 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.**

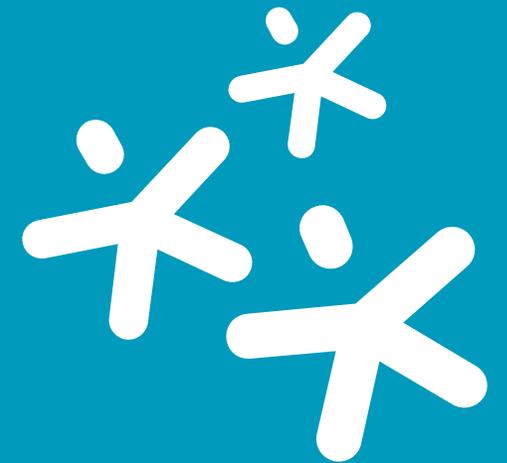
# A continued sharp focus on safeguarding

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.

# The judgement areas: quality of education



# Quality of education judgement

The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

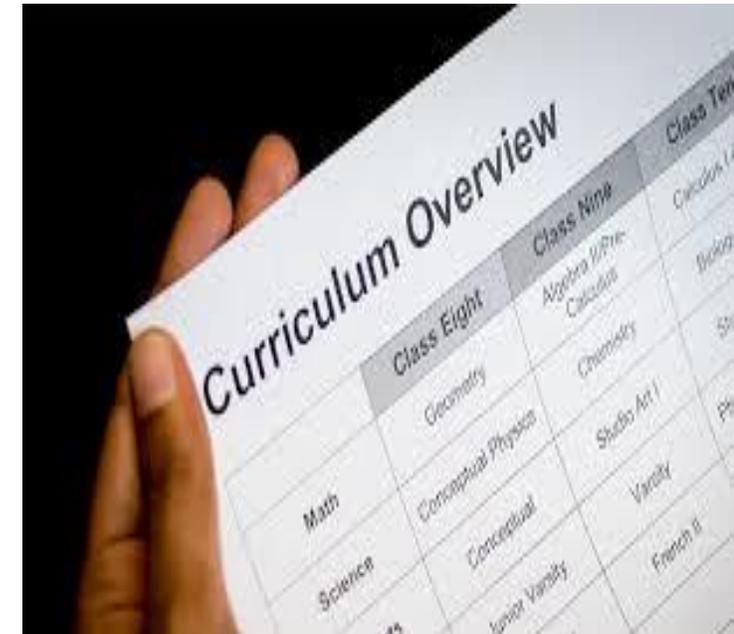
Inspectors will have a connected, educationally focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.



# The importance of the **curriculum**

'If [children's] entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Amanda Spielman, at the launch of Ofsted's Annual Report 2016/17

# The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- '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.



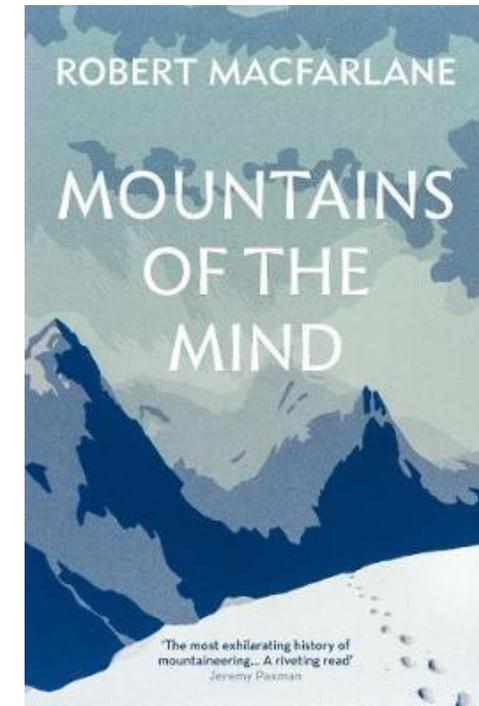


Knowledge does not sit as isolated 'information'  
in pupils' minds.



# Activity

- Individually, review the passage on the next slide.
- How might knowledge acquired through schooling help a reader to comprehend this passage?



## Extract from 'Mountains of the Mind' by Robert MacFarlane (2003)

I came to love them, these men: the polar explorers with their sledges, their songs and their soft spot for penguins; and the mountaineers with their pipes, their insouciance and their unfeasible stamina. I loved how inconsistent their rough appearance – their indestructible tweed breeches, their bristling mutton-chops and moustaches, the silk and the bear grease with which they insulated themselves against the cold – seemed to be with their almost fastidious sensitivity to the beauties of the landscapes they moved in. Then there was the combination of aristocratic finickiness (the sixty tins of quail in *foie gras*, the bow-ties and the vintage Montebello champagne that were carried on the 1924 Everest expedition, for example) with enormous hardihood. And their acceptance that a violent death was, if not probable, certainly very possible.

## You may have considered...

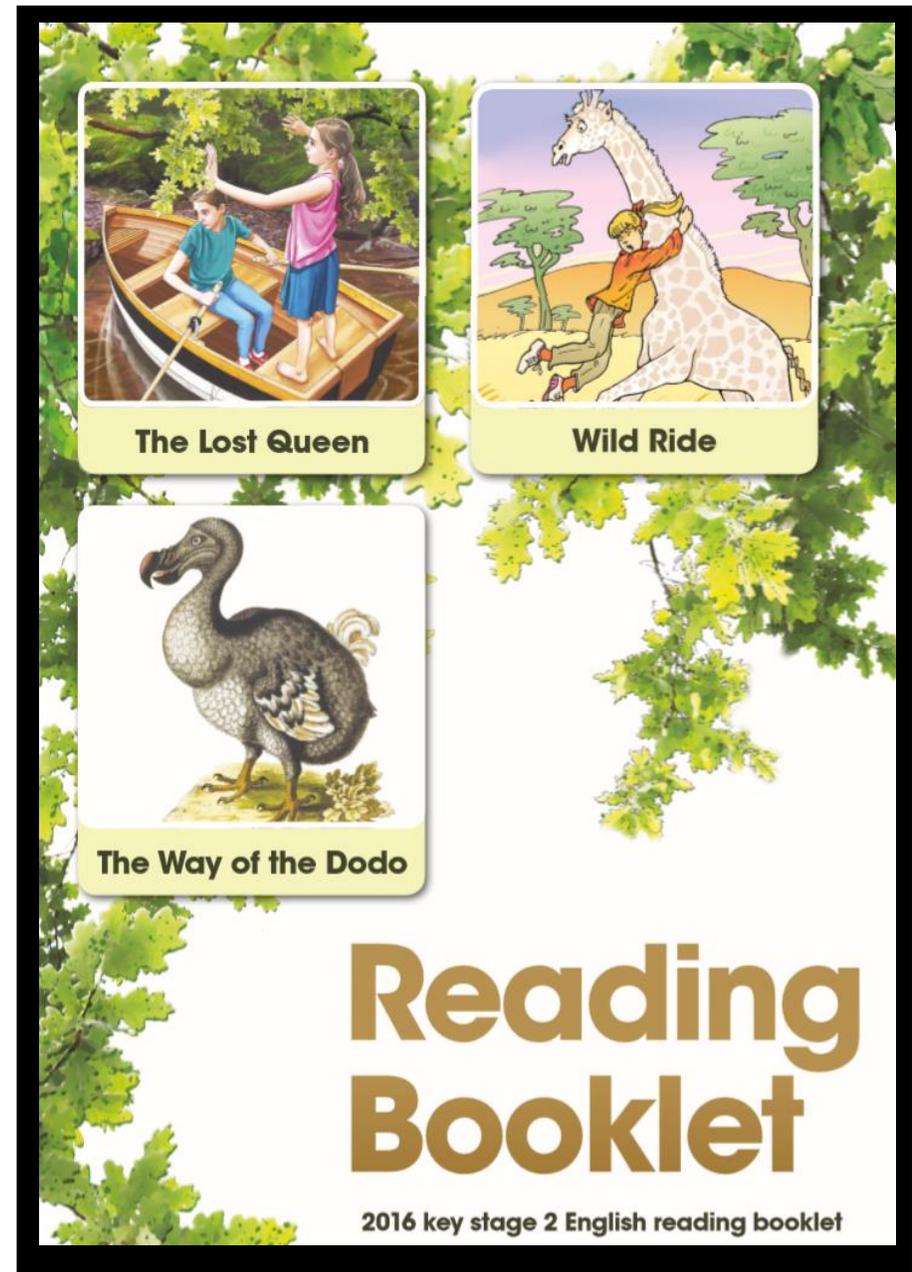
- A geographical knowledge of polar regions.
- A cultural knowledge of aristocratic stereotypes.
- Historical knowledge of the world before the technological developments of today.
- Biological knowledge about the human body and its reaction to extreme cold.
- Literary knowledge of how landscape is admired by romantics.
- A very rich knowledge of vocabulary.
- Knowledge of similar literary forms.

## What can we learn from this exercise?

- What we **know** allows us to read.
- In other words, it is our **prior knowledge** that enables us to comprehend new material. Knowledge is highly '**transferable**' between contexts.
- **Knowledge learned** across the curriculum facilitates comprehension.

Who recognises this booklet?

It contained passages with challenging subject themes, syntax and vocabulary.



## **The Lost Queen:**

Ancestors  
Struggle for the throne  
Rival families  
Family symbols  
Monument  
- All from history study

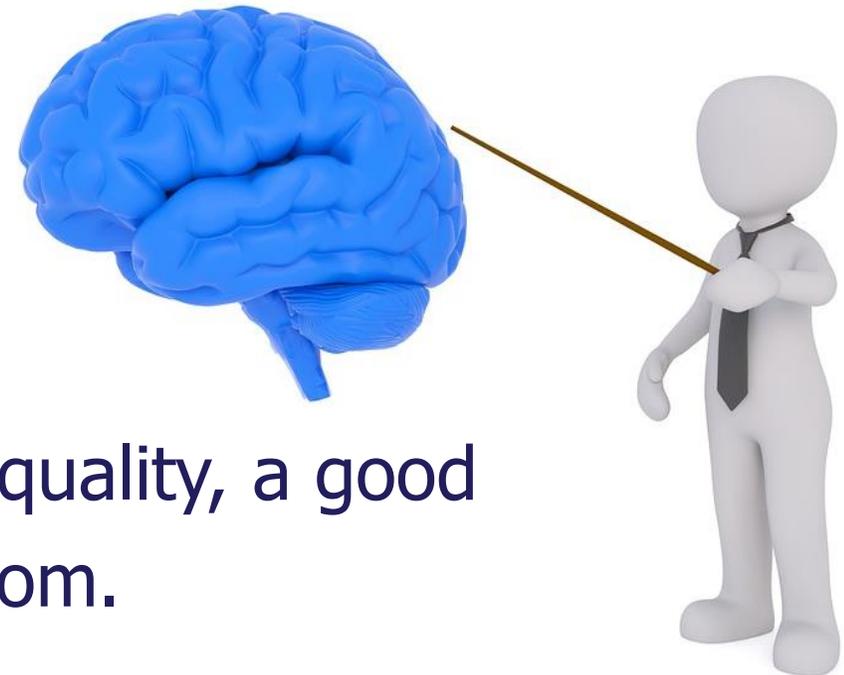
## **The Way of the Dodo:**

First sighted  
Extinct predators  
-All from science  
Paradise – from RE



# Vocabulary relates to academic success

- The reason is clear: vocabulary is a convenient proxy for a whole range of educational attainment abilities — not just skills in reading, writing, listening, and speaking **but also general knowledge of science, history and the arts.**
- If we want to reduce economic inequality, a good place to start is the subject classroom.



# Schooling is crucial for increasing the breadth of children's vocabulary

- Around 90% of vocabulary is only really encountered when reading and is not used in speech.
- Much fiction does not give access to the more academic vocabulary and syntax used for high-level GCSE, A level and beyond.
- Academic texts provide exposure to complex **vocabulary** and **ideas** that must be grasped in order to achieve academic success.

*Stanovich, K. E. (1993). 'Does reading make you smarter? Literacy and the development of verbal intelligence.' Advances in child development and behavior, vol. 24, pp. 133–180.*

# Skills and knowledge: a false binary

Progress

Progress

Skills

Knowledge





Skill  
(capacity to  
perform)

= Progress



Knowledge

Composite  
For example, learning to  
paint effectively with colour



Component =  
understanding basic  
colour theory  
(complementary  
colours/colour mixing)

Component =  
awareness of the  
effects/properties of  
different paints media  
(oil/watercolour/acrylic)

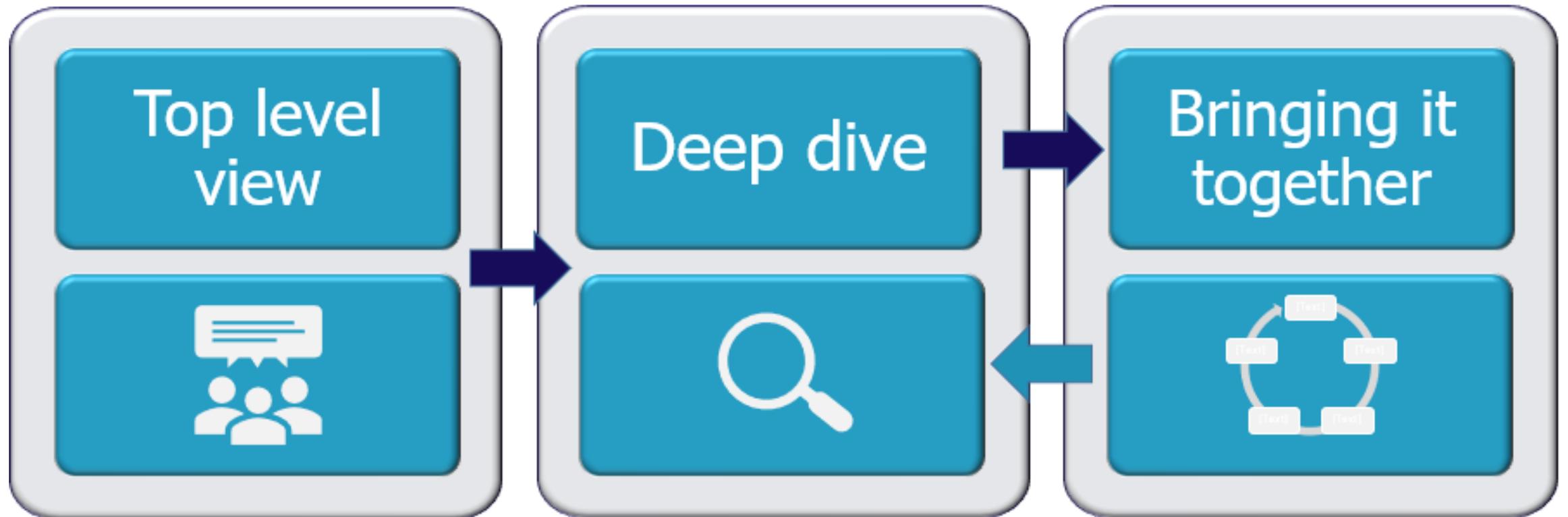
Component = paint  
effects (stippling/  
layering/ action  
painting/tonal/  
impasto/sgraffito)

Component = ability to  
understand and use key  
art-related resources  
(paper/ canvas/  
brushes/ easel)

**Components:** The building blocks that together, when known, allow successful performance of a complex task

**Composite:** a task that requires several building blocks or components

# Inspection model for quality of education



# What will be included in the deep dives?

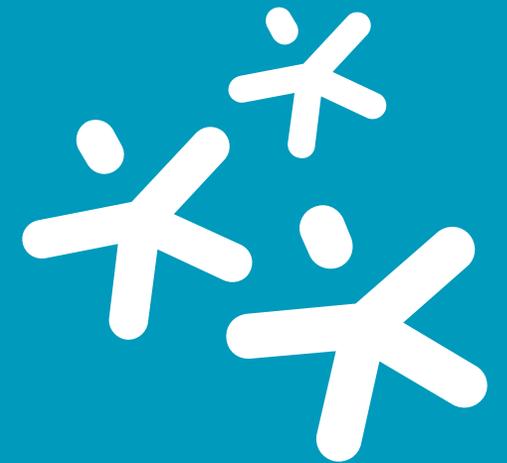


# Quality of Education

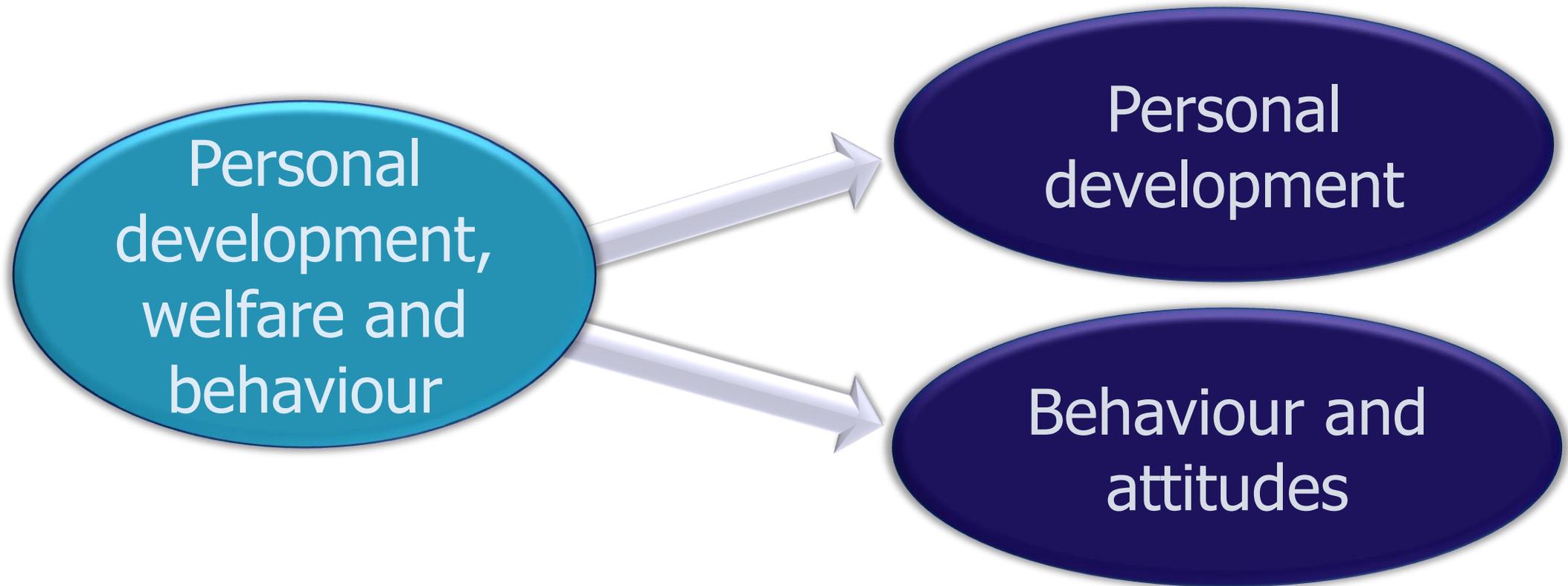
- Introducing a **new 'quality of education'** judgement from September 2019.
- The inspection handbooks have been **updated** to set out how this key judgement will be inspected in different contexts.
- Introducing a **transition period**, which will be reviewed after a year.



# Behaviour and attitudes and personal development



# Separate judgements for '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

# 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

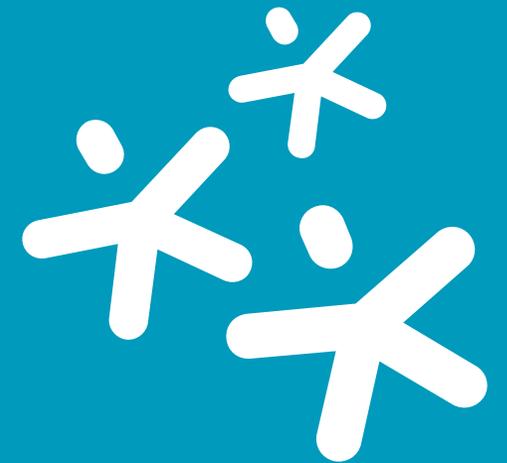


# Mental health

The education inspection framework is built around the factors that have the greatest protective effect for all children:

- a **good education**
- **high-quality pastoral care**
- a culture that promotes a strong **connection** between children and learners and their community (in this case, their school or provider).

# 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



## No on-site preparation

- We have listened to the concern about this proposal and we will **not** introduce on-site preparation.
- To keep the benefits, we will introduce a **90-minute telephone call** between the lead inspector and the headteacher, or their nominated delegate, during the afternoon before inspection begins.
- This will enable **professional dialogue** to begin about the education provided by the school and facilitate planning the inspection together.

# Governance

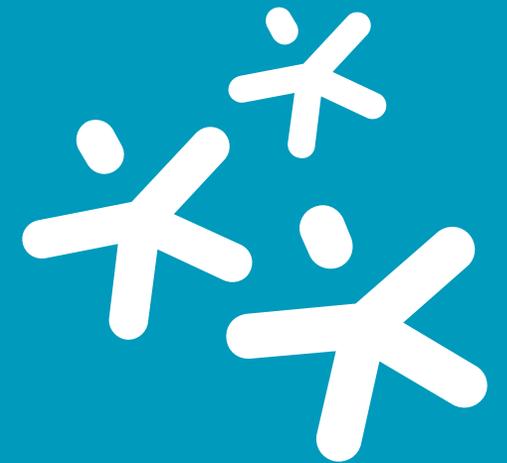
- Inspectors will seek evidence of the impact of those responsible for governance.
- The DfE's 'school governance handbook' sets out the purpose of governance which is to:
  - provide confident strategic leadership
  - create robust accountability, oversight and assurance for educational and financial performance.
- Inspectors will report separately and clearly on governance in the leadership and management section of the inspection report.

# Governance

Taken from the grade descriptor for **good** leadership and management in the school inspection handbook (May 2019)

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those responsible for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.

# Helping to reduce workload





## ‘Inspectors will not look at non-statutory internal progress and attainment data’

We proposed that inspectors will:

- **not** look at schools’ internal progress and attainment data for current pupils
- continue to have **regard to published** national data
- **focus on what is taught** and how it contributes to the school’s intent.

# What we will do in response

- We will **proceed** with inspectors **not** looking at non-statutory progress and attainment data.
- Inspectors will ask what **leaders understand** about progress and attainment in the school, and will then say 'let's see that first-hand, together'.
- Inspectors will **consider the actions taken** by schools **in response to their understanding** of progress and attainment, and the impact of these actions.



## Reference to specific learners

Leaders must have a clear and ambitious vision for providing high-quality, inclusive education and training to **all**.

# Special education needs and disabilities

SEND considerations continue to be an important aspect of inspection. Feedback has helped to make this aspect stronger.

**Revisions made to inspection handbooks** about what inspectors will take into account include:

- remembering that pupils with SEND have varied starting points
- taking into account complex vulnerabilities, which may mean additional safeguarding challenges
- having high expectations when looking at the behaviour and attitudes of pupils with SEND
- ensuring that we all have high expectations for pupils with SEND.



# Early years in schools

- We received a number of responses that the judgement criteria for early years provision in the schools inspection handbook did not align with the criteria for registered early years settings.
- It was felt that the criteria for schools was too focused on Reception-age children and did not take enough account of schools with two- and three-year-olds.



# Early years in schools

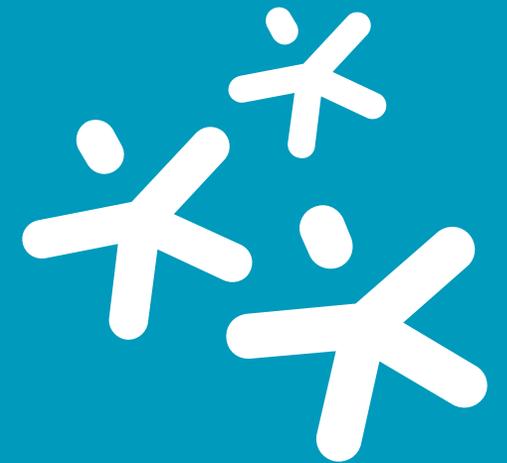
## What are we doing in response

We have:

- aligned the schools handbook closely with EY handbook for registered settings
- reviewed the judgement criteria, and this section now has more emphasis on EY provision for two- and three-year-olds as well as still identifying specific criteria that are applicable for Reception-age children
- added a section to clarify the approach to inspecting a maintained nursery school.



# Proposed changes to section 8 inspections of good schools



# Changes to section 8 inspections



- Purpose of a section 8 inspection of a good school remains the same: to **confirm** that a school remains good.
- The proposed 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 elements of behaviour, personal development without 'grading' them specifically.

# Changes to section 8 inspections

- Increasing the length of section 8 inspections from one day to **two days for most schools.**
- Schools with **150 or fewer pupils** on roll will continue to receive a **one day inspection.**
- The **two day** inspection will apply to **all** special schools and pupil referral units.



## Further detail is available

- **School Inspection Handbook (EIF):**

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

- **Section 8 School Inspection Handbook (EIF):**

<https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif>

- **Inspecting the curriculum** – revising inspection methodology to support the education inspection framework:  
<https://www.gov.uk/government/publications/inspecting-the-curriculum>

## Further detail is available

- **Curriculum roadshow** – slides and videos live on website now: <https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>
- **Videos** about key topics (e.g. knowledge, skills, curriculum, data) – live now: <https://www.youtube.com/watch?v=xZhhPLsO8mY&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>
- **Research commentary** – setting out the evidence upon which the judgement criteria are based: [www.gov.uk/government/publications/education-inspection-framework-overview-of-research](http://www.gov.uk/government/publications/education-inspection-framework-overview-of-research)

Thank you!



# Ofsted on the web and on social media

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