

## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee:</b>	Children and Young People Select Committee
<b>Date:</b>	8 May 2019
<b>Title:</b>	New Ofsted Education Inspection Framework 2019 An introduction to the intentions and key ideas underpinning the consultation documents
<b>Report From:</b>	Director of Children's Services

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#### **Purpose of this Report**

1. The purpose of this report is to introduce the information contained within the Presentation (PPT) to be presented to the Children and Young People Select Committee Board on 8 May 2019. This presentation is contained within Appendix 1.

#### **Recommendation(s)**

2. That the Children and Young People Select Committee note the information contained within the presentation.

#### **Executive Summary**

3. This report seeks to set out the background to the proposed 2019 Ofsted Education Inspection Framework. It will highlight the areas of significance to understanding future judgements about school performance made by the Office for Standards in Education (Ofsted). It will explain how the draft framework reflects a change of emphasis in the focus of future inspections and what opportunities and risks are possible.

#### **Contextual information**

#### **Background and the intentions of the proposed Framework for Inspection**

4. Ofsted has been preparing for a significant change to the Framework for Inspection of education settings for the past two years and have planned the most extensive inspector training programme ever for the commencement of a new framework.
5. The framework has been relatively stable since the last significant change under previous Ofsted Chief Inspector. The proposed Framework has been developed under the leadership influence of Amanda Spielman, Her Majesty's Chief Inspector (HMCI). She has spoken extensively in conferences and media outlets of her intention to place the focus of the new Framework on the real substance of education. It is described by Ofsted as an evolutionary change from the current common inspection framework.
6. "The substance of the curriculum is a matter for government policy. Ofsted has a role in judging how well schools reflect the government's intentions and don't distort the aims that have been set. This is complex and is why this is a long-term investigation for us. It is one that I have no doubt will shape how we inspect in future". (HMCI 2018)
7. The new framework has the intention to address the following three assertions:
  - a) The results that young people achieve are only meaningful if the learning that underpins them is rich and deep
  - b) An accountability system that is over-dependent on performance data is a barrier to further improvement
  - c) Schools have responded to the focus on data and predictions in inspections with workload-intensive management models
8. Ofsted believes that the National Curriculum provides an important benchmark, but beyond it the content and structure of knowledge and how this is delivered is something for school leaders to decide on. Ultimately, the curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school.
9. In short, the primary focus of this draft framework is to evaluate how well the curriculum is implemented through;
  - a) well-taught and appropriately sequenced content,
  - b) thoughtfully designed assessment practice and
  - c) consideration of an appropriate model of progression.
10. Ofsted has published the research basis for their framework to aid transparency.

**Ofsted inspection handbooks: drafts for consultation, Ofsted, 2019;**

## **What is changing and what remains the same**

11. Overall, much of the administration processes for inspection remain the same or have been anticipated. The framework consultation and practice inspections are already affecting further revisions. Care needs to be taken in presenting the current draft framework so as not to invoke unnecessary anxiety, inappropriate preparations and workload.
  
12. The main elements that are not changing include:
  - a) Overall effectiveness grade remains
  - b) Separate judgements on early years and sixth form provision (Section 5 inspections)
  - c) Same four gradings: Outstanding, Good, RI, Inadequate
  - d) The starting assumption for monitoring of good schools is that they remain good (Section 8 inspections)
  - e) Continued sharp focus on safeguarding
  
13. The main elements of proposed change include:
  - a) Spend two days instead of current one day for “light touch” monitoring inspections of good schools and include on site preparations the day before.
  - b) On site preparation the half day before the inspection starts.
  - c) Outcomes, teaching, assessment and curriculum are merged into one judgement on the “Quality of Education”.
  - d) The Curriculum is given prominent attention in judging the quality of education
  - e) The priority will be to collect first-hand evidence during inspections, not review internal performance data for current pupils
  - f) Separation of learners’ personal development and learners’ behaviour and attitudes into two judgement areas
  - g) Leaders will be challenged to ensure that they have a focus on teaching and curriculum, do not engage in “gaming” the system through off rolling, curriculum narrowing or offering poor alternative provision. They will be expected to address staff well-being and workload issues including burdensome use of assessment

## **The consultation process**

14. A three phase curriculum research project has been underway for 18 months and each has been used to shape ideas and gain feedback

15. Various expert and invited groupings of professionals have been met with to discuss proposals
16. Ofsted is currently in an open consultation. This consultation closes at 11:45pm on 5 April 2019.
17. Alongside this consultation Ofsted has published the following materials:
  - a) the draft education inspection framework 2019
  - b) the draft inspection handbooks for early years, schools, non-association independent schools and further education and skills
  - c) a commentary setting out the research that has informed the development of the criteria in the framework
18. There is an online consultation at <https://www.smartsurvey.co.uk/s/EIFConsultation>

#### **Finance**

19. Not applicable

#### **Performance**

20. The proportion of schools judged “good” and “outstanding” by Ofsted is seen as an important indicator of overall performance of the Hampshire and National education systems.
21. Schools judged “requires improvement” are a focus for rapid improvement.
22. Schools judged to have serious weaknesses or requiring special measures are subject to intervention and conversion into an academy on the basis of poor performance.

#### **Consultation and Equalities**

23. *Not applicable*

#### **Other Key Issues**

24. None

## **Conclusions**

25. There will be changes to this set of published handbooks but the focus on curriculum and desire to address system “gaming” will remain in one form or another
  
26. The first set of inspections in Autumn 2019 will go some way to establishing how successfully Ofsted are able to translate the intentions of their change, through their implementation of the Framework, into having a positive impact on children, young people and the profession that truly addresses the issues of previous regulatory frameworks.

## REQUIRED CORPORATE AND LEGAL INFORMATION:

### Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	no
People in Hampshire enjoy being part of strong, inclusive communities:	yes

### Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
Online consultation	<a href="https://www.smartsurvey.co.uk/s/EIFCconsultation">https://www.smartsurvey.co.uk/s/EIFCconsultation</a>
Education inspection framework: overview of research, Ofsted, 2019	<a href="http://www.gov.uk/government/publications/education-inspection-framework-overview-of-research">www.gov.uk/government/publications/education-inspection-framework-overview-of-research</a>
Ofsted inspection handbooks: drafts for consultation, Ofsted, 2019;	<a href="http://www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation">www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation</a>

## **EQUALITIES IMPACT ASSESSMENT:**

### **1. Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **2. Equalities Impact Assessment:**

This report is an information update for the Children and Young People Select Committee and therefore no impact has been identified.