Education inspection framework: Inspecting the substance of education

The consultation outcomes

Schools
Today’s session

- The Ofsted strategy and the new framework
- The consultation findings
- The judgement areas
- Responses to school specific consultation questions
- Recurrent themes in responses
- Questions
‘A force for improvement through intelligent, responsible and focussed 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
Inspection experience
26 years of inspecting education

Most research-informed framework
Research shared publicly

Largest ever number of pilot inspections
More than 250 pilot inspections

Sharing draft inspection handbooks
First time we’ve consulted on the handbooks

Consultation
Ofsted’s biggest ever consultation
The consultation responses
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
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
Three quarters of respondents agreed or strongly agreed with this proposal.

Many respondents were pleased with the proposed focus on the curriculum rather than an over-focus on performance data.

Many parents were pleased with the direction of travel.
What we are doing in response

- 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.
- A **transition period** for schools making changes to the curriculum, which will be reviewed after a year.
Inspection model for quality of education
What will be included in the deep dives?

- Discussions with senior leaders
- Discussions with teachers
- Discussions with pupils
- Visits to a connected sample of lessons
- Scrutiny of pupils’ work
- Discussions with curriculum leaders
The judgement areas: ‘personal development’ and ‘behaviour and attitudes’
Separate judgements for ‘personal development’ and ‘behaviour and attitudes’
Separating the judgements: What people said

- Nearly **eight in 10** respondents supported introducing separate judgements.
- A strong majority of respondents from all education sectors supported this proposal.
- Concerns were raised by some that the proposed ‘behaviour and attitudes’ judgement would fail to reflect the realities of education providers working in challenging circumstances.

**Overall percentage of respondents**

- Strongly agree: 24%
- Agree: 54%
- Neither agree or disagree: 13%
- Disagree: 5%
- Strongly disagree: 3%
- Don't know: 1%

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Education inspection framework 2019: the consultation outcomes
What we are doing in response

- Introducing **2 new, separate judgements**: ‘personal development’ and ‘behaviour and attitudes’.

- Recognition of the **importance of pastoral care**

- Revision to the grade descriptors to address concerns around **how bullying will be inspected**
New inspection judgements

- Quality of education
- Personal development
- Behaviour and attitudes
- Leadership and management

Overall effectiveness
Schools-specific proposals: changes to section 8 inspections
Proposal: Increase section 8 inspections from one to two days
Responses to this proposal were mixed.

More than a third of respondents supported the proposal, but more than half of respondents did not support the proposed changes.

This response looked different when broken down by school phase.
Changes to S8: what people said

- Among those who supported the proposal, there was a recognition that inspecting and reporting on the curriculum would require greater breadth and depth of activities on inspection.
- More respondents from secondary schools agreed with the proposal than those from primary schools.
- The main concern from those working in the smallest schools was that a two-day section 8 inspection would be a similar experience to a section 5 inspection especially taking into account the proposal about the site preparation.
What we are doing in response

- Increasing the length of section 8 inspections from one day to **two days for most schools**

- Schools with a **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.
On site preparation
- 10.00 - deadline for notification
- 12.30 - earliest an inspector will arrive on site
- 17.00 - latest point inspectors will leave site the day before inspection starts

On-site preparation
On-site prep: what people said

- Nearly **three-quarters** of those responding to the questionnaire disagreed or strongly disagreed with this proposal.
- It was supported by approximately one fifth of respondents.
- Feedback from schools who experienced this proposal through our programme of pilots was generally positive.
What we are doing in response

- 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 to plan the inspection together.
Schools-specific proposals: the use of non-statutory internal progress and attainment data
‘Inspectors will not look at non-statutory internal progress and attainment data’

We proposed 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
More than two in five respondents to the online questionnaire agreed or strongly agreed with the proposal.

The same proportion of respondents disagreed or strongly disagreed.

There was much more support from teachers and parents than headteachers.
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.
Recurring themes in responses
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 disability

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 we all have high expectations for pupils with SEND
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, and
- a culture that promotes a strong connection between children and learners and their community (in this case, their school or provider).
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.

- They felt the criteria for schools were 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 is applicable for reception age children
- added a section to clarify the approach to inspecting a maintained nursery school.
Documents the consultation has informed
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 2019
- 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.
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