

The Education Inspection Framework 2019

Ofsted Update

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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

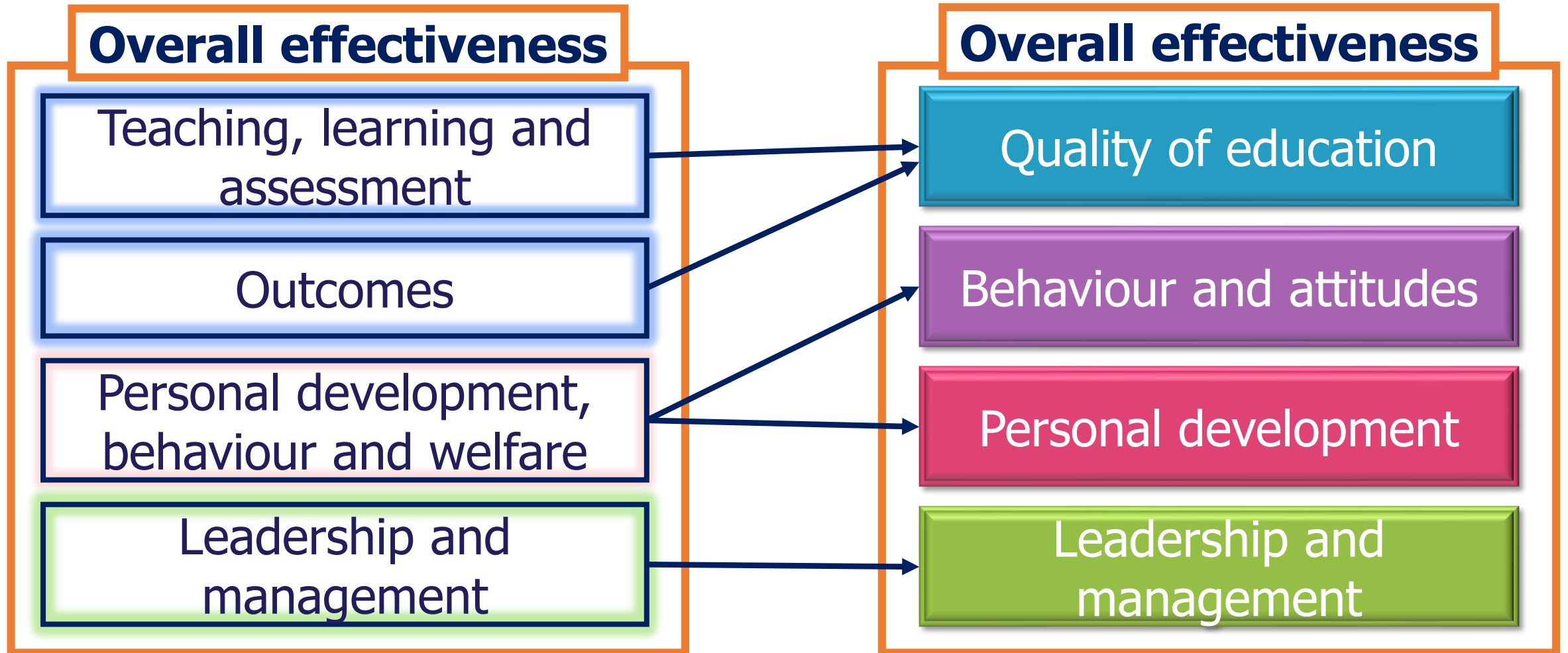
Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Judgement areas: evolution, not revolution



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**).'



The quality of education: the overall picture



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 in the 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.

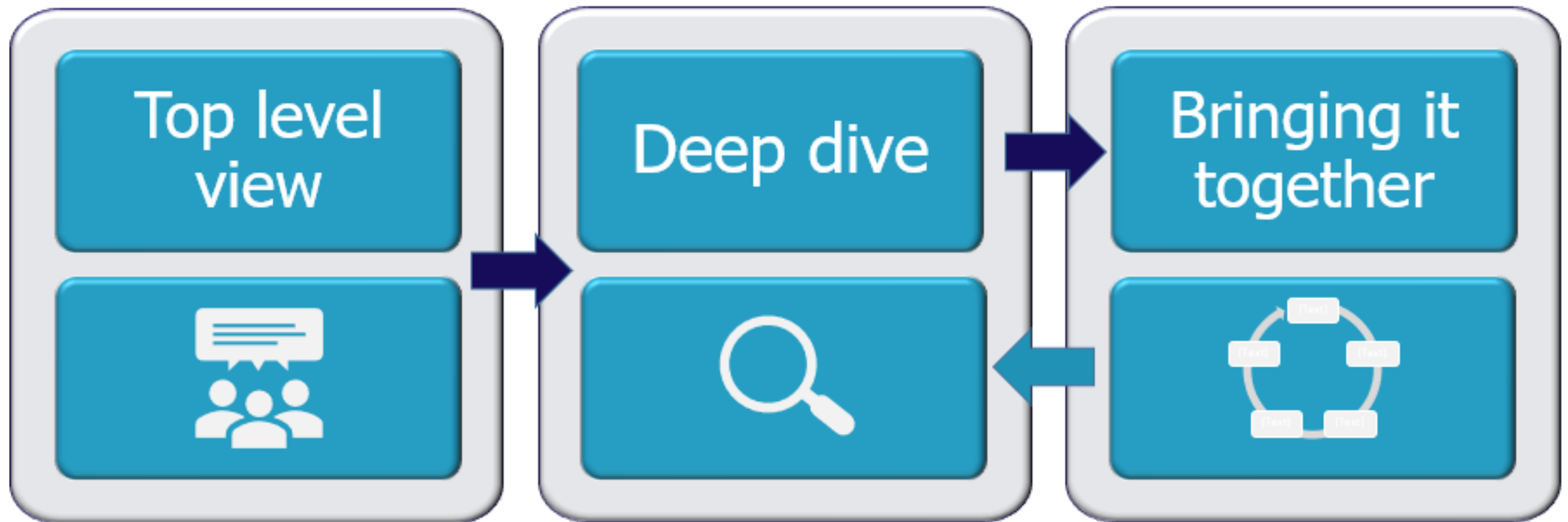


Education inspection framework: Inspecting the substance of education

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

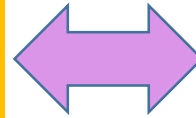
A shorter planning
conversation

Section 5 - Education-focused conversation

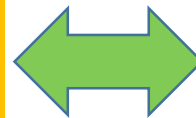


Context and challenges

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

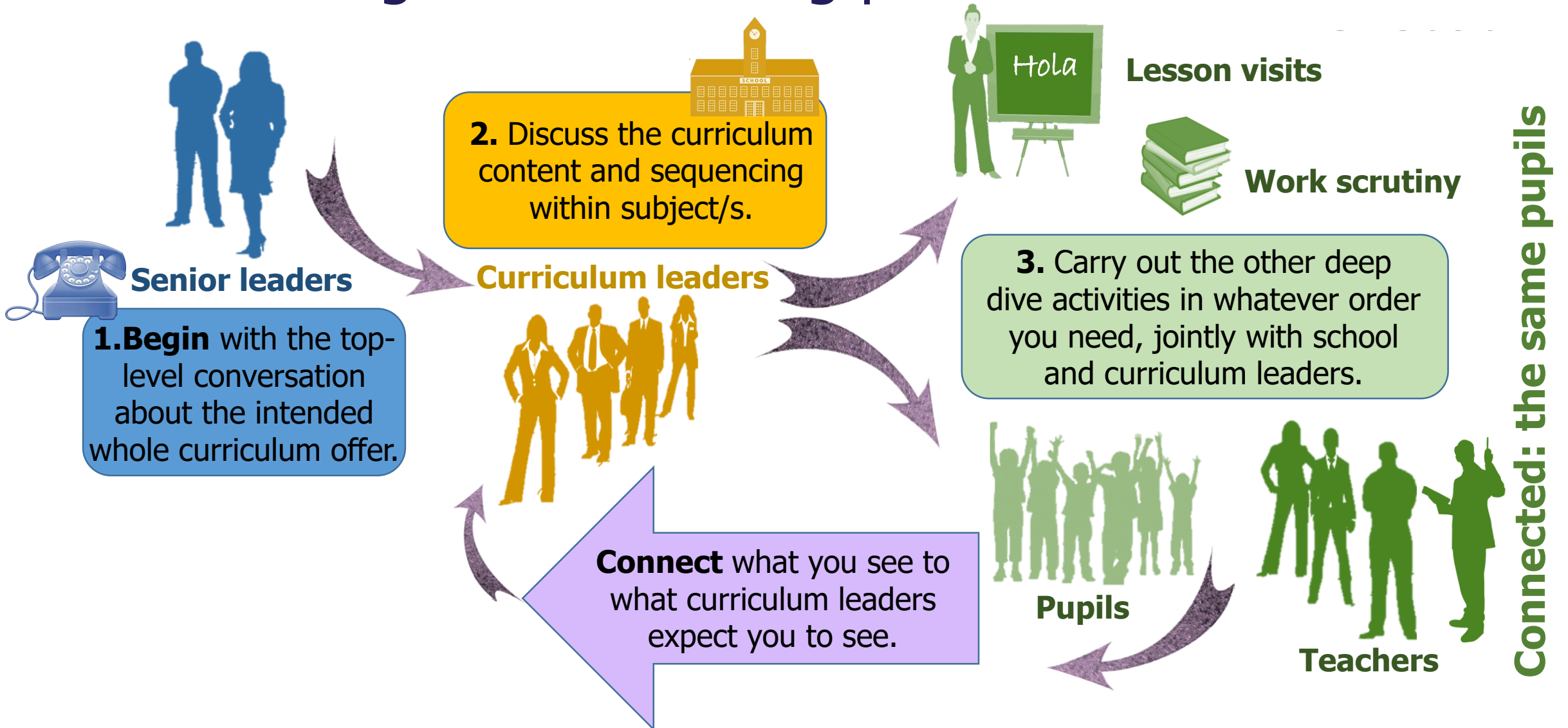
What subjects should be selected for deep dives?

- 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).

What will be included in the deep dives?



Connecting back to the big picture



Early Reading (1)

In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2

Early Reading (2)

- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading.

Getting past the general to the specific

Some questions we can ask:

- How do leaders know if pupils 'learn the curriculum'?
- To what extent do leaders understand that the 'curriculum is the progression model'?
- What are the reasons for differences in subject effectiveness across the school?
- How do leaders quality assure the curriculum and in what ways and what difference is it making?
- Can leaders explain the focus, rationale and impact of staff training on the curriculum?

Key messages for work scrutiny:

- This is a step change: work scrutiny is **not** about judging progress, but it **is** about seeing whether the planned curriculum has been taught in practice.
- What is the scope of the planned curriculum, and is it being covered?
- **A key question:** Are pupils drawing upon a wide range of prior knowledge?
- Evidence will not just be in books – particularly for subjects such as music, drama, art and PE.

Discussions with teachers

- Discussions with a **group** of staff from **the same subject** are an effective way of understanding teachers' curriculum and pedagogical choices.
- This works well where the discussion includes **all or most of the staff seen teaching** during the inspection.
- Ideally it will involve all those staff from the deep dive – including those who have not been seen teaching, but will have contributed (e.g. others in a subject department/phase/key stage).
- Discussions should explore how teachers are helped to improve their **subject knowledge, alongside their pedagogical knowledge**. How are specialists and non-specialists supported?

Discussions with pupils

- As part of a 'deep-dive', **inspectors should select a group of pupils** to talk to. Most of these pupils will be drawn from lessons visited.
- Inspectors have found it helpful to talk with **pupils in two or more year groups** in a meeting, so that subject progression and learning over time can be gauged.*

Important considerations

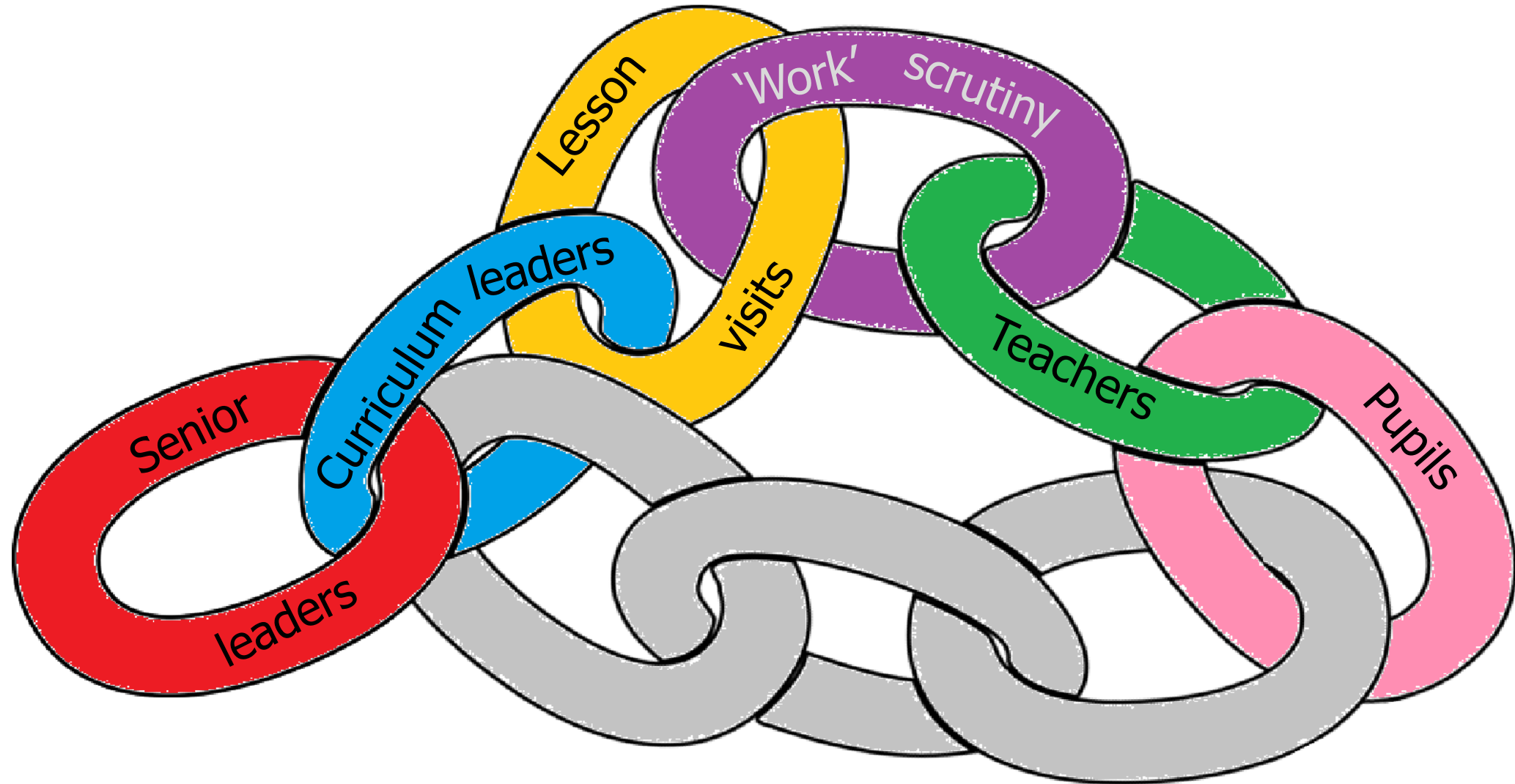
- A lesson **cannot** be judged as an individual unit; it should be understood as **part of a sequence**.
- Work scrutiny will form a part of the evidence we use to judge whether the **intended curriculum is being enacted**.
- Inspectors can make appropriately secure judgements on curriculum, teaching and behaviour across a particular deep dive when **four to six lessons** are visited.
- Inspectors should review a minimum of **six workbooks** (or pieces of work) **per subject per year group**, and scrutinise work from **at least two year groups**.

‘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



The curriculum deep dive



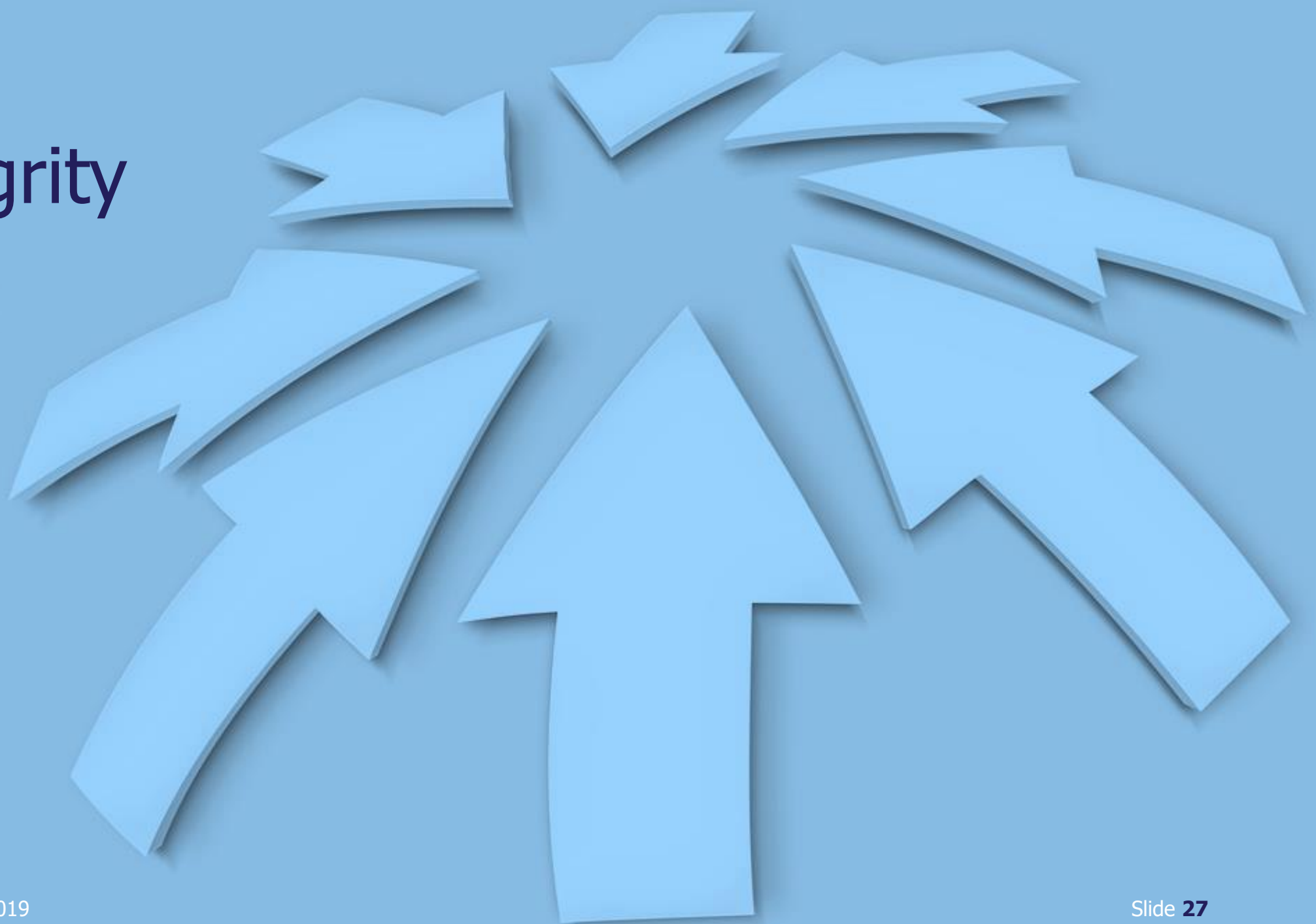
Where you focus when

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

Inspecting off-site provision

- Why leaders consider off-site provision to be the best option for the pupils concerned.
- Leaders' processes for checking registration and safeguarding.
- How leaders ensure that pupils benefit from a well-taught, broad and balanced curriculum.
- Pupils' attendance, attainment, progress and behaviour.
- Pupils' personal development.
- The off-site provision's most recent Ofsted inspection report.

Integrity



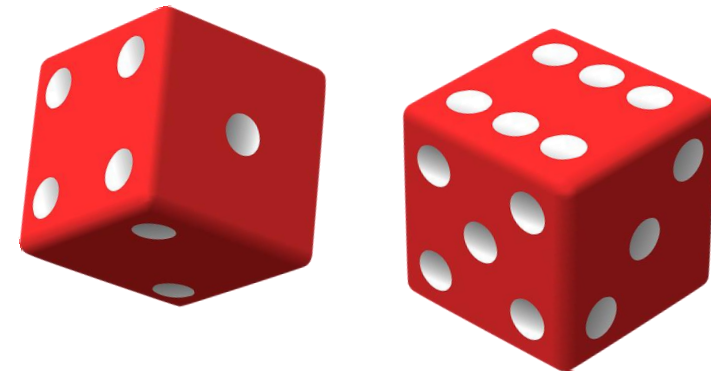


“Two words that sum up my ambition for the framework and which underlie everything we have published today: substance and integrity. One thing I hope will flow from this new approach is that **integrity** will be properly rewarded.”

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...

Integrity: Inclusion and **off-rolling**

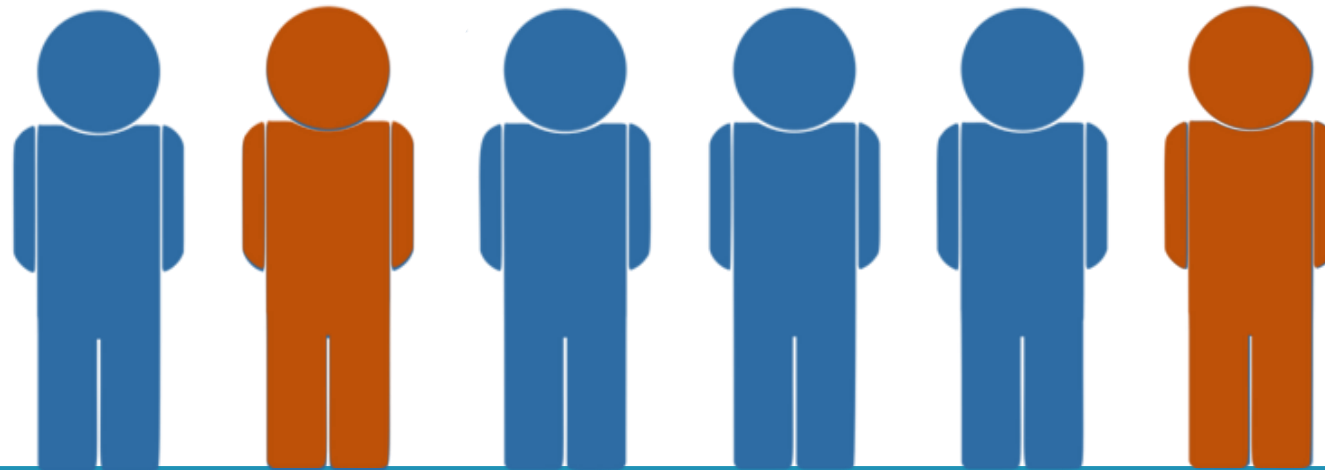
Explore:

- what leaders, including governors know about pupil movement in their school
- whether pupil movement is a significant issue in any particular year group
- whether any groups of pupils disproportionately represented in those who have left the school
- correspondence and records from a sample (chosen by inspectors) of pupil who have left the school.



Leadership and management (Grade 4)

- There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll and leaders have taken insufficient action to address this.



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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