

## Ofsted Education Inspection Framework – from September 2019

### Introduction

Ofsted has published a new education inspection framework (EIF), following a consultation to which over 15,000 people responded. The new framework will apply from September 2019.

The new key judgements, grade descriptors and inspection methodology are set out in the inspection handbooks, which describe the main activities carried out during inspections of maintained schools and academies under section 5 and section 8 of the Education Act 2005. There are separate handbooks for the inspection of early years, further education and skills, and independent settings.

Ofsted will continue to pilot the new framework during the summer term 2019, to further refine the inspection methodology and test operational systems before implementation on 1 September 2019.

### Key changes at a glance

- A new 'quality of education' measure which puts greater emphasis on the curriculum
- Separate judgements for 'behaviour and attitudes' and 'personal development'
- Increasing the length of section 8 ('short') inspections from 1 to 2 days, except for small schools (150 or fewer pupils on roll)
- A 90-minute phone call between the lead inspector and the headteacher on the afternoon before an inspection begins
- Inspectors won't look at a school's internal performance data first-hand. If the school wants to use data, they'll be interested in the conclusions that are drawn and actions you take from that data
- There'll be a transitional period, to be reviewed in summer 2020, during which Ofsted will phase-in the 'intent' grade descriptors for the 'quality of education' judgement
- Instead of looking for an 'absence' of bullying under the 'behaviour and attitudes' judgement, inspectors will look at how schools 'tolerate bullying, harassment, violence, derogatory language and discriminatory behaviour ...and, crucially, how swiftly and effectively the school takes action'

### *Consultation proposals that have been scrapped*

- On-site preparation time on the afternoon before an inspection begins
- Section 8 ('short') inspections will not increase from 1 to 2 days for small schools

### Exempt schools

Maintained primary and secondary schools and academies that were judged to be outstanding in their overall effectiveness at their most recent section 5 inspection are exempt from routine inspections under section 5.

This exemption does not apply to special schools (including maintained special schools, special free schools, alternative provision academies and non-maintained special schools), PRUs and maintained nursery schools, who will continue to be inspected under section 5. If Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by section 5), HMCI has power to inspect it at any time under section 8(2) of the Act.

## The main focus of inspection

The main focus of inspection will be on the real substance of education: the curriculum. This will consider what is intended to be learned through the curriculum (**intent**), how well it is taught and assessed (**implementation**), and the **impact** it has on learners.

Ofsted will give greater recognition to education providers' work to support the personal development of learners. The new 'personal development' judgement will consider what a provider does to help develop learners' character, resilience and values and the provider's advice and support to help learners succeed in life.

There will also be more focus on behaviour and whether education providers create an environment in which learners are able to learn. The new, separate judgement on 'behaviour and attitudes' will ask whether leaders, teachers and practitioners have high expectations for learners and implement these consistently and fairly. Inspectors will consider whether this is reflected in the behaviours and attitudes of learners. Inspectors will look particularly at whether providers tolerate bullying or harassment of learners and staff and how they deal with it swiftly and effectively.

Inspectors continue to use the following four-point scale to make all judgements:

grade 1: outstanding

grade 2: good

grade 3: requires improvement

grade 4: inadequate

## Reaching a judgement of outstanding

The handbook introduces a new method of evaluating whether a school is outstanding in one or more judgement areas. Outstanding is a challenging and exacting judgement. In order to reach this standard, inspectors will determine whether the school meets **all** the criteria for good under that judgement, and does so securely and consistently. In other words, it is not enough that the school is strong against some aspects of the judgement and not against others, but it must meet each and every good criterion. In addition, there are further criteria set out under the outstanding judgement, which the school will also need to meet. Our aim in making this change is that schools should only be judged outstanding in a particular area if they are performing exceptionally, and this exceptional performance

## Notification of inspection

Ofsted will normally contact the school by telephone to announce the inspection between 10.30am and 2.00pm on the school day before the inspection. During the initial notification phone call, the inspection support administrator will check the number of pupils on roll at the school, the governance arrangements for the school and whether the school has any SEND, nursery provision for two- and three-year-olds or additional resource provision.

## No-notice inspections

Ofsted may carry out inspections without notice. When this happens, the lead inspector will normally telephone the school about 15 minutes before arriving on site. In these cases, the inspector will make the initial call simply to inform the school that the inspection is about to begin and will leave all other arrangements until arriving at the school.

## Seeking the views of registered parents and other stakeholders

When a school is notified of a section 5 inspection, it is required to take such steps as are reasonably practicable to notify all registered parents of registered pupils at the school, including those who have been excluded, attend alternative provision or are away from school.

Inspectors will review the evidence from Ofsted Parent View throughout the inspection to ensure that all online responses received during the inspection are taken into account. If the response rate for Parent View is low, inspectors may take steps during the inspection to gather further evidence of parents' views.

### Pupil and staff questionnaires

The views of pupils and staff in schools are gathered through online questionnaires. The inspection support administrator sends online links to the school with the formal notification of inspection. The school is asked to encourage staff and pupils to complete the online questionnaires, apart from those pupils in any boarding provision, whose views will have already been sought through the point-in-time survey. Pupils and staff should complete their questionnaires by 3pm on the first day of the inspection.

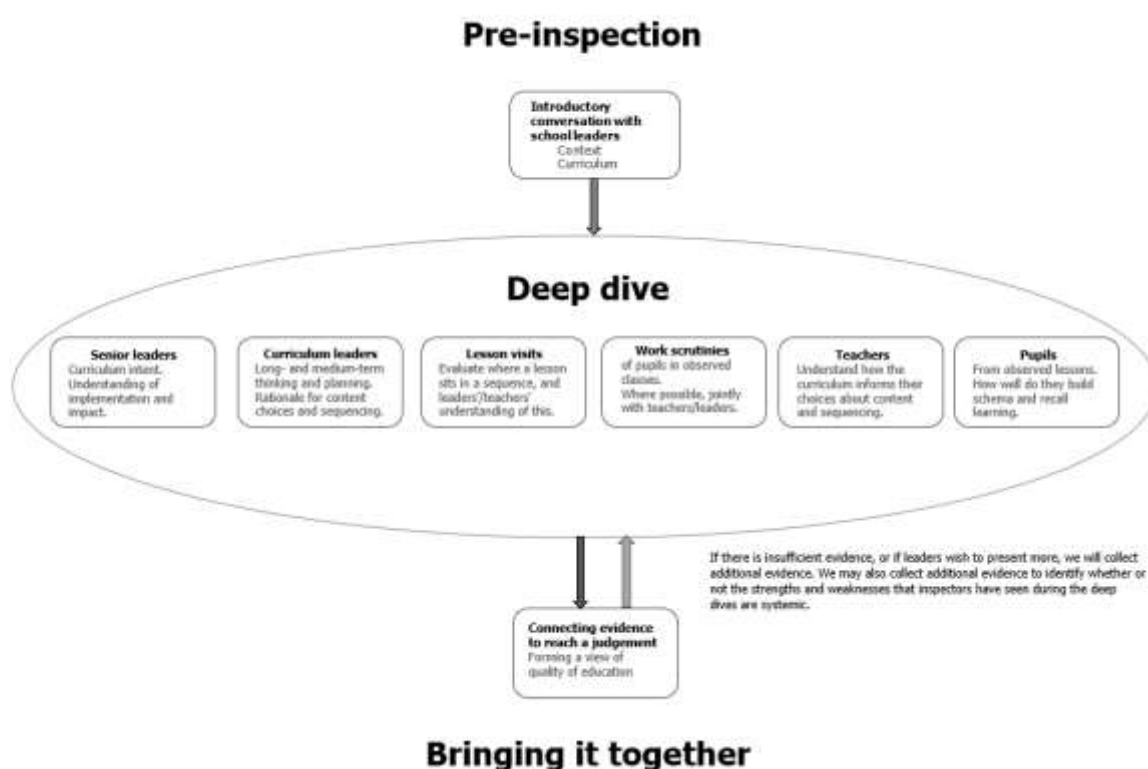


Image from Ofsted document: Inspecting the curriculum

### Preparation phone call

Once Ofsted has informed the school of the inspection, the lead inspector will contact the school by telephone and ask to speak to the headteacher. Inspectors' preparatory telephone conversations with headteachers will have two elements.

- A reflective, educationally focused conversation about the school's progress since the last inspection.
- A shorter inspection-planning conversation that focuses on practical and logistical issues.

It may be that both these elements are discussed in a single telephone conversation. Alternatively, they may be carried out as two separate conversations with a break in between, as agreed between the lead inspector and the headteacher. In total, these conversations are likely to last around 90 minutes.

The list of information that schools must provide by 8am on the day of inspection is set out on page 16 of the Section 5 handbook.

## **Inspection activity**

Inspections do not normally last longer than two days. The size of the inspection team will vary according to the size and nature of the school. On the first day of the inspection, inspectors will not arrive before 8am.

Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence. Inspectors will observe lessons; scrutinise pupils' work; talk to pupils about their work, gauging both their understanding and their engagement in learning; and gather pupils' perceptions of the typical quality of education and other aspects of life at the school in a range of subjects.

Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. This includes pupils with SEND.

Other evidence gathered by inspectors will include: discussions with pupils and staff; listening to pupils read; and looking at examples of pupils' work for evidence of progress in knowledge, understanding and skills towards defined endpoints. Inspectors will also scrutinise the school's records and documentation relating, for example, to the welfare and safety of pupils in alternative provision.

## **Safeguarding**

Inspectors will not grade this aspect of a school's work. However, inspectors will always make a written judgement under 'leadership and management' in the report about whether the arrangements for safeguarding children and pupils are effective. Inspectors must go beyond ensuring that schools meet statutory requirements and simply reviewing documents, to evaluate the safeguarding culture that has been established in the school.

## **Governors**

Inspectors will always seek to meet those responsible for governance during the inspection. In a maintained school or standalone academy, this will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist). In a school that is part of a MAT, the board of trustees is the governance body. The inspection handbook does not specify the focus for governors, but refers to the Governance Handbook (March 2019) which sets out their roles and responsibilities.

## **Feedback and judgements**

Inspection activity, including lesson observations, will continue during day two. The team will also ensure that time is set aside to complete any feedback to staff and to prepare for the final team meeting and the final feedback. During the final team meeting, an electronic summary evaluation form will be completed. The main points for feedback to the school will be recorded as the meeting progresses.

The on-site inspection ends with a final feedback meeting with the school. Those connected with the school who may attend include:

- the headteacher and other senior leaders, agreed by the lead inspector and headteacher
- for maintained schools, the chair of the school's governing body and as many governors as possible
- for academies, including academies that are part of a MAT, the chair of the board of trustees and as many trustees as possible
- in an academy that is part of a MAT, the CEO or their delegate or equivalent
- a representative from the local authority (for maintained schools) sponsor and/or the designated responsible body

During this meeting, the lead inspector will ensure that the headteacher, those responsible for governance and all attendees are clear:

- about the provisional grades awarded for each key judgement, and
- that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school).

They may be shared with school staff and all those responsible for the governance of the school, irrespective of whether they attended the meeting, so long as they are clearly marked as provisional and subject to quality assurance. Information about the inspection outcomes should be shared more widely only when the school receives a copy of the final inspection report.

### The report

The term ‘report’ is used to describe the formal written outcome from the inspection. The draft report is restricted and confidential to the relevant personnel (as determined by the school), including those responsible for governance, and should not be shared more widely or published. The school will be invited to comment on the draft report and informed of the timescales in which to do so (normally one working day).

Once a school has received its final report, it is required to take such steps as are reasonably practicable to ensure that every parent of a registered pupil at the school receives a copy of the report within five working days. After that time, the report will normally be published on Ofsted’s website.

### Section 8 inspections

The Section 8 handbook sets out the arrangements for carrying out inspections under section 8 in the following circumstances:

- **section 8 inspections of schools judged to be good** at their most recent section 5 inspection and those outstanding schools that are not exempt from section 5. The EIF provides for inspection to be proportionate to the performance and circumstances of schools. Consequently, good schools will normally receive a **two-day** section 8 inspection approximately every four years.

In almost all cases, a section 8 inspection of a good or non-exempt outstanding school will last for two days. However, a section 8 inspection of any good primary school or a good/outstanding maintained nursery school that has fewer than 150 pupils or children on its roll will last for one day. Regardless of number on roll, section 8 inspections of special schools and PRUs will last for two days, given the often complex nature of the provision.

- monitoring inspections of schools judged as requires improvement
- monitoring inspections of schools judged to have serious weaknesses
- monitoring inspections of schools judged to require special measures
- any inspection that is carried out in other circumstances where the inspection has no specific designation, known as ‘section 8 no formal designation inspection’
- unannounced behaviour inspections.

## **Additional guidance and further reading**

- Education Inspection Framework September 2019
- Maintained schools and academies section 5 inspection handbook
- Maintained schools and academies section 8 inspection handbook
- Early Years inspection handbook
- Inspecting the Curriculum
- Ofsted research report: An investigation into how to assess the quality of education through curriculum intent, implementation and impact
- Inspecting safeguarding in early years, education and skills settings
- Governance Handbook March 2019
- Non-association independent schools inspection handbook
- Further education and skills inspection handbook
- Equality, diversity and inclusion statement
- EPHA checklist - following the notification phone call

<https://www.gov.uk/government/organisations/ofsted>

All documents available on the EPHA website

<https://essexprimaryheads.co.uk/info-and-documents/ofsted/>