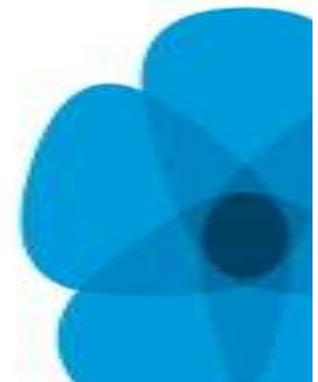


New Ofsted Education Inspection Framework 2019

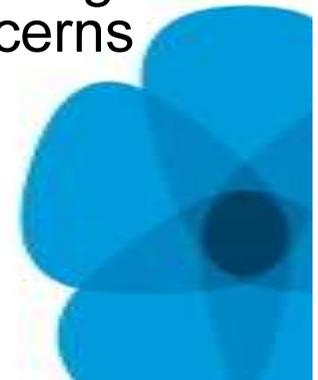
An introduction to the intentions and key ideas underpinning the consultation documents

Eric Halton,
County Education Manager



Background and Intention

- launch of formal consultation for the education inspection framework 2019 (EIF 2019)
- Ofsted believe it is “the best-researched, most thoughtfully developed framework”
- Focuses on what matters educationally, looking at a wide range of evidence with data as a starting point. Performance measures more in the context of the quality of education provided
- Attempts to refocus leadership away from second guessing inspection as the key driver and address workload concerns



Essential Reading

- Education inspection framework: overview of research, Ofsted, 2019
www.gov.uk/government/publications/education-inspection-framework-overview-of-research
- Ofsted inspection handbooks: drafts for consultation, Ofsted, 2019;
www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation



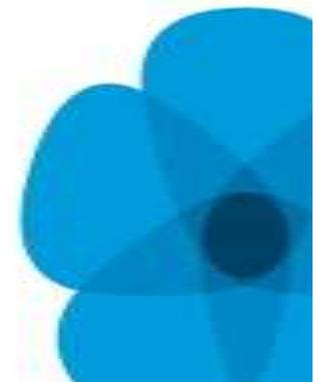
Overall

- **Research** evidence
- Much is **very similar** to existing and changes largely as **anticipated**
- A steady thread throughout of focus on impact of “**curriculum**” as key indicator of the quality of education offered and experienced
- Strong references to **poor leadership practices** in relation to inclusion (**off rolling**) and curriculum narrowing (**gaming**)



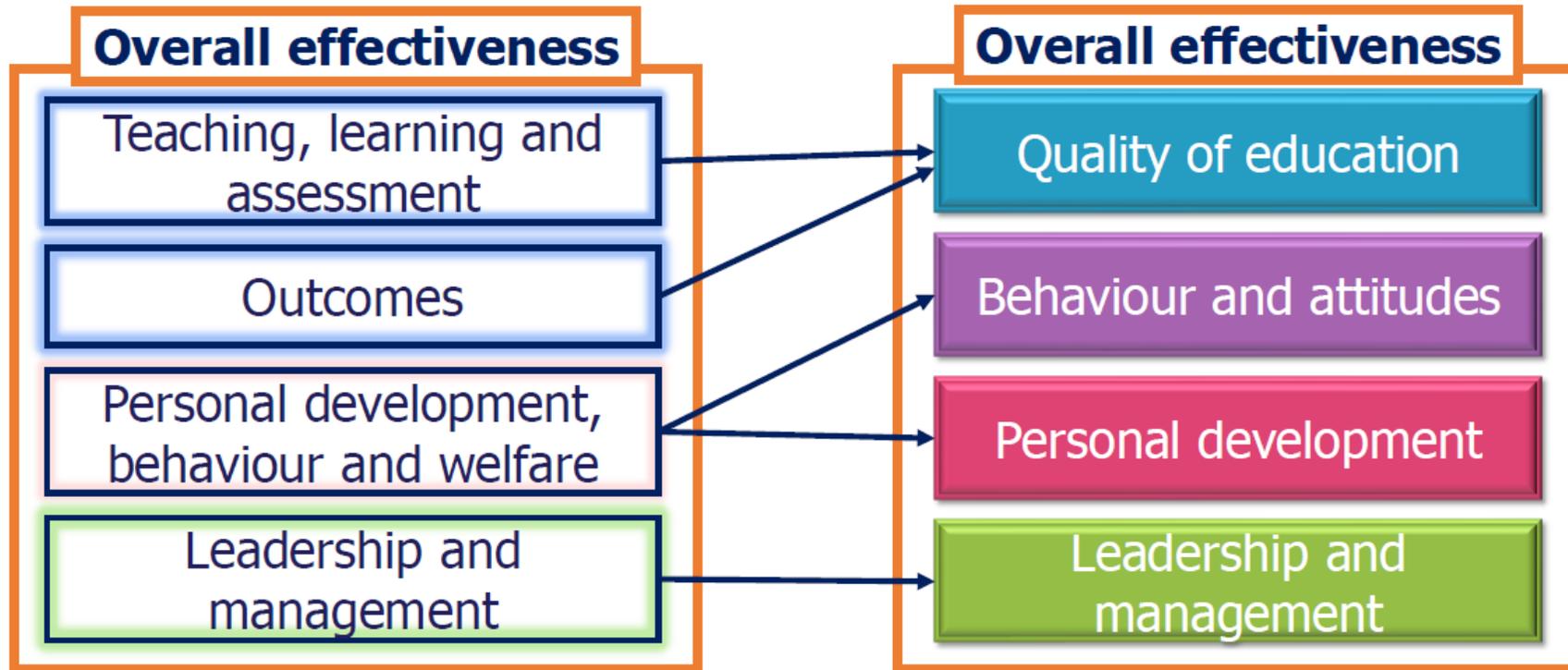
What is staying the same?

- **Overall effectiveness** grade remains
- Separate judgements on **early years** and **sixth form** provision (Section 5 inspections)
- Outstanding, Good, RI, Inadequate **same four gradings**
- Good schools: starting **assumption** is that they remain good (Section 8 inspections)
- Continued sharp focus on **safeguarding**



Key changes to current framework

Judgement areas: evolution, not revolution



Proposed changes to the administration of inspections

Framework

- **Section 8** inspections of good schools will look at specific elements but not grade them separately
- **Two days** instead of current one day “light touch”
- **On site preparation** the half day before the inspection starts

Potential risks

- **Lack of clarity** about how section 8 (Monitoring of good schools) and section 5 (Full Inspection) will differ
- Two days: **light touch?**
- Same day ‘on-site preparation’ afternoon at the school has **major implications for “readiness”**



Early Years element of framework

Framework

- Separate section on Early Years affirms significance
- What children learn (the curriculum) and how children learn (characteristics of effective learning) remain central

Questions

- Greater focus upon curriculum but “knowledge” emphasised
- Greater emphasis on RWM not at expense of holistic areas of learning
- Characteristics of Effective Learning
- ‘Enjoyment’ and ‘Happy’.



Post 16 and other settings

Framework

- School **sixth forms** will retain a separate grade
- **Special schools** focus on meeting needs, ambitiously
- **Education Centres**; recognition of complexity and vulnerability but focus on impact (off site alternative education)

Potential risks

- Could have more focus on **careers and employability?**
- Doesn't highlight importance of **sustained** progression ?
- Legal obligation on schools to promote **technical and work based options** at KS4 is not addressed?
- Sixth forms in 11-16 school inspections may **lack rigor?**



Five key consultation questions

Question 1:

To what extent do you agree or disagree with the **proposal to introduce a 'quality of education' judgement?**

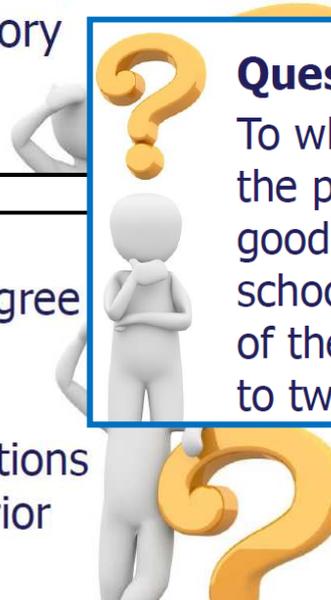
Question 2:

To what extent do you agree or disagree with the **proposed separation** of inspection judgements about learners' personal development and learners' behaviour and attitudes?



Question 3

To what extent do you agree or disagree with our proposal not to look at non-statutory internal progress and attainment data and our reasons why?



Question 4

To what extent do you agree or disagree with the proposed focus of section 8 inspections of good schools and non-exempt outstanding schools and the proposal to increase the length of these inspections from the current one day to two days?

Question 5

To what extent do you agree or disagree with the proposed introduction of on-site preparation for all section 5 inspections, and for section 8 inspections of good schools, on the afternoon prior to the inspection?



The Curriculum is given prominent attention in judging the quality of education:

- **Intent, Implementation, Impact** (outcomes)
- If pupils attain within a well-sequenced, well-constructed curriculum, they are **making progress** (knowledge focused)
- KS1 priority is pupils learn **phonics**, develop into **fluent, confident readers** and gain a secure grasp of **mathematics**
- In key stages 2 and 3 (especially), study a **full curriculum** and have **extra-curricular provisions**: explore talents, take pride in their achievements, and pursue their interests and ambitions not purely skills for future employment



How evidence is gathered

- review a school's overall **curriculum planning**
- priority will be to collect **first-hand evidence** during inspections: acquisition of **knowledge, understanding and skills**
- **not** review **internal** performance data for current pupils
- greater emphasis than before on speaking to **curriculum and subject leaders** within the school
- listen to **pupils read** and look at examples of **pupils' work** for evidence of progression

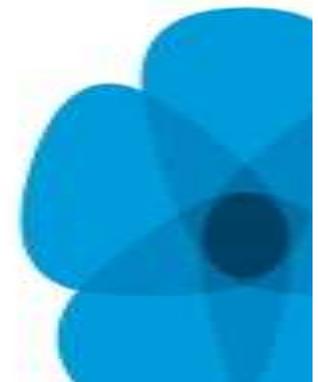


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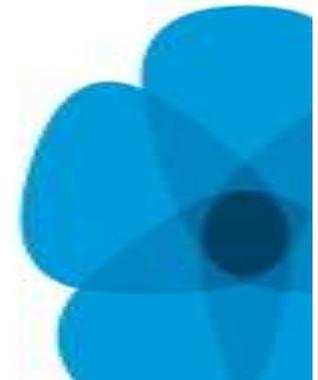


- Compounding outcomes, teaching, assessment and curriculum into **one judgement** is adding considerable weight into one area: is it **practical**?



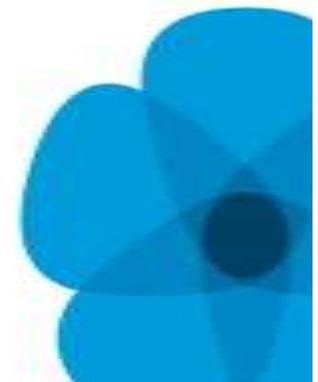
Risks and unintended consequences?

- Is the effective delivery of the National Curriculum (and RE) the **whole curriculum** and the **aim of education**?
- “**Knowledge**“, does good teaching = pupils **remember** the national curriculum? **Chalk and talk** may become overused?
- Re-write (or buy) extensive **schemes of work** and **workload implications**
- Assessment **for** learning may remain assessment **of** learning (using tests)
- Children **recording rather than thinking** (if evidence of progress is to be found in books)
- KS1 **narrow focus on reading** at odds with Early Years and what follows



Question 2:

To what extent do you agree or disagree with the **proposed separation** of inspection judgements about learners' personal development and learners' behaviour and attitudes?



Behaviour and attitudes

Framework covers

- High Expectations
- Consistent and fair
- Attitudes to learning
- Behaviour
- Exclusion
- Attendance
- Bullying

Potential risks

- No mention of **SEMH** “Social Emotional and Mental Health” needs?
- Strong on behaviour management and climate, weak on addressing **where needs stem from**
- **Exclusion** as “last resort” is both “essential” and damaging



Personal Development

Framework covers

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

Potential risks

- **Where** does the “personal development” happen in the “curriculum”?
- **Sex, Relationship and Health** education is absent?
- More about desirable characteristics that are taught than growing a **view of self, community and world?**



Leadership: impact, vision and focus on quality of education

- **Hands on focus** on teaching and curriculum
- Off rolling, curriculum narrowing, poor alternative provision: **“gaming” the system will be challenged**
- Addressing staff **well being** and **workload** issues including **burdensome** use of assessment
- **Professional development** recognised as vital so that teachers know how to teach the ‘tricky’ curriculum areas



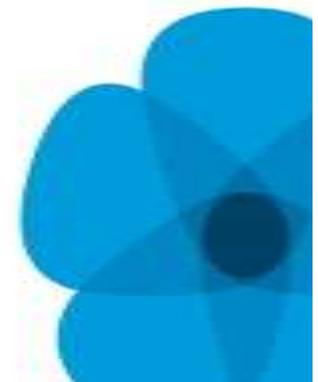
Risks from changes?

- Ambivalent stance on **how leaders should use internal data** or even what “data” is
- **Evaluation of change to Ebacc** will infuriate some; contradiction in subject profiling to match EBacc slots vs what’s right for every young person?
- Retention of framework grades (e.g. Outstanding) **may continue** to incentivise “gaming”
- Definition of off rolling, exclusion risks still allow for gaming and no mention of



Question 3

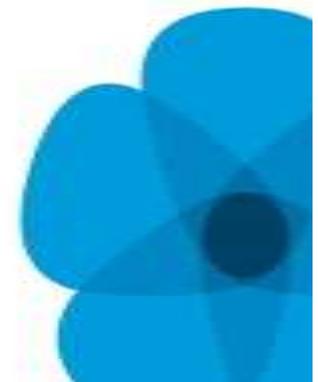
To what extent do you agree or disagree with our proposal not to look at non-statutory internal progress and attainment data and our reasons why?



Is it really that big a shift?

Over time frameworks have said:

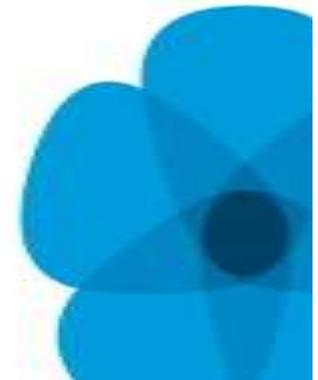
- **Historic results** are the only thing that matters, then
- **Historic and current data** should have balanced weighting, now
- Its not about data, it's about the **curriculum**, however.....



However HMCI has pointed out

The draft framework's shift in focus from pupil "outcomes" towards quality of education overall will **not "take the foot off the pedal"** for standards in schools.

Instead the new framework is about checking pupils are set up to "**succeed for life**", rather than that they are simply able to "hop through a set of exam hoops,"



The big questions?

- How far will schools embrace responsibility and opportunity to focus on **delivering the education Children need** rather than **second guess Ofsted inspections?**
- How will the **initial inspections in Autumn 2019** and what the inspectors comment on in reports impact on how schools respond to the framework? (understanding of the journey schools will be on)
- Will this framework enable Ofsted **to better judge schools in disadvantaged areas** on a level playing field if assessing the curriculum rather than just assessing test or examination results?

