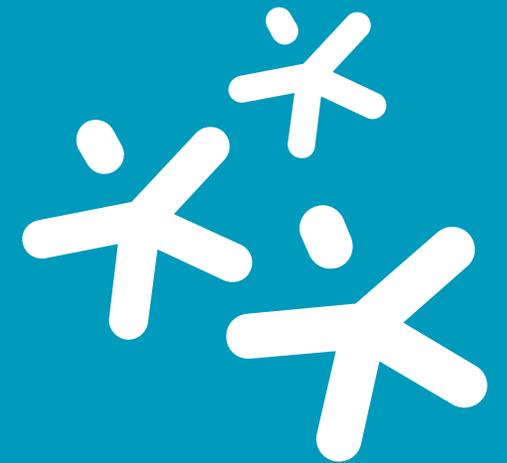
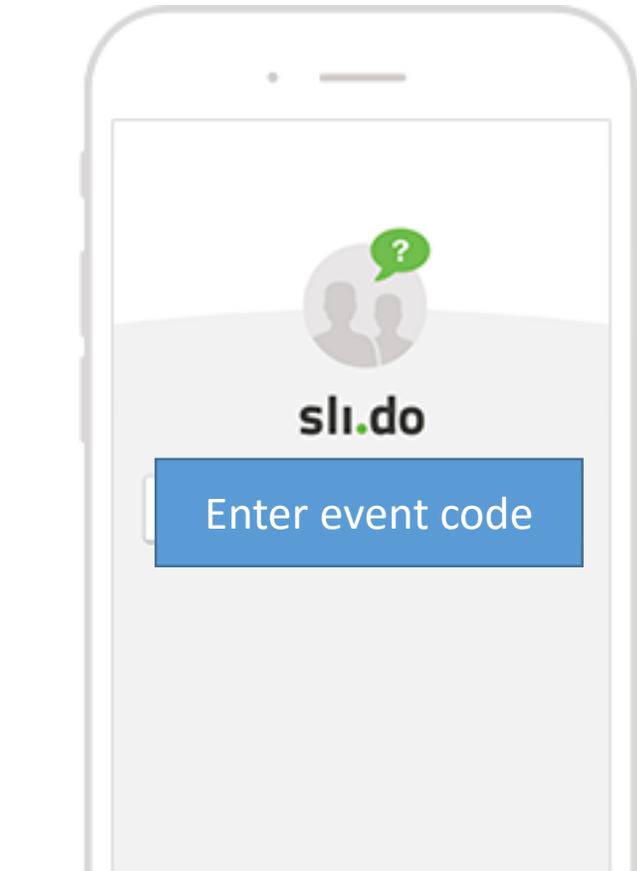


Education inspection framework 2019: inspecting the substance of education



Sli.do instructions



For this event we'd like to use Sli.do to capture your questions.

You can use this on your phones, tablets or laptops.

Go to: www.sli.do/

Once on the site **enter the event code** which is on your table.

You will be able to type in questions at any time during the event. We also be using polling questions during the presentation. To go to the polling question go to the tab labelled polls on your screen.

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	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first 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	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement
	The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.	We continue to be clear about our expectations and fight misconceptions.	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.

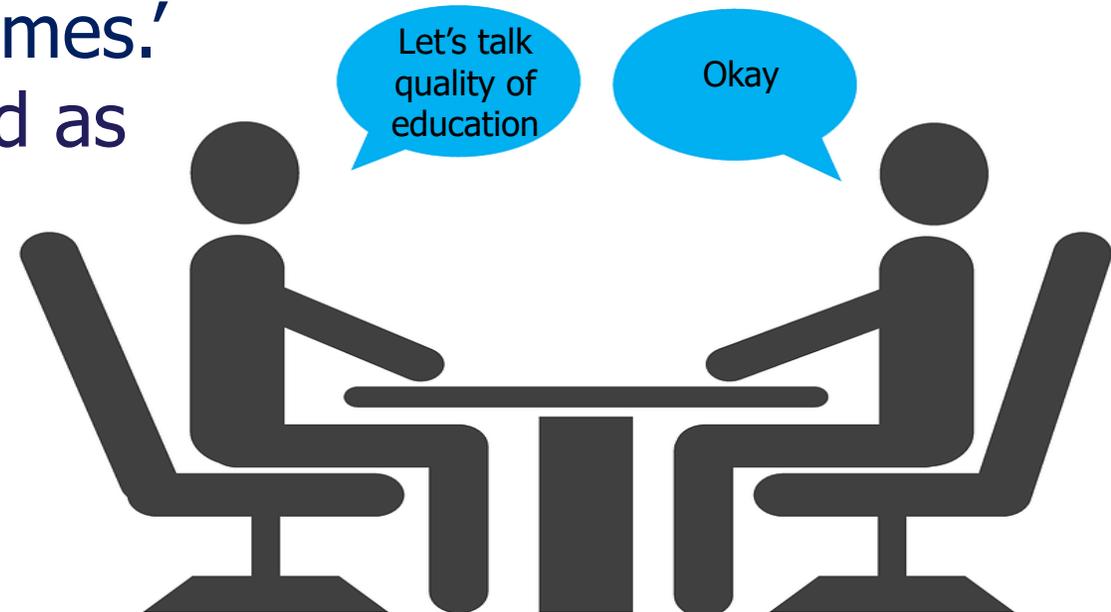
The case for change

- 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.



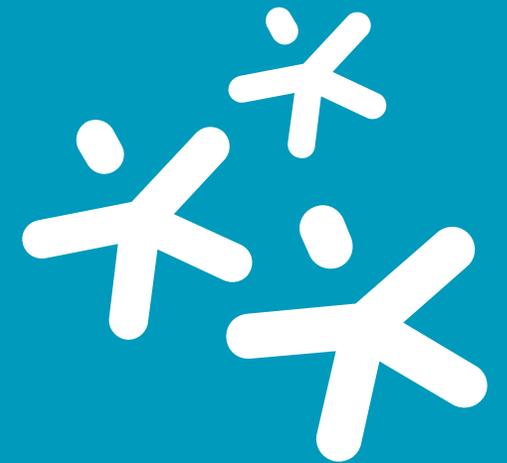
How will the proposed framework help?

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

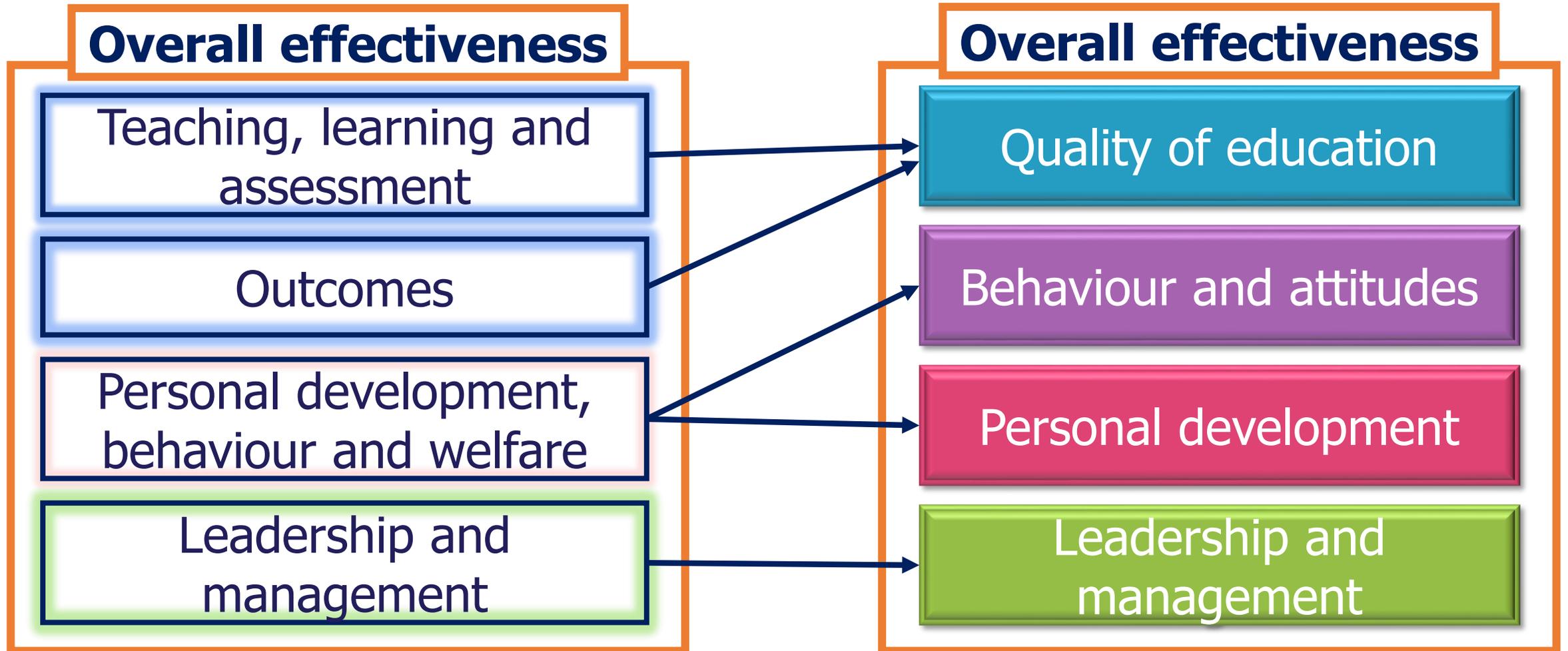
Leadership and
management



'...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.**

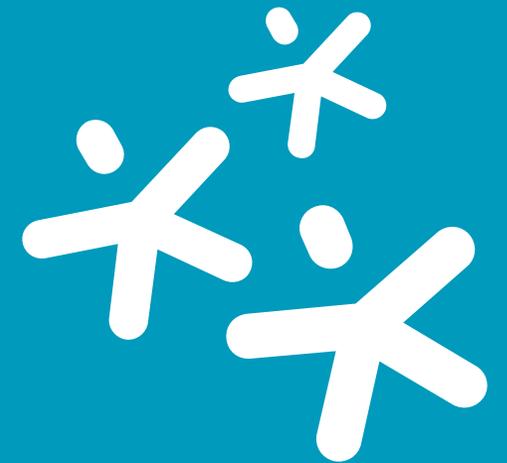
A continued sharp focus on safeguarding

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?

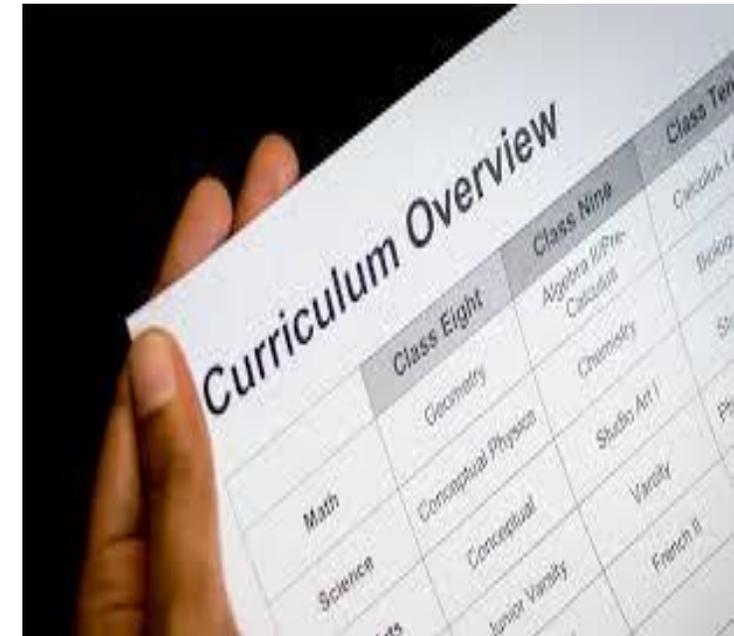
Inspectors will continue to judge whether safeguarding is effective or ineffective.

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

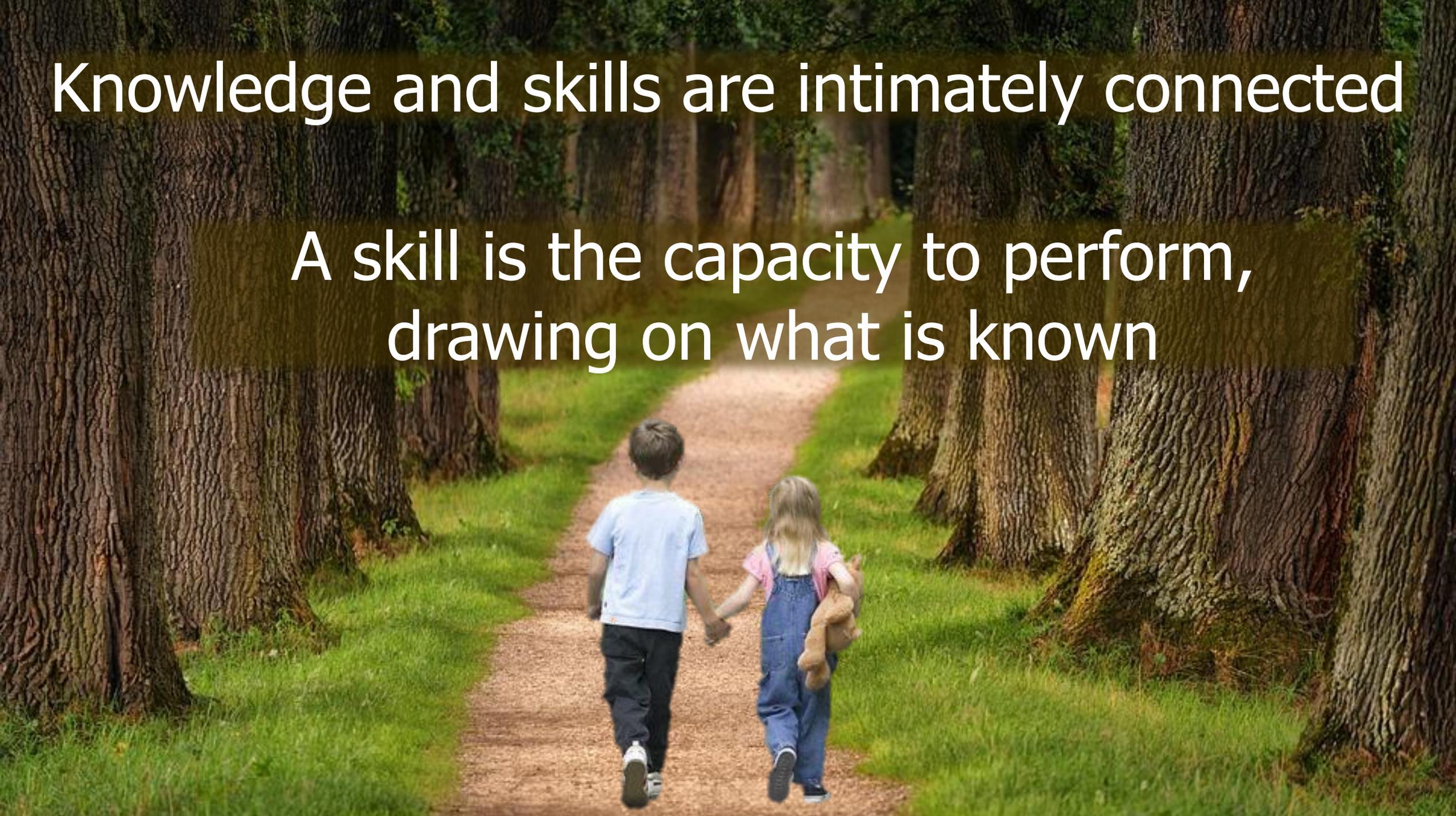
Skills

Knowledge



Knowledge and skills are intimately connected

A skill is the capacity to perform,
drawing on what is known



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.

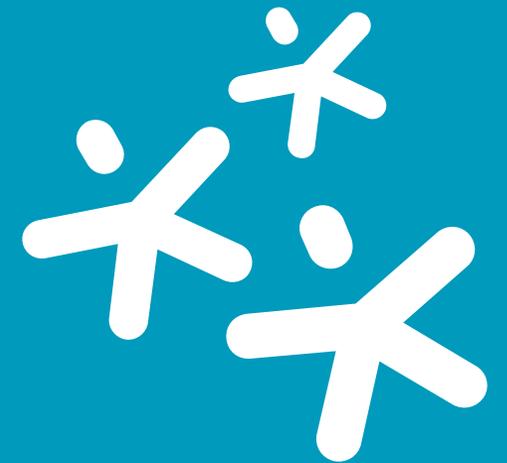
Sli.do poll

Question 1:

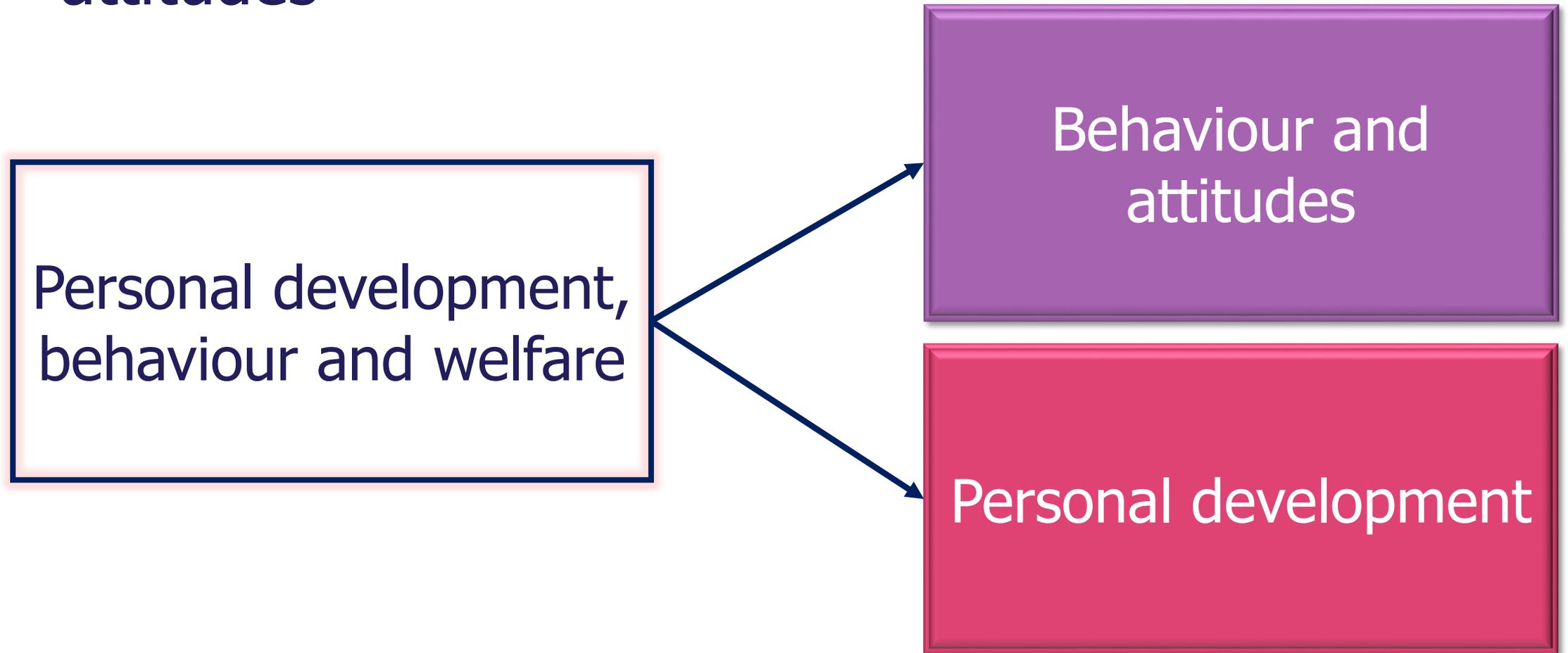
To what extent do you agree or disagree with the **proposal to introduce a 'quality of education' judgement?**



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

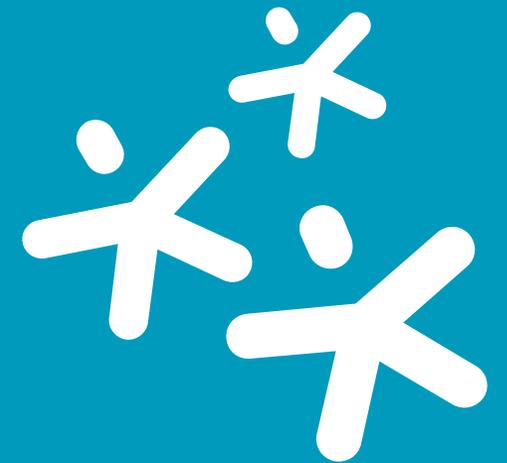
Sli.do poll

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

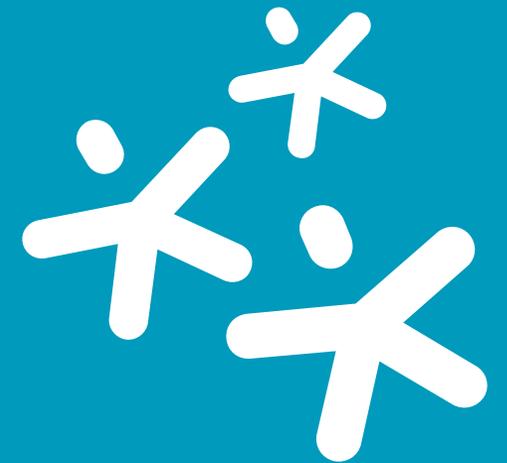


Judgements: Leadership and management

Leadership and management

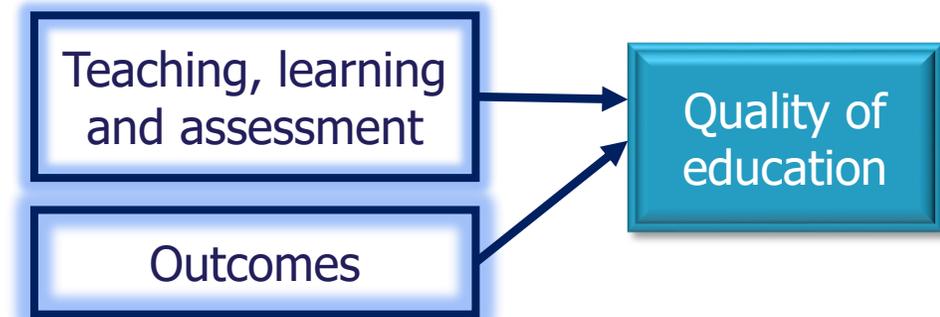
- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

Helping to reduce workload



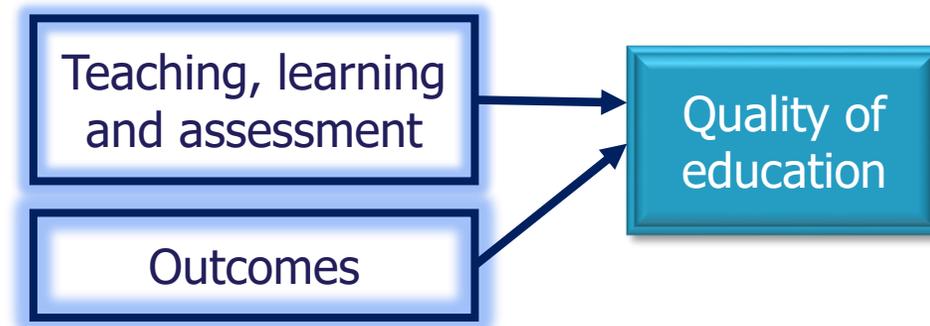
Helping to reduce workload

- 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 for current pupils.
- Inspectors will continue to have regard to published national data and the analysis of it.
- Inspectors will consider how **leaders engage with and manage staff**, taking account of the main pressures on them.



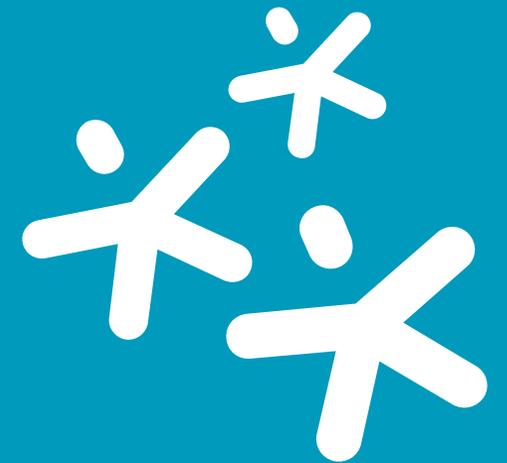
Sli.do poll

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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Sli.do poll

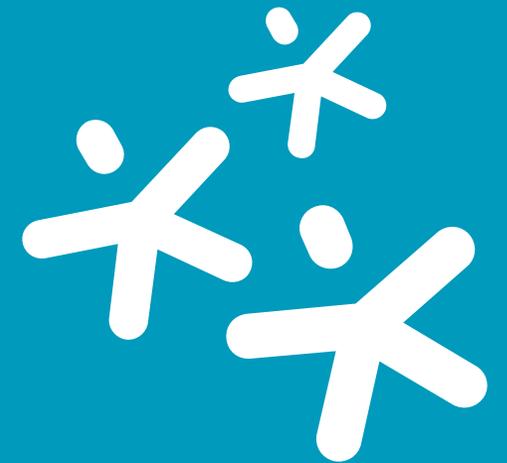


Question 4

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



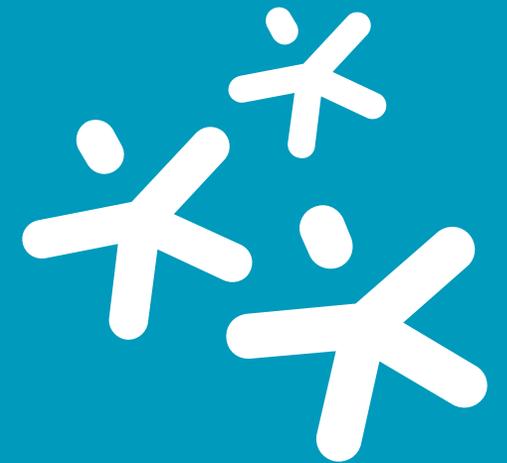
Sli.do poll

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 **5 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

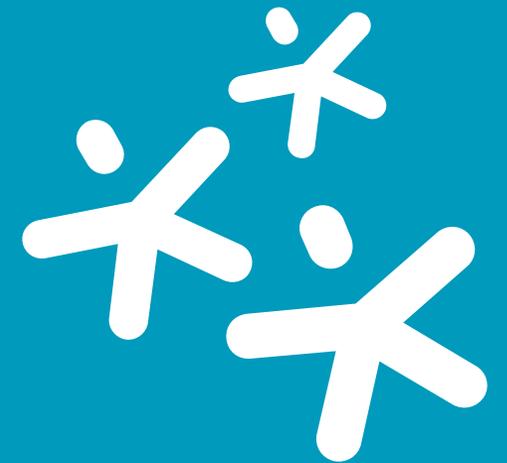
Material published alongside the consultation:

- 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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