

Education Inspection Framework

Ofsted Update

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The EIF: 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**.
- **Teaching to the test** and a **narrow curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able children**.
- The EIF puts the **curriculum at the heart** of the new framework, putting the focus on the **substance of education**.



Our focus

'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 – challenging **gaming** and '**off-rolling**'.



EIF 2019 – inspection judgements

Overall effectiveness

75% of the public and sector agreed or strongly agreed with the approach of our 'Quality of Education' judgement in our recent consultation

Quality of education

Behaviour and attitudes

Personal development

78% of the public and sector agreed or strongly agreed we should introduce our new 'Behaviour and Attitudes' and 'Personal Development' judgements

Leadership and management

The quality of education: the overall picture

An underwater photograph of a vibrant coral reef. Sunlight rays penetrate the clear blue water from the top. Numerous colorful fish, including orange and yellow ones, swim around the diverse coral structures. The text "Quality of education" is written in a light blue, sans-serif font across the upper portion of the image.

Quality of education

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.

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.

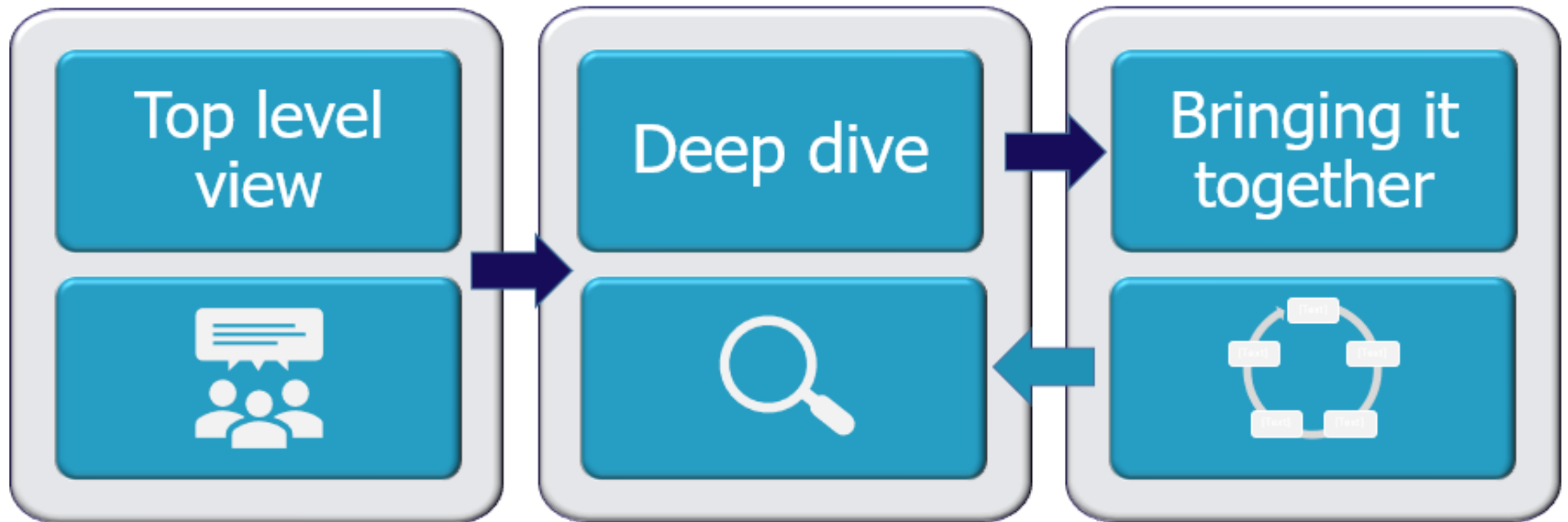


Education inspection framework: Inspecting the substance of education

Section 5 Inspection



Inspection model for quality of education



SEND methodology:

Top-level view:

SEND context and ambitions

Organise a sample of pupils with SEND in at least two subject deep dives with copies of EHC and SEND support plans.



During deep dives:

Is the curriculum **implemented for pupils with SEND. What are they learning?**

How well are they **involved in school life?**



Day 2:

Dialogue with SENCo and sample group of pupils with SEND.

Review the day 1 and 2 evidence and evaluate the quality of education for SEND.

Pre-inspection call

Other
preparation

Education-focused
conversation

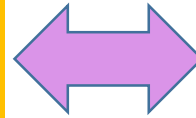
A shorter planning
conversation

Section 5 - Education-focused conversation

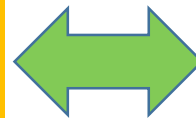


Context and challenges

The **curriculum**:
How are leaders
ensuring and
assuring appropriate
content choices and
sequencing



Progress since the
previous inspection



Subjects, year
groups, phases
including
timetables*

Behaviour & attitudes
and personal
development

What subjects should be selected for deep dives?

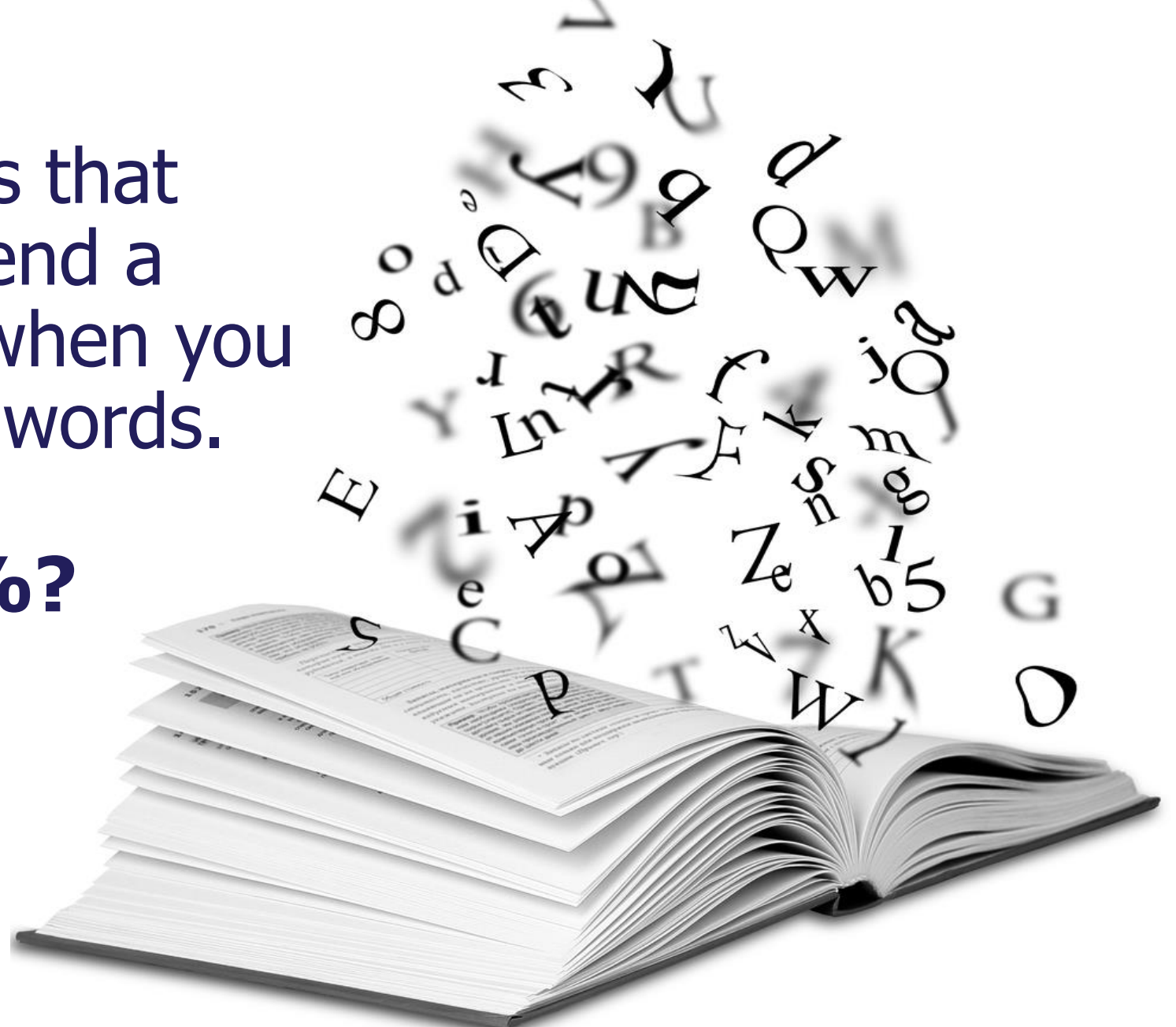
- At least **four** deep dives.
- **Reading** will always be a deep dive in primary.
- Deep dives must include **at least one foundation subject**.
- Deep dive subjects must be on the **curriculum** (for example, not PD or careers).
- Use published, **validated** data and top-level discussion. Identify what might be strong /weak.
- **Agree** subjects with headteacher (sampling from areas leaders say are strong/weak/developing and those indicated by published data).

The importance of vocabulary knowledge

dictionary /'dɪkʃənəri/ *n.* (pl. dictionaries) a book listing (usu. alphabetically) the words of a language, explaining the words and giving corresponding words in other languages. 2 reference book explaining the terms of a particular subject.

Research suggests that you can comprehend a text comfortably when you know 98% of the words.

So...why is it 98%?



Activity

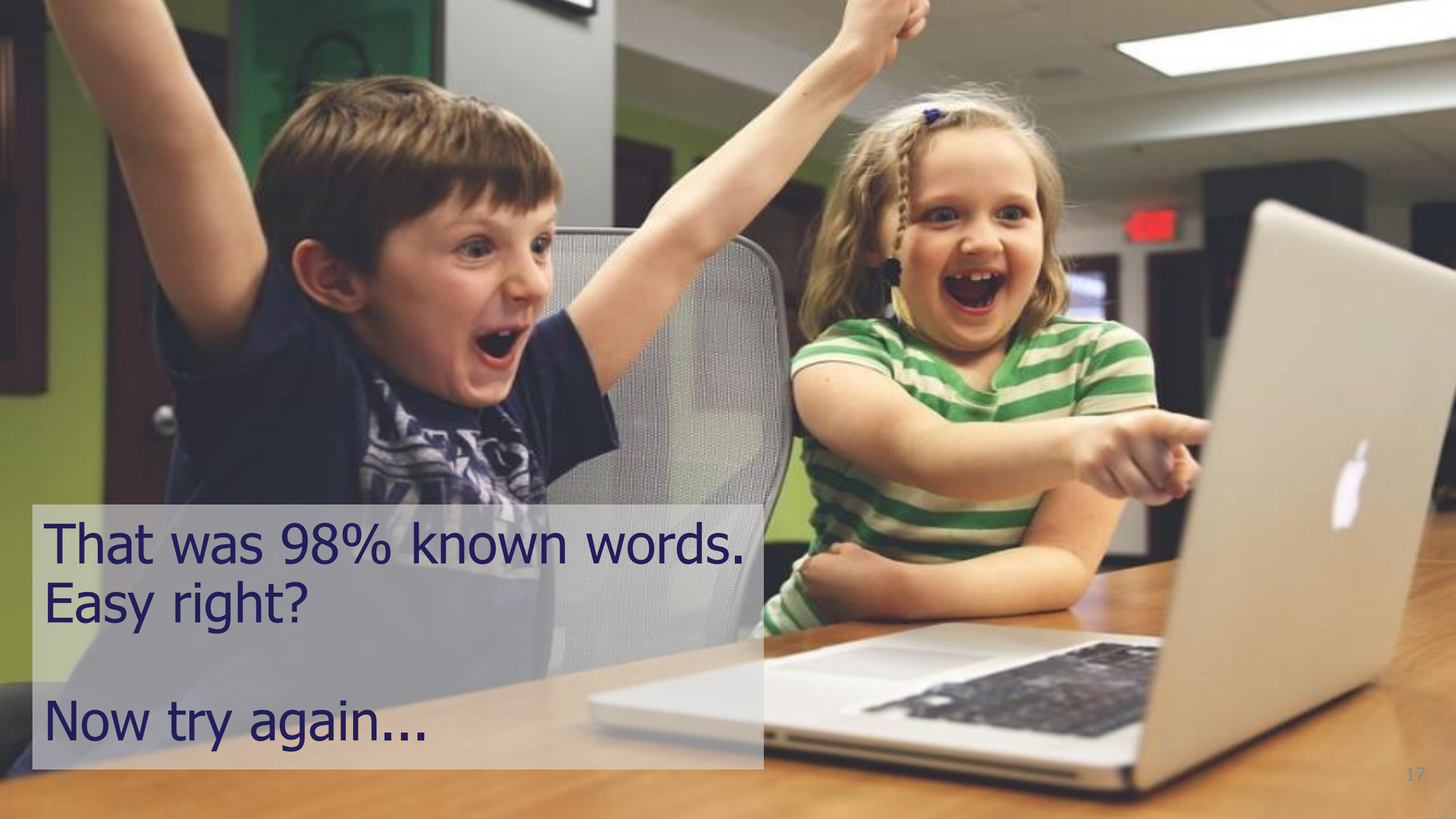
Part 1

- Read the text on the next page..
- Read it at **natural speed without stopping.**

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

Every morning, you get up and take the train to work. Every night, you take the train again and go home. The train is always crowded. When people ask you 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 shnooling. Sometimes you don't see a shnool all day. You are tired. You are so tired.



That was 98% known words.
Easy right?

Now try again...

Activity

Part 2

- Read the text on the next slide.
- Read it at **natural speed without stopping.**

On your tables, quickly discuss and agree what you think the % of known words is in this case.

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 dowangle?” 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 farfooles. 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.

Activity

It's actually **95%**. A little harder but still not too bad.

Part 3

- Next try 90%.
- Again, read it at natural speed without stopping.

“What’s prippy fy?” you ask yourself.

Suddenly, a man runs by. He is viggling toward the crawn koffon. 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 frickes. You look up. Three people are waving at you from across the street.

Activity

- If you are like most people, you are starting to get confused at this point. You could do it, yes, but it is definitely impacting on fluency.
- For many pupils and students, this is where “fun” starts to turn into “work”.

Part 4

- Have one last go – see what you think the percentage of known words in the next extract.

"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 beofeurn 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 then ON THE FRIB!..."

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

How did you do?

Are you ready for your timed comprehension test?



- Progress means knowing more and remembering more.
- Vocabulary size relates to academic success.
- Schooling is crucial for increasing the breadth of children's vocabulary.
- Background knowledge is essential for understanding and comprehension of new material.
- Think about sequencing the curriculum.



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.

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

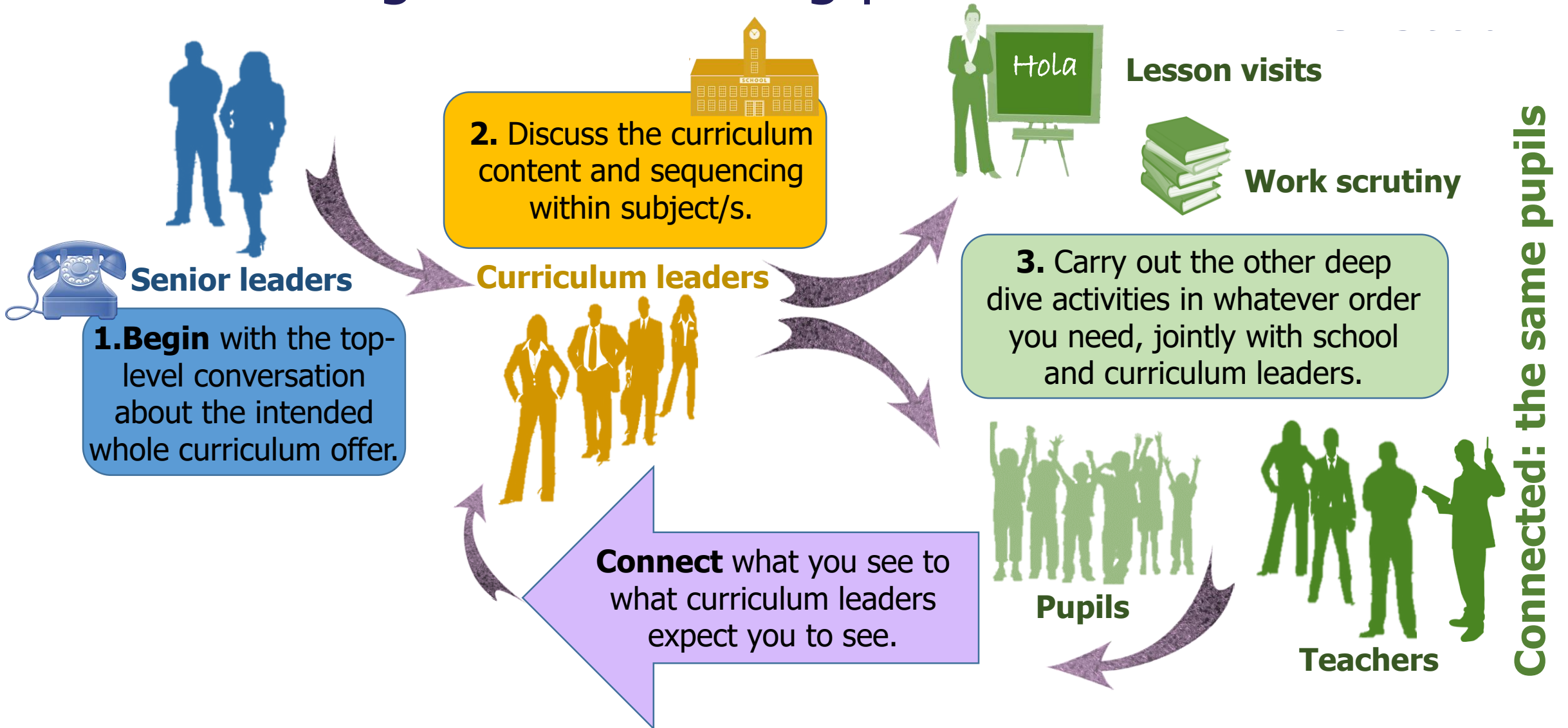
- 🔗 Around 90% of vocabulary is only really encountered when reading and is not used in speech.
- 🔗 Much fiction does not give access to the more academic vocabulary and syntax used for high-level GCSE, A level and beyond.
- 🔗 Academic texts provide exposure to complex **vocabulary** and **ideas** that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

What will be included in the deep dives?



Connecting back to the big picture




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

- 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



Where you focus when

| Day 1 | | Day 2 | |
|----------------------|---|----------------------|--|
| Quality of education | Deep dives into selected subjects  | Other key judgements | Build on and secure evidence for other key judgements |
| | Evidence collected from deep dive inspection activities will contribute to other key judgements, such as behaviour and attitudes. | | |
| | Safeguarding | Quality of education | Systemic? Day 2 – plan a brief check in other subjects |

EIF 2019 – inspection judgements

Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Positive impact of leadership?



Governance

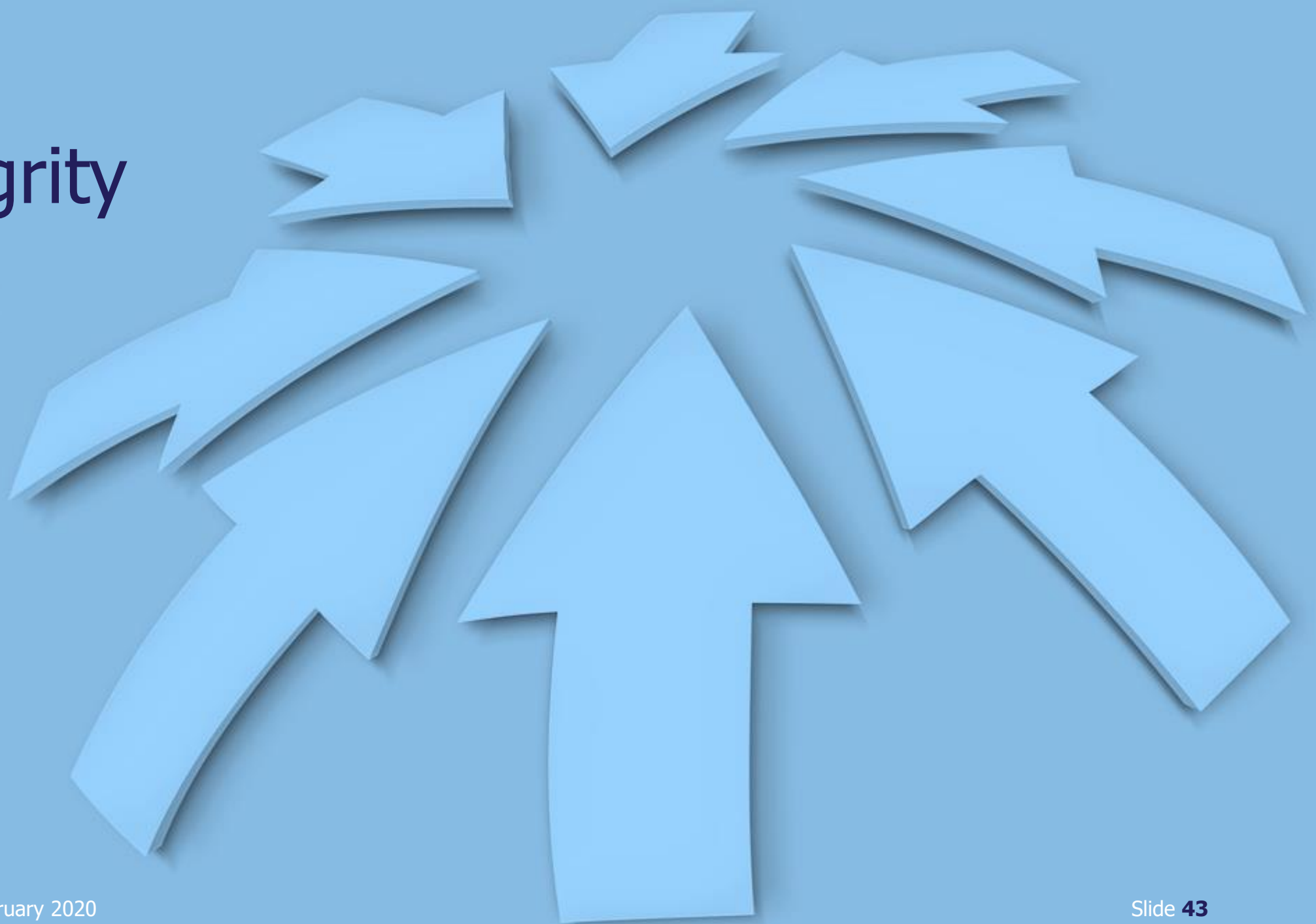
Talking to the right people... about the right things

- 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.

Integrity



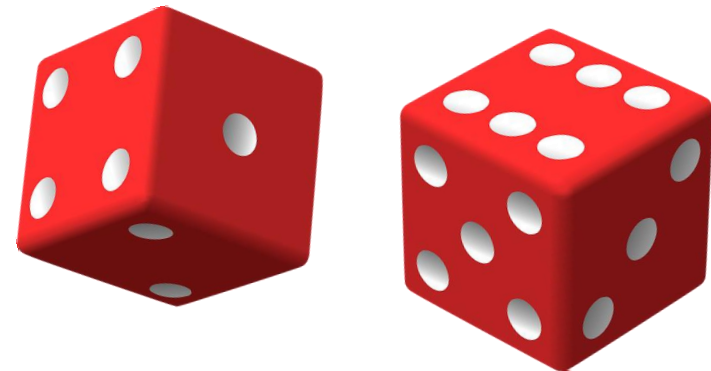


“Two words that sum up my ambition for the framework and which underlie everything we have published today: substance and integrity. One thing I hope will flow from this new approach is that **integrity** will be properly rewarded.”

16 January 2019

Integrity: gaming

- Are leaders making sure that pupils are entered for courses that are in their best educational interest?
- The IDSR will provide inspectors with areas to investigate where nationally available data suggests that gaming may be taking place.
- Inspectors will also challenge leaders about unusual patterns of recording attendance.



Integrity: inclusion and **off-rolling**

'The practice of removing a pupil from the school roll without a formal permanent exclusion or by encouraging a parent to remove their child from a school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of gaming.'

(para 254 School inspection handbook)

Integrity: inclusion and **off-rolling**

- Inspectors will be interested in high numbers of pupils moving on or off roll (pupil movement), but this may not mean in itself that off-rolling is taking place.
- Inspectors should consider the context, scale and impact of any off-rolling.
- If inspectors suspect that off-rolling is taking place there are several inspection activities that can undertaken...

Education inspection framework: Inspecting the substance of education

Section 8 Inspection



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.



Section 8 handbook. Inspectors will:

- **focus primarily on QE** during an s8 inspection
- focus on safeguarding in the **same** way as on an s5 inspection
- **not** make a judgement on all the criteria contained in the behaviour and attitudes/personal development judgements
- consider whether the school has **high expectations** for pupils' **behaviour** and that **bullying** is not tolerated
- be particularly **alert** to any evidence that suggests that the school may be **gaming/off-rolling**
- consider staff workload/bullying or harassment issues.

Put simply....



The same

Quality of
education.

Safeguarding.



Four key questions

1. High expectations for behaviour/bullying not tolerated?
2. Gaming and off-rolling?
3. The extent to which the curriculum goes beyond the academic, vocational or technical (offer for disadvantaged pupils)?
4. Staff workload and protection from bullying and harassment?

Section 8 - Education-focused conversation



Context and challenges

The
curriculum:
How are leaders
ensuring and
assuring
appropriate
content choices
and sequencing?

Progress since the
previous
inspection.

Subjects, year
groups, phases,
including
timetables.

Low-level
disruption/bullying.
Gaming/off-rolling.
Pupils' wider
development.
Workload.

A quick reminder...

- **Outcome 1:** the school continues to be good/outstanding.
- **Outcome 2:** the school remains good but there is evidence that the school **might** be judged outstanding if it received a section 5 inspection **now**.
- **Outcome 3:** the school is **likely** to be judged less than good if it received a section 5 inspection **now** but there are **no serious concerns**. The next inspection will be a section 5.
- **Outcome 4:** there are **serious concerns** about QE, behaviour, gaming (including off-rolling) or safeguarding. The inspection converts to a section 5 usually within 48 hours.

Changes to reporting



Inspection reports

- We have revised our approach to reporting under the EIF across all remits.
- The purpose of our reports continues to be to **inform public users and to help providers improve.**
- User research has told us that parents and others would prefer **reports to be shorter and clearer.**
- Our reports must be useful for those we **inspect.**
- New reports will reflect more accurately and vividly **what makes individual providers unique.**
- Reports will continue to give some providers direction about areas that they can improve on.
- This approach will complement our emphasis on professional dialogue between inspectors and leaders throughout the inspection. The main points of this discussion will be reflected within the reports themselves.

Thank you



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

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