

Education inspection framework 2019: inspecting the substance of education



Today's session

- Purpose and background to the consultation
- The proposed framework
- Proposals and questions
- How to respond to the consultation
- Further information



The new framework will be one of the main ways in which we implement Ofsted's strategy

Guiding principle	<p>A force for improvement through intelligent, responsible and focused inspection and regulation</p>		
Core values	<p>Children and students first</p> <p>We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost</p>	<p>Independent</p> <p>Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour</p>	<p>Accountable and transparent</p> <p>An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny</p>
Strategic approach	<p>Intelligent</p> <p>All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable</p>	<p>Responsible</p> <p>Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear</p>	<p>Focused</p> <p>We will target our time and resources where they can lead directly to improvement</p>
	<p>The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.</p>	<p>We continue to be clear about our expectations and fight misconceptions.</p>	<p>We have removed any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.</p>

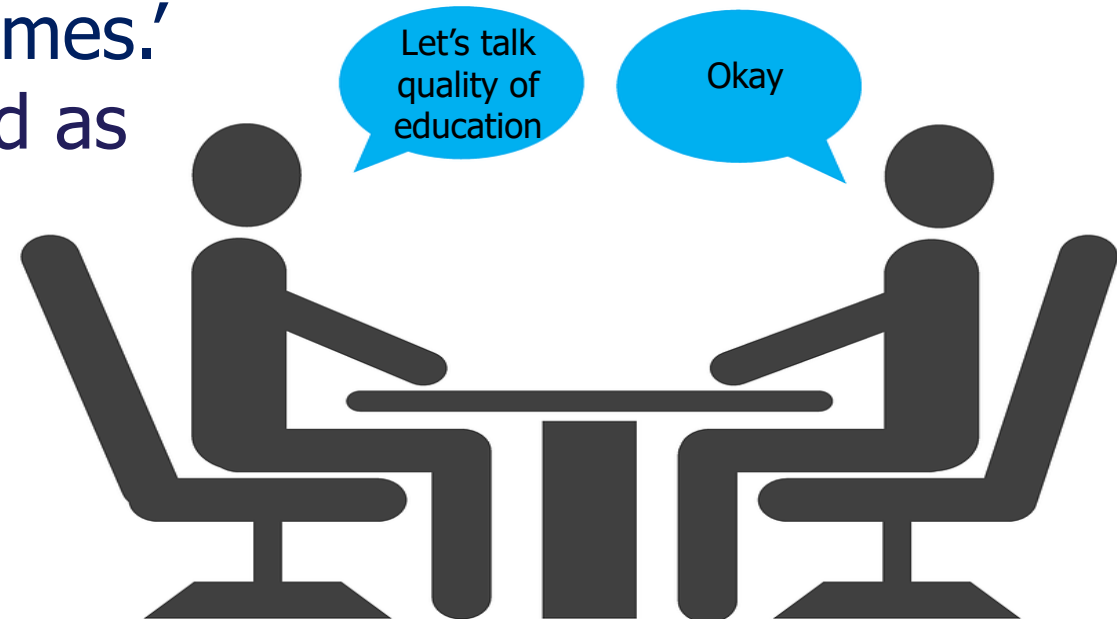
The case for change

- 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**.
- This data focus leads to **unnecessary workload** for teachers.
- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able children**.



The proposed framework:

- puts the **curriculum at the heart** of the new framework, bringing the focus of inspection back to the substance of education.
- does not include separate judgements on 'teaching, learning and assessment', and 'outcomes.' Instead these are considered as part of a broader view on **the quality of education** pupils receive.



How will the proposed framework help?

The proposed framework:

- **reduces the focus on data**, particularly internal progress data. We hope this will help reduce unnecessary workload for teachers.



The proposed judgement areas



EIF 2019 – proposed inspection judgements

Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

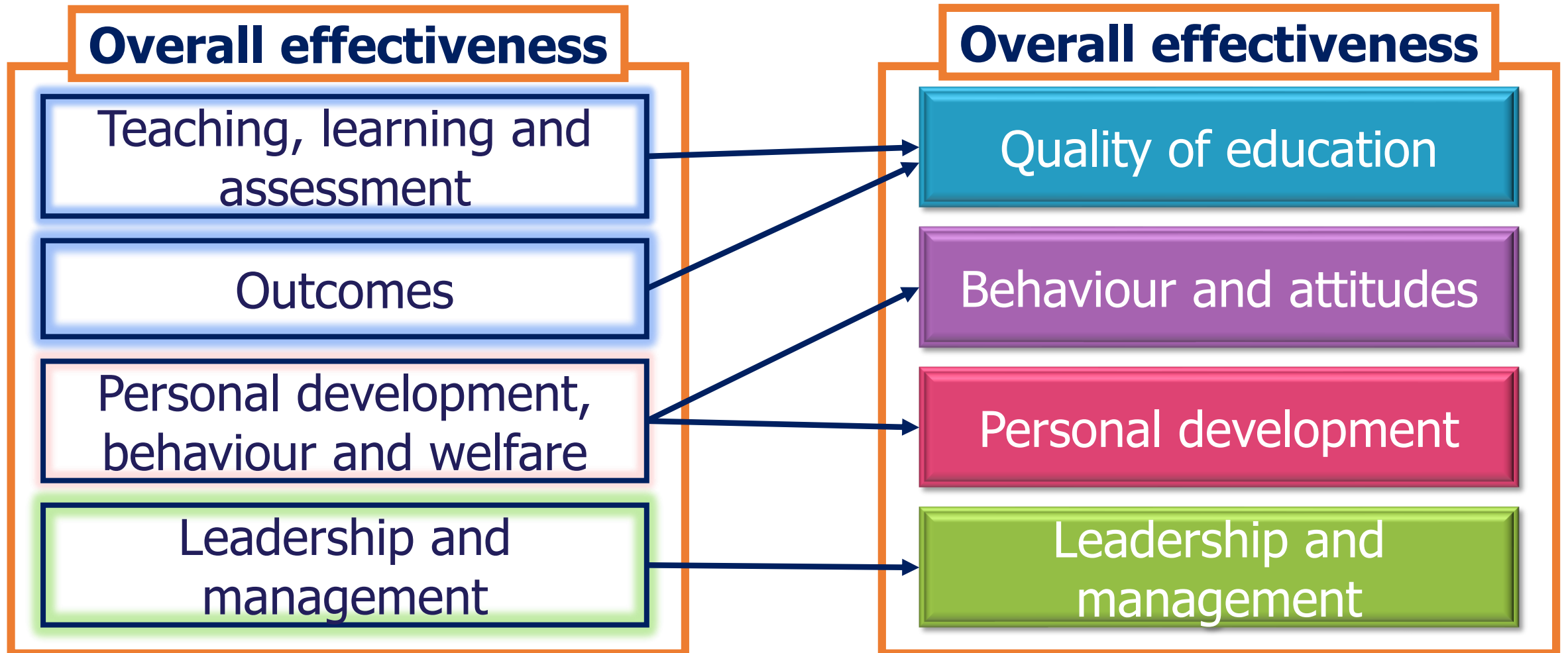
Leadership and
management



'...an evolution,
not a revolution.'

Amanda Spielman on the 2019
inspection framework (Wellington
Festival of Education, 2018)

Judgement areas: evolution, not revolution



What is staying the same?

- Inspectors will continue to make an **overall effectiveness** judgement.
- On s5 inspections, inspectors will continue to make judgements about **early years** and **sixth form** in schools where they exist.
- **Four-point grading scale** (outstanding; good; RI; inadequate).
- Section 8 inspections of good schools (currently called 'shorts') will continue to start from **the assumption that the school remains good.**

A continued sharp focus on safeguarding

Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

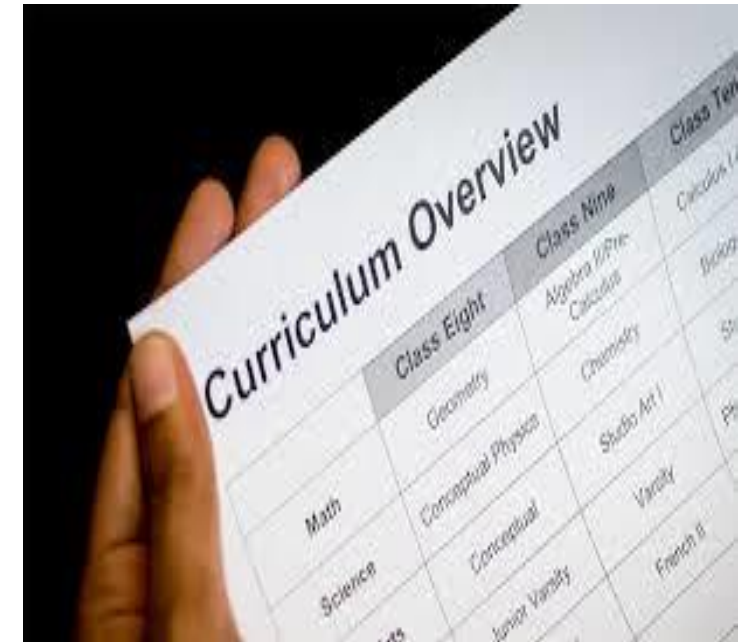
Inspectors will continue to judge whether safeguarding is effective or ineffective.

The quality of education



The importance of the **curriculum**

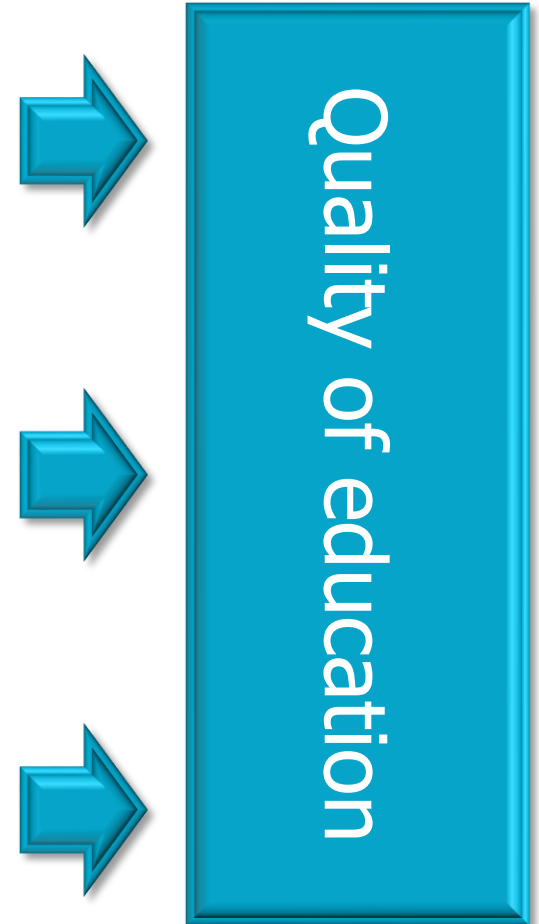
'If [children's] entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Amanda Spielman, at the launch of Ofsted's Annual Report 2016/17

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/achievement**).'



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.





Knowledge does not sit as isolated 'information'
in pupils' minds.

Skills and knowledge: a false binary

Progress

Progress

Skills

Knowledge





Skill
(capacity to
perform)

= Progress



Knowledge

A new 'quality of education' judgement

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

Common questions

What if I'm in the process of changing my school's curriculum?

No. There will be a transitional period. We will review the position after a year.

Is there an 'Ofsted curriculum'?

No. We support curriculum flexibility. Different schools taking radically different approaches to the curriculum will be judged fairly.

Should I get advice from a consultant or buy in specific products?

No! There is nothing mysterious here. The quality of education is about schools and trusts thinking about the curriculum carefully for themselves.

Question 1:

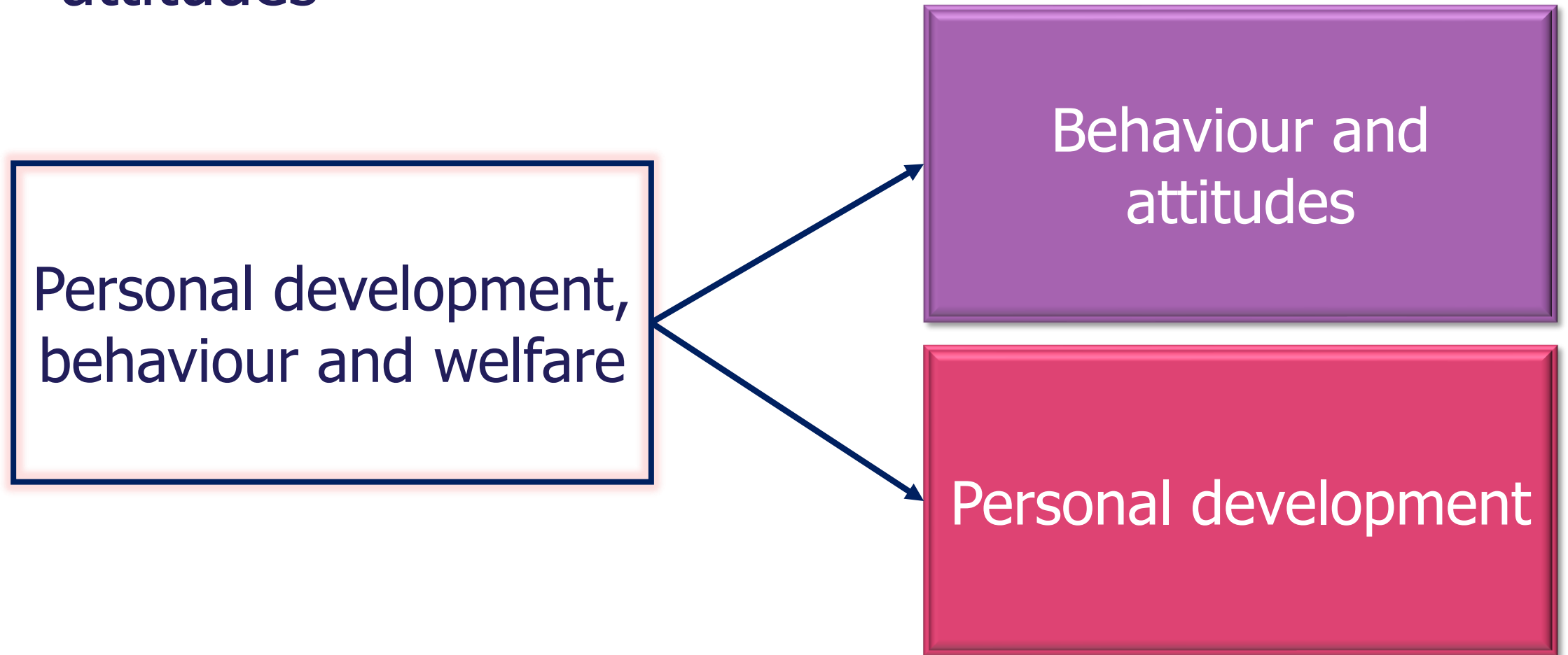
To what extent do you agree or disagree with the **proposal to introduce a 'quality of education' judgement?**



Behaviour and attitudes and personal development



'Personal development' and 'behaviour and attitudes'



Judging behaviour and attitudes

Behaviour and attitudes

- High expectations, consistent and fair implementation
- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Judging personal development

Personal development

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

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?



Leadership and management



Judgements: Leadership and management

Leadership and management

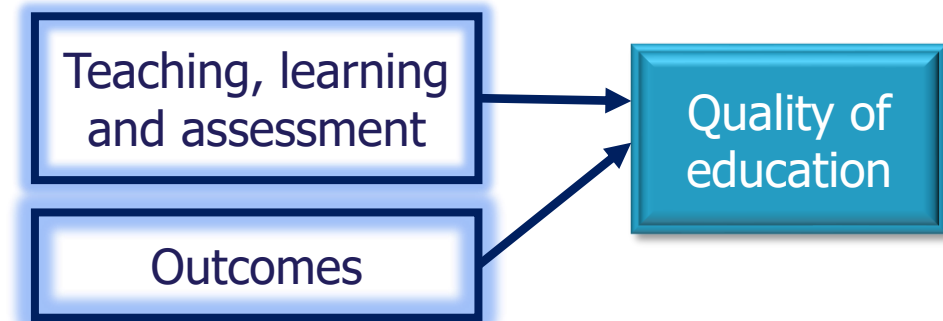
- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

Helping to reduce workload



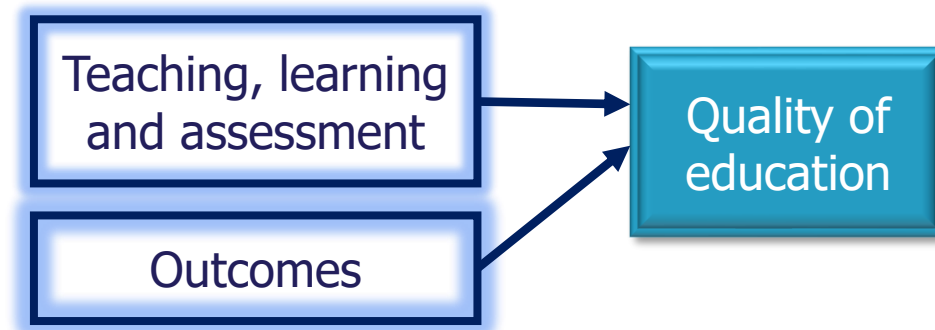
Helping to reduce workload

- Too much of **teachers' and leaders' time and energy** are spent generating, entering, uploading and analysing progress and attainment internal data 'to prove' not 'improve'.
- It can be difficult to establish the **validity** of internal data during inspection.
- Assessments are sometimes also carried out in ways that create **unnecessary burdens** on staff and learners, while not sufficiently helping pupils embed knowledge or producing clear next steps.



Helping to reduce workload

- Inspectors will focus on **what is taught** and how it contributes to the school's intent.
- Inspectors **will not** look at schools' internal progress and attainment data.
- Inspectors will continue to have regard to published national data.
- Inspectors will consider how **leaders engage with and manage staff**, taking account of the main pressures on them.



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?



Proposed changes to section 8 inspections of good schools



Proposed changes to section 8



- Purpose of a section 8 inspection of a good school remains the same: to **confirm** that a school remains good.
- The proposed EIF represents an **evolution** in what it means to be a 'good' school.
- We are proposing that a s8 inspection of a good school will focus on **specific aspects of provision**, mostly drawn from the quality of education judgement but also elements of behaviour, personal development without 'grading' them specifically.

Proposed changes to section 8

- Inspectors will continue to report on whether **safeguarding** is effective or ineffective.
- To ensure the opportunity to gather sufficient evidence while on inspection, we are proposing increasing the lead inspector’s time **on site to two days.**
- A section 8 inspection of a good school will have a smaller inspection team than a section 5 inspection.
- Arrangements for conversion and follow on inspections will remain the same.

JANUARY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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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?

On-site preparation for section 5 and section 8 inspections





Proposal for pre-inspection preparation on the school site

- In order to allow **better communication** between the lead inspector and the school, and to give the school a clear **role in preparation**, we are proposing that pre-inspection **preparation takes place on site**.
- The proposal involves the inspector arriving on site the afternoon before the inspection.
- The intention is to enable inspectors and leaders to **plan the inspection collaboratively** wherever possible.



- ▶ 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



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?



Responding to the consultation



We want your views: how to respond to the consultation

- The consultation is now open and runs until **4 April 2019**
- You can respond to the full consultation by:
 - Completing the online questionnaire
 - By completing the form and returning it by email or post – all details are in the consultation document.
- <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

Consultation materials for schools

Material published alongside the consultation:

- the **draft** education inspection framework 2019
- the **draft** school inspection handbook
- the **draft** non-association independent school inspection handbook
- a commentary setting out the **research** that has informed the development of the criteria in the framework
- the **draft** equalities, diversity and inclusion statement.

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

Thank you!



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