

# National Middle Schools' Forum, 2018

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# Towards the Education Inspection Framework 2019

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

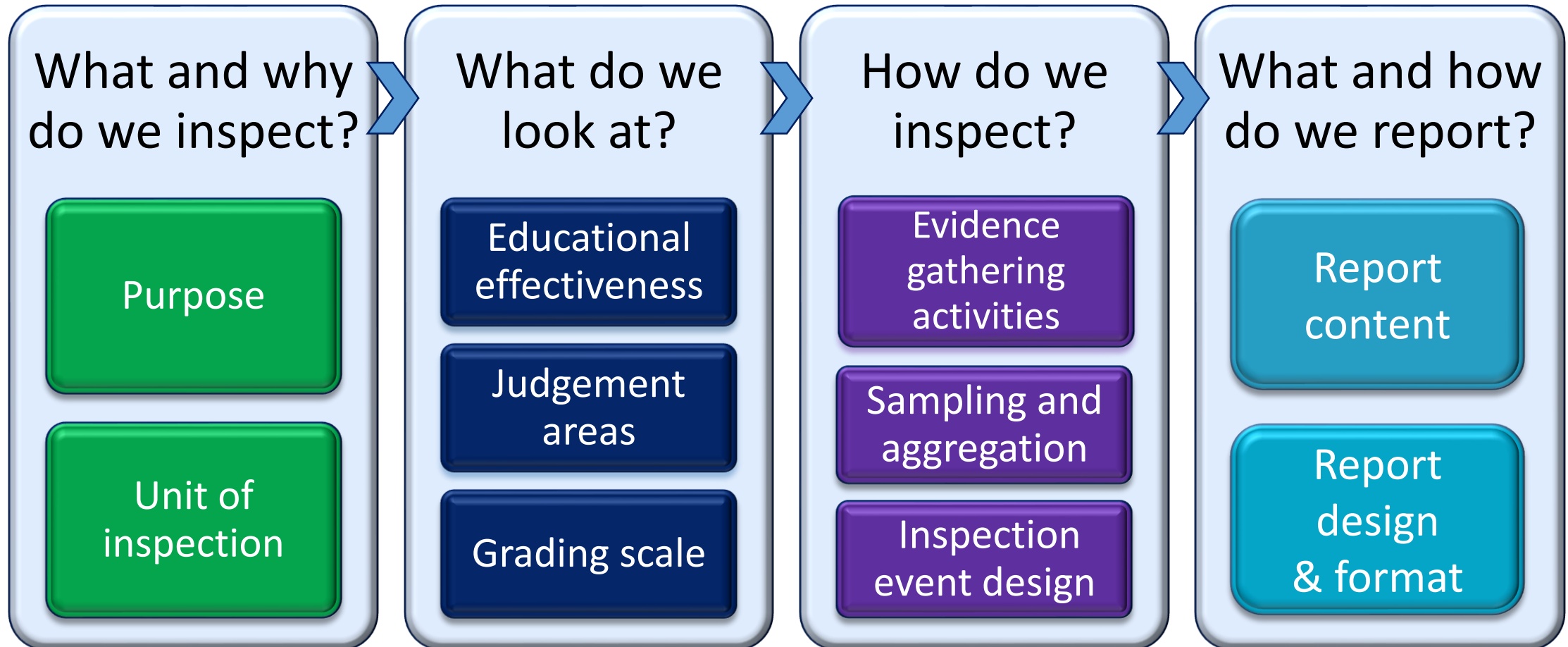


Guiding principle	<p><b>A force for improvement through intelligent, responsible and focused inspection and regulation</b></p>		
Core values	<p><b>Children and students first</b> We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests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

## **HMCI has spoken recently about three of the key things we are considering in developing the EIF:**

- inspection should be more than just a grade sticker
- inspection should complement not intensify the focus on measured outcomes
- inspection should not become a catch-all for every societal ill.

# Developing the Education Inspection Framework 2019: our approach



# How will EIF inspections be a force for improvement?



## Our theory of action:

- Start from a robust effectiveness construct grounded in research **evidence**.
- **Evaluate** the quality of provision against that effectiveness evidence.
- **Provide information** to providers to enable them to develop their capacity for self-evaluation and to understand and adopt the findings.
- Report to **users** and **other actors** in a way that enables them to make informed decisions and engage with providers.
- **Providers** and **other actors** take action that leads to improved quality.

# The curriculum will be at the heart of the new framework



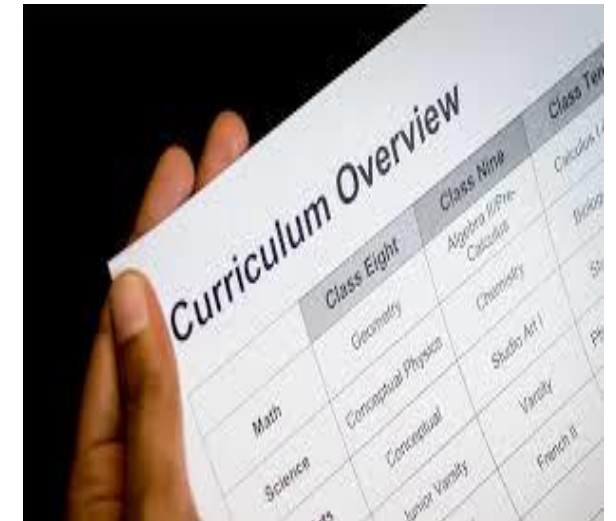
## Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding 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**).'

# 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, Launch of Ofsted's annual report 2016/17





# 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.'*

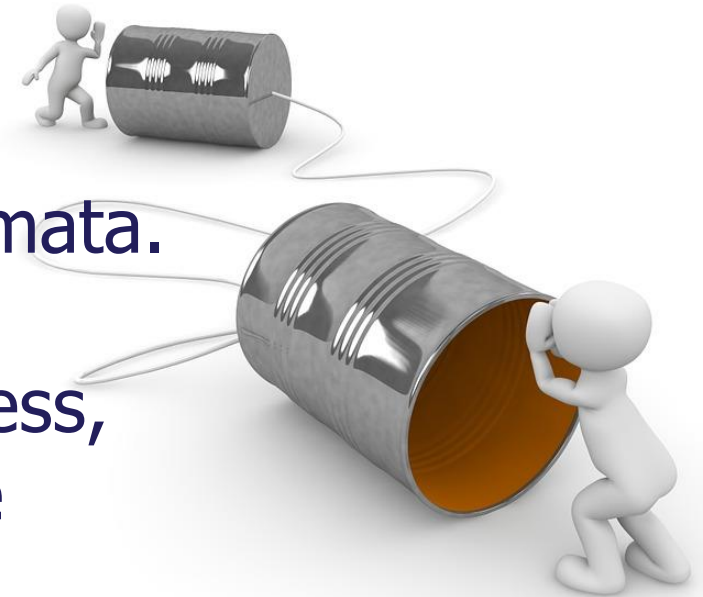
*Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.*



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

# Concepts that matter when discussing the curriculum

- Progress means knowing more and remembering more.
- Knowledge is generative (or 'sticky'), i.e. the more you know easily you can learn.
- Knowledge is connected in webs or schemata.
- Vocabulary size relates to academic success, and schooling is crucial for increasing the breadth of children's vocabulary.

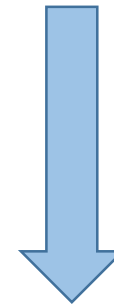
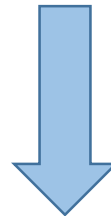
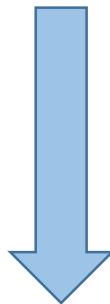


# What did phase 1 of the curriculum survey find?

Lack of curriculum knowledge and expertise



Curriculum being confused with assessment and qualifications



Curriculum narrowing

Teaching to the test

Social justice issues

# The next phase of curriculum research is informing the developing framework

- We recently published the second phase of the curriculum research.
- In this phase we tried to **learn lessons from schools** that are particularly invested in curriculum design, with a view to developing indicators around curriculum intent, implementation and impact.
- We aim to use this **evidence** to turn the common curriculum factors leaders told us about into **quality indicators**, which will inform the draft **evaluation criteria** for the framework.
- We are now **testing** these indicators in schools to refine them.

# Across the schools we visited we found several factors that may be linked to curriculum quality



- Focus on subject disciplines even when topics are taught
- Considering depth and breadth of curriculum content
- Seeing the curriculum as the progression model
- Having a clear purpose for assessment
- Reviewing and evaluating curriculum design
- Clear curriculum leadership (often distributed) and ownership
- Considering local context and filling gaps from pupil backgrounds

# What will this mean for the new inspection framework?



# The case for change

- **Accountability** is important, but the system as currently constructed can divert schools from the **real substance of education**.
- An industry has arisen around data, and what young people learn is too often coming second to the delivery of **performance table data**.
- This data focus also leads to **unnecessary workload** for teachers, diverting them from the reason they chose to enter the profession.
- **Teaching to the test** and **narrowing** have had the greatest negative effect on those we care about the most: **the most disadvantaged and the least able children**.
- It is therefore time for Ofsted to stop making separate judgements about pupil **outcomes**. Any conversation about pupil outcomes should be part of a larger conversation about **the quality of education** they receive.



# Judgement areas: our working **hypothesis**



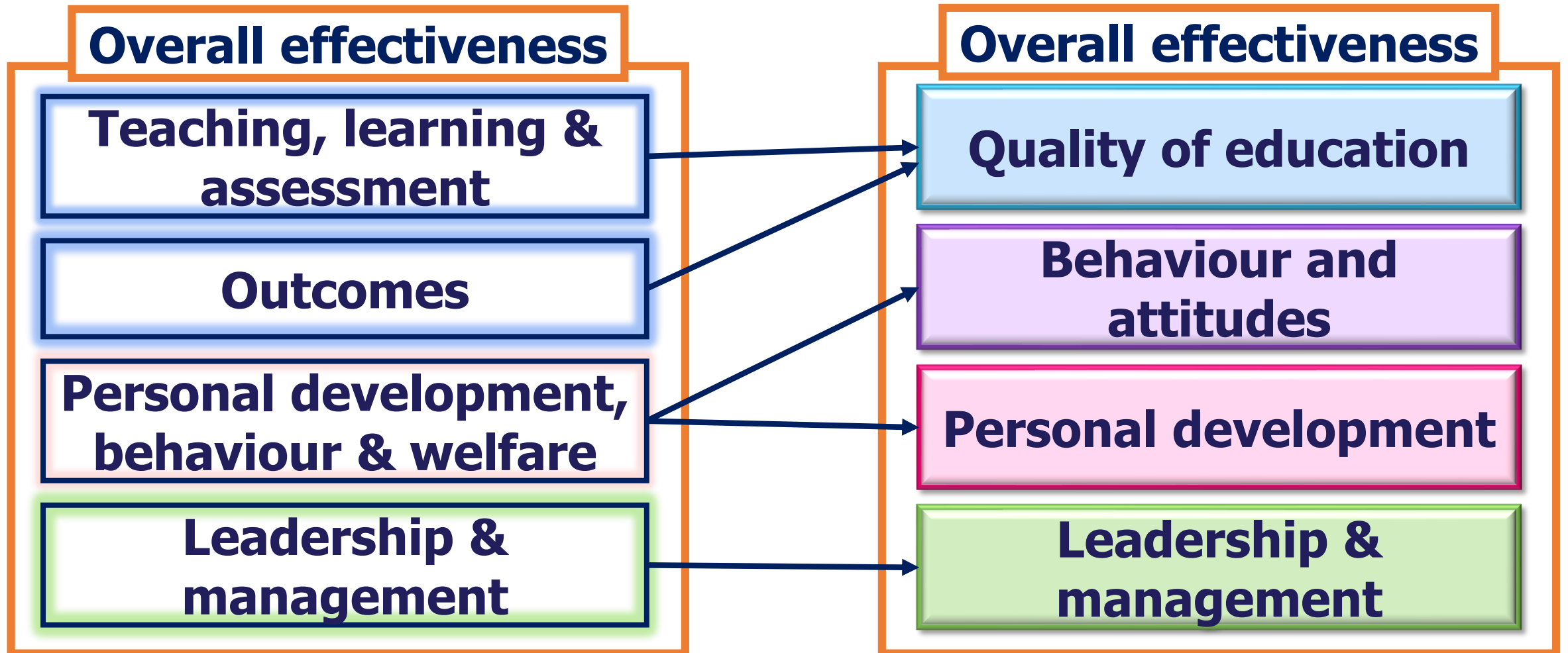
**Quality of education**

**Behaviour and attitudes**

**Personal development**

**Leadership &  
management**

# Judgement areas: evolution, not revolution



# Judgements: our working hypothesis in detail

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

## Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding

# An **evolution**, not a revolution

The new framework draws on the **knowledge built up through our inspection history** as well as **wider research**.

There is **continuity**, but also a **sharper focus** on:

- **Quality of education** rather than on data
- **Workload for teachers and leaders**
- **Off-rolling**



# Keep our focus on safeguarding, reflecting Ofsted's latest thinking



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

- **Identify:** are leaders and other staff identifying the right children and how do they do that?
- **Help:** what timely action do staff within the provider take, 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 respond to allegations about staff and other adults?

Safeguarding will hold the same weight across all remits.

# The outstanding grade

- We have said that we will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- To ensure public confidence in the grading, we'd like to see the **removal of the outstanding exemption**.
- This will be subject to agreement with the **DfE** on funding and the **will of parliament**.



# In summary: key principles as we develop new judgement areas and criteria



- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Continue to emphasise safeguarding appropriately
- Reduce focus on data – more focus on how schools are achieving results; less pressure to produce assessment information
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, leaders and inspectors.

## What next?

- We are undertaking testing and piloting as we look towards the new **Education Inspection Framework 2019**.
- **This term**, we are beginning to share the developing thinking with partners across the sectors we inspect and invite their thoughts and views – this shapes and influences what we produce.
- **Research** continues on the curriculum, lesson observation, work scrutiny and a wide range of other topics. The findings are feeding directly into the draft framework.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.



# General updates



# Re-inspection timings

- Schools judged as good will normally receive a one-day short inspection, carried out under section 8, approximately every **four** years, as long as the education remains good at each short inspection.
- Schools judged as 'requires improvement' will be re-inspected under section 5 usually within 30 months after the publication of the section 5 report.
- Schools judged as inadequate and not subject to an academy order will normally be re-inspected within 30 months after the publication of their previous section 5 report.
  - However, the ambition should still be for inadequate schools to improve and come out of a category of concern within 24 months.
  - Re-inspecting inadequate schools at 30 months should be the exception

# Inspection handbook

- Clarification for schools section has been updated:
  - lesson planning
  - self-evaluation
  - grading of lessons
  - lesson observations
  - pupils' work and feedback
  - evidence for inspection
  - performance management
  - safeguarding
  - statutory provision
  - leadership and governance
  - the curriculum

# Safeguarding

- DfE's 'Keeping Children Safe in Education' has been updated for 2018.
- Summary of key changes in Annex H
  - Clarification of SCR minimum requirements
  - Part 5: child on child sexual violence and sexual harassment
  - Annex A: specific forms of abuse and safeguarding issues
  - Annex B: Role of DSL
- Ofsted's 'Inspecting safeguarding...' has been updated to reflect statutory changes.

# Pupil groups and pupils' outcomes

- Underperformance of pupils: we will talk to leaders about the quality of teaching, behaviour and the design and delivery of the curriculum to examine why.
- Ofsted has no expectation about how primary schools should be carrying out assessment or recording of pupils' achievements in any subjects, including foundation subjects.
- Schools will not be marked down because they are not 'tracking' science and foundation subjects in the same ways they may be doing so in English and mathematics.

# Thank you!



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