

School Effectiveness Team

# Ofsted Education Inspection Framework 2019

**Quality of Education: focus on curriculum and deep dives involving school leaders.**



Essex County Council

# Aim of this session

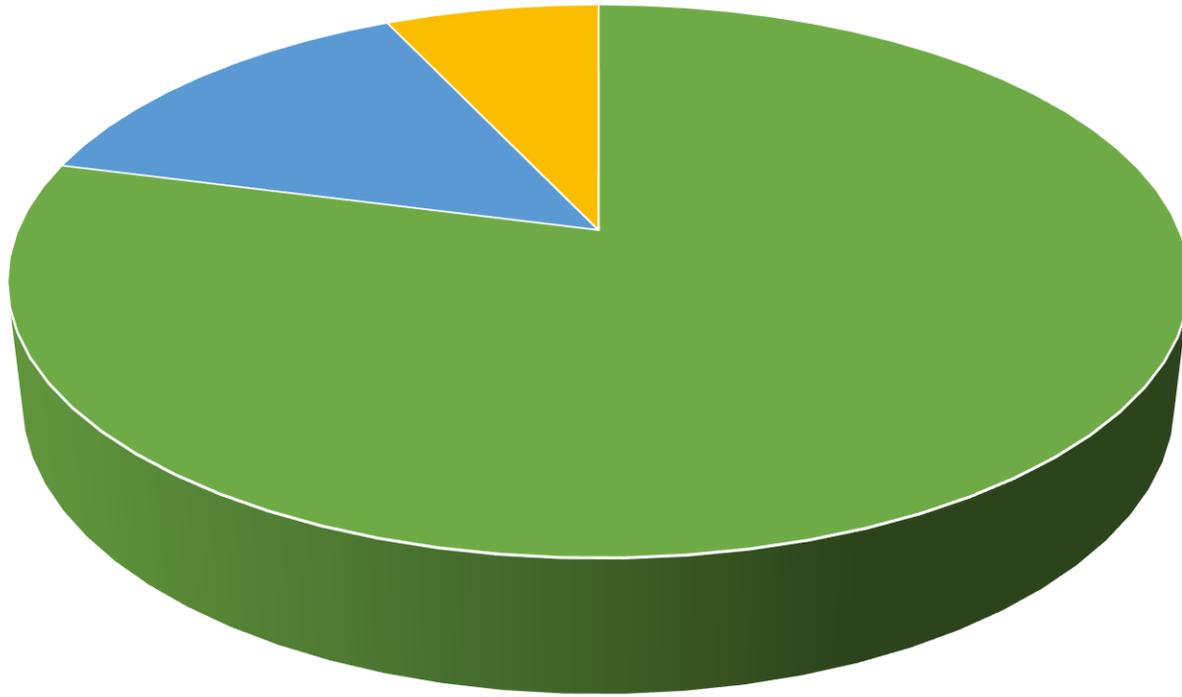
- To understand and recap the changes to the Ofsted framework in relation the Quality of Education
- To revisit the rationale and methodology of the 'deep dive' into aspects of the curriculum including reading
- To hear from school leaders about their recent experiences and top tips
- To provide points of reference for further research



# Essex Primary Inspections to 28<sup>th</sup> Feb 2020

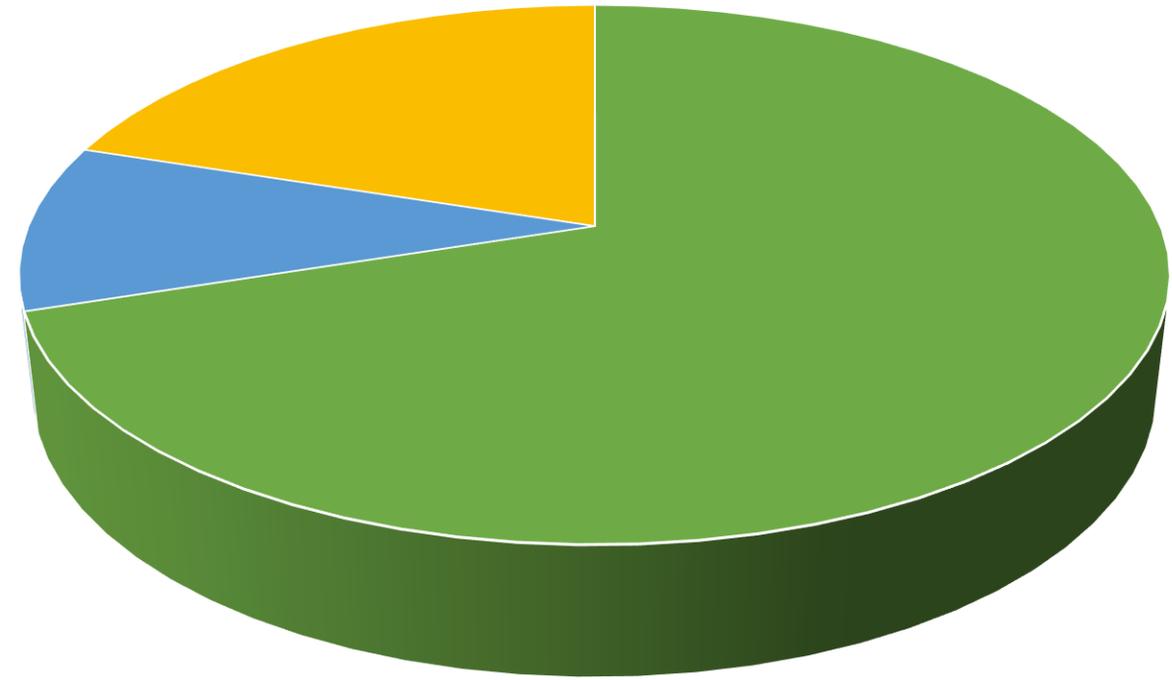
| Essex outcomes   | Section 5 | Section 8 | Total |
|------------------|-----------|-----------|-------|
| <i>Primary</i>   | 26        | 17        | 43    |
| <i>Secondary</i> | 8         | 4         | 12    |
| <i>Special</i>   | 2         | 0         | 2     |
|                  |           |           | 57    |

Essex Primary Inspections outcome since Sept 19



■ Good+ ■ RI ■ Inadequate

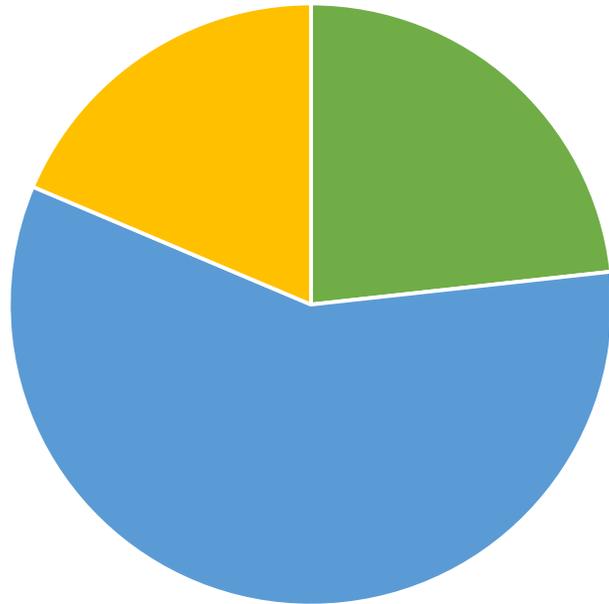
NE Primary inspection outcomes since Sept 19



■ Good+ ■ RI ■ Inadequate

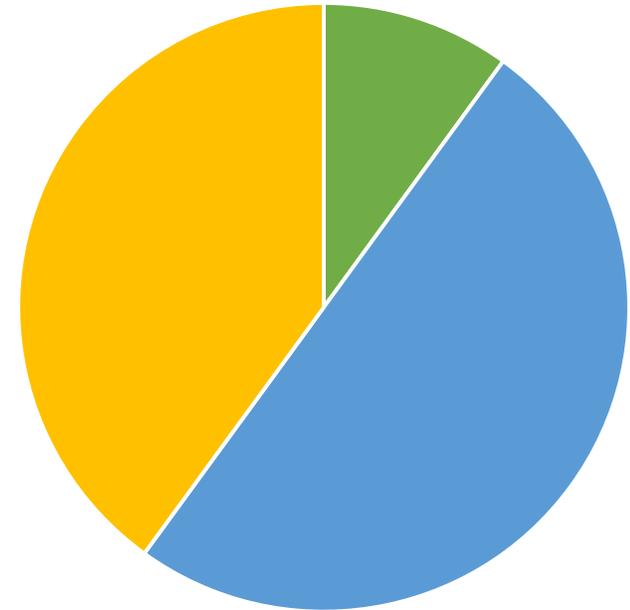
| <b>Essex Outcomes</b> | <b>Good+</b> | <b>RI</b> | <b>Inadequate</b> | <b>Total</b> |
|-----------------------|--------------|-----------|-------------------|--------------|
| <i>Primary</i>        | 34           | 6         | 3                 | 43           |
| <i>Secondary</i>      | 5            | 6         | 1                 | 12           |
| <i>Special</i>        | 2            | 0         | 0                 | 2            |
| <i>Total</i>          | 41           | 12        | 4                 | 57           |

## Essex Primary OfSTED judgement changes



■ Improved ■ stayed same ■ declined

## NE Primary OfSTED Primary judgement changes



■ Improved ■ stayed same ■ declined

| <b>Essex Outcomes</b> | <b>Improved</b> | <b>Static</b> | <b>Declined</b> |
|-----------------------|-----------------|---------------|-----------------|
| <i>Primary</i>        | 10              | 25            | 8               |
| <i>Secondary</i>      | 1               | 6             | 5               |
| <i>Special</i>        | 0               | 1             | 1               |
| <b>Total</b>          | <b>11</b>       | <b>32</b>     | <b>14</b>       |

**KEY  
FINDINGS**

**EVIDENCE**

A red puzzle piece is positioned on the right side of the image, slightly overlapping the white puzzle pieces. The word "EVIDENCE" is written in white, bold, uppercase letters across the center of the red piece. The background consists of a grid of white puzzle pieces with black outlines, creating a textured, interconnected pattern.

# - Key Findings - crucial elements to a successful inspection

1. Quality of Education
  - a. Close link with Personal Development
2. Curriculum
  - a. Intent
  - b. Implementation
  - c. Impact
3. Reading and Phonics



Reminder!

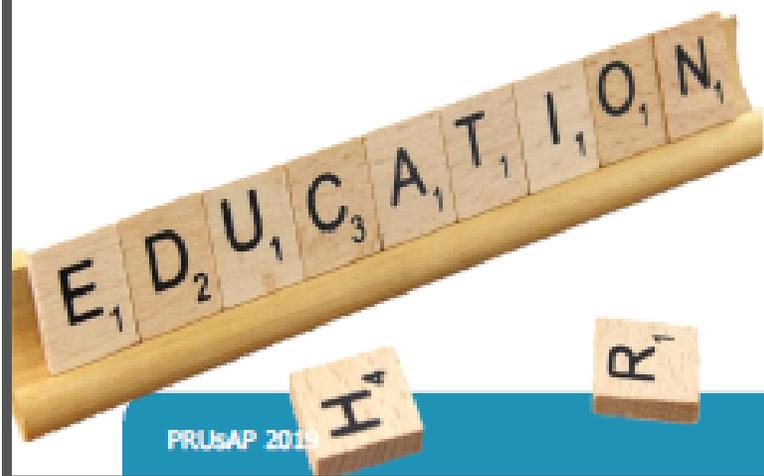


## Quality of education judgement

The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

Inspectors will have a connected, education-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.



PRUsAP 2019



Reminder!



.....get into the habit of framing  
conversations around.....

Intent

Implementation

Impact



# Curriculum Intent

- How does our curriculum **demonstrate ambition** and an ethos of **high expectation for all**?
- Given our schools context, how are we ensuring our pupils have the **cultural capital** to be successful?
- Do **all learners** study the full curriculum, including disadvantaged and SEND pupils?



# Curriculum **Implementation**

- How are we supporting **teachers' subject knowledge** development and **teaching effectiveness**?
- How are we ensuring pupils are **embedding knowledge** in their long term memory?
- Is our curriculum implementation **delivering the curriculum intent**?



# Curriculum **Impact**

- Is our curriculum resulting in **high quality outcomes for our pupils?**
- Are our **SEND and disadvantaged pupils succeeding** and do we show high aspirations for these pupils?
- Are we equipping our pupils for the **next stage of their education?** (careers, apprenticeships)



# What does OfSTED tell its inspectors?\*

- Evidence of ‘impact’ - A well-constructed curriculum will lead to good results because those results will reflect what pupils have learned. Therefore, such a curriculum contributes to evidence of impact. This is what is meant by the phrase ‘the curriculum is the progression model’.
- Evidence of the progress that pupils are making in terms of knowing more, remembering more and being able to do more (learning what is intended in the curriculum) should be drawn together from a combination of discussions with teachers, pupil interviews, lesson visits and work scrutinies.
- None of these on their own is sufficient to make an assessment of the impact.

\*source: OfSTED Inspectors webinar

# Methodology of the new Framework

## 3 stage process: (Inspecting the Curriculum document page 4)

- **Top-level view:** inspectors and leaders start with a top-level view of the school's curriculum, exploring what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and why these choices were made.
- **Deep dive:** then, a 'deep dive', which involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.
- **Bringing it together:** inspectors will bring the evidence together to widen coverage and to test whether any issues identified during the deep dives are **systemic**. This will usually lead to school leaders bringing forward further evidence and inspectors gathering additional evidence.

Phone call/  
discussions  
with senior  
and curriculum  
leaders (pre-  
inspection/on  
site Day 1)

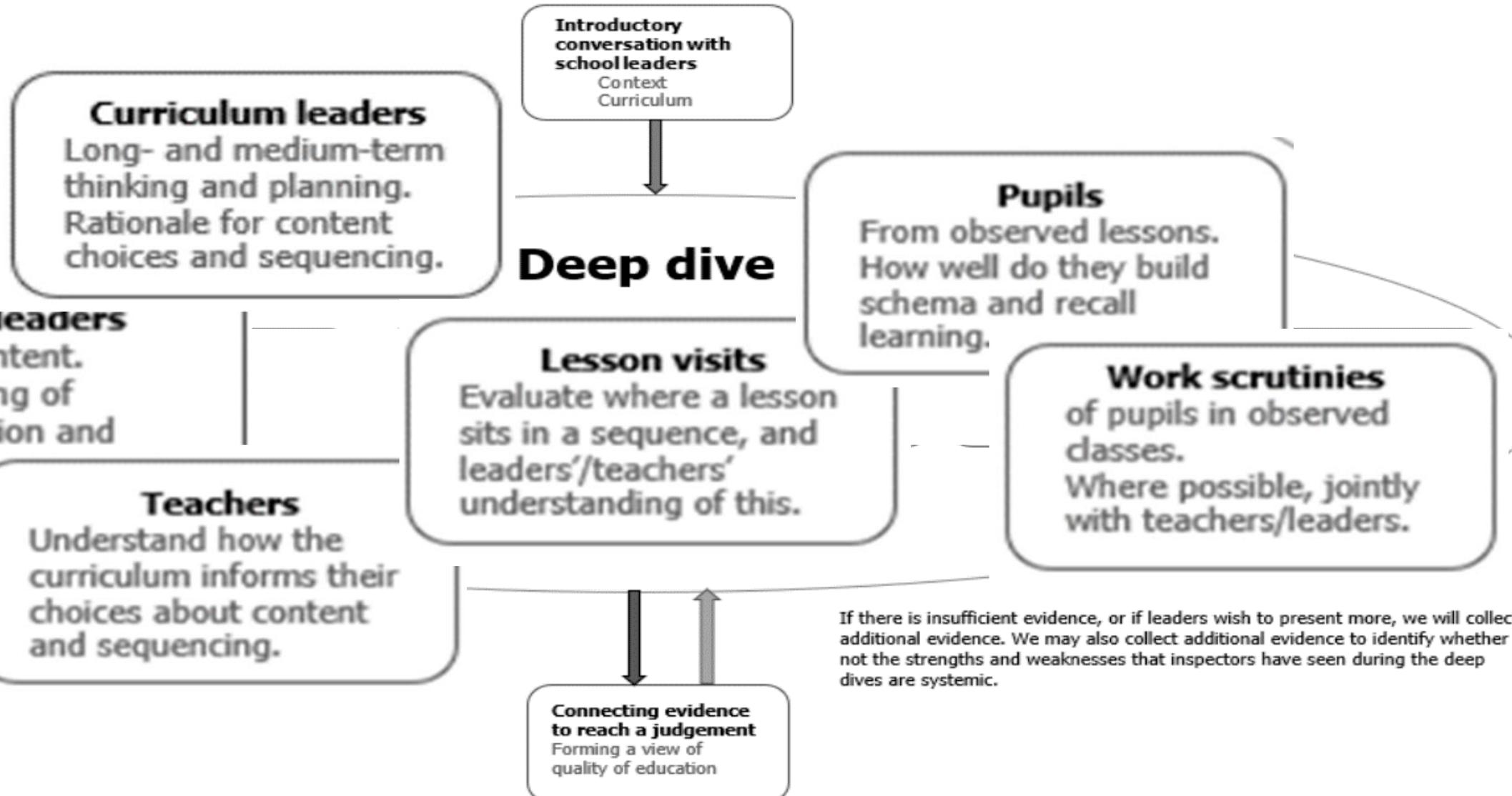
On site Day  
1

On site Day  
2

Reminder!



# Pre-inspection



If there is insufficient evidence, or if leaders wish to present more, we will collect additional evidence. We may also collect additional evidence to identify whether or not the strengths and weaknesses that inspectors have seen during the deep dives are systemic.

## Bringing it together

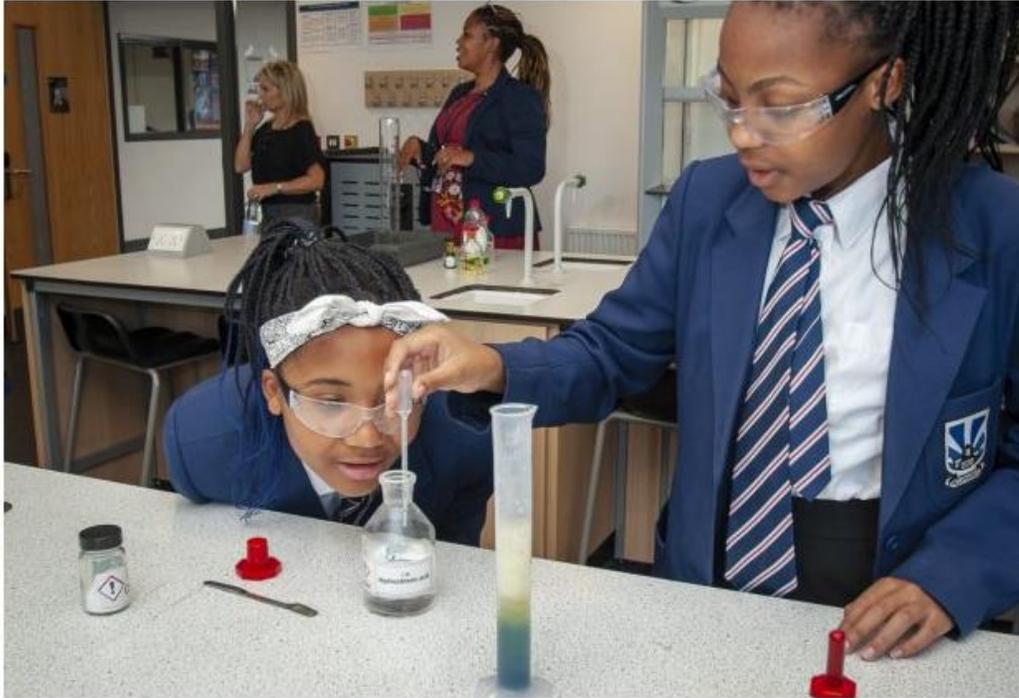
# What does OfSTED tell its inspectors?\*

- Systemic features. Key points to determine the cause (within the deep dives)
  - *Why is that subject the way it is? Check it out in other areas – is this the same reason other subjects are the way they are?*
  - *Leadership is at the heart – what are leaders doing/not doing?*
  - *Are the areas of development in deep dives systemic, i.e., are the areas for development the same in other subjects?*
- Inspectors DO NOT inspect individual subjects. They use the deep dives to identify systemic issues
- Inspectors should be Co-producing' the programme so that some deep dives are ones Ofsted select and others are suggested by school leaders.

\*source: OfSTED Inspectors webinar

## Curriculum transition extended for a year

Sean Harford, National Director, Education, 13 February 2020 - Curriculum, Education inspection framework, Inspection



Sean Harford HMI, National Director for Education, talks about Ofsted's curriculum transition arrangements and announces an extension.

Curriculum transition  
arrangements extended for  
another year until July 2021

<https://educationinspection.blog.gov.uk/author/sean-harford/>

# Preparing leaders:

## Statement from OfSTED Inspection Framework

Leaders at all levels are expected to have thought through the progression map for each subject and be able to communicate what it looks like and how effective it is.

- How can you prepare subject leaders (particularly those new to role) to evidence this statement?
- How do you ensure that pupils embed key concepts in their long-term memory and apply them fluently?
- How do you use assessment to check pupils' understanding in order to inform teaching?
- Do pupils books evidence the curriculum intent?



# Personal development

- How has the school thought about the **context** in which it sits?
- What are the **gaps in pupil knowledge** and experience that the school is able to fill through the curriculum and/or through extra-curricular activity?
- The school promotes a **diverse cultural capital** offer – this means that pupils not only access a wide curriculum but they have opportunities to engage in high quality cultural experiences. These experiences are not just about the experience but they help children to broaden their knowledge and open up different possibilities for them in later stages of their curriculum – it is often about **inspiration and aspiration** beyond the academic.
- The promotion **of British values** – in particular democracy and the rule of law have been identified within recent inspections.
- The school promotes a deep **understanding of diversity**. Children are able to articulate their understanding of differences and similarities between groups of people. This comes through in their actions towards one another and their tolerance of each other.



# Reading and Phonics – **key** in primary inspection

Inspectors will pay particular attention to pupils who are reading below age-related expectations (**the lowest 20%**) to assess how well the school is **teaching phonics** and supporting all children to become **confident, fluent readers**.

Inspectors will listen to several low-attaining pupils in **Years 1 to 3** read from unseen books appropriate to their stage of progress. They should also draw on information from the **school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits**.

Inspectors will look for evidence that:

- The school has clear **expectations** of pupils' phonics progress term-by-term, from Reception to Year 2
- the **sequence** of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.
- Teachers give pupils sufficient **practice in reading** and re-reading books that match the grapheme-phoneme correspondences they know, **both at school and at home**
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception

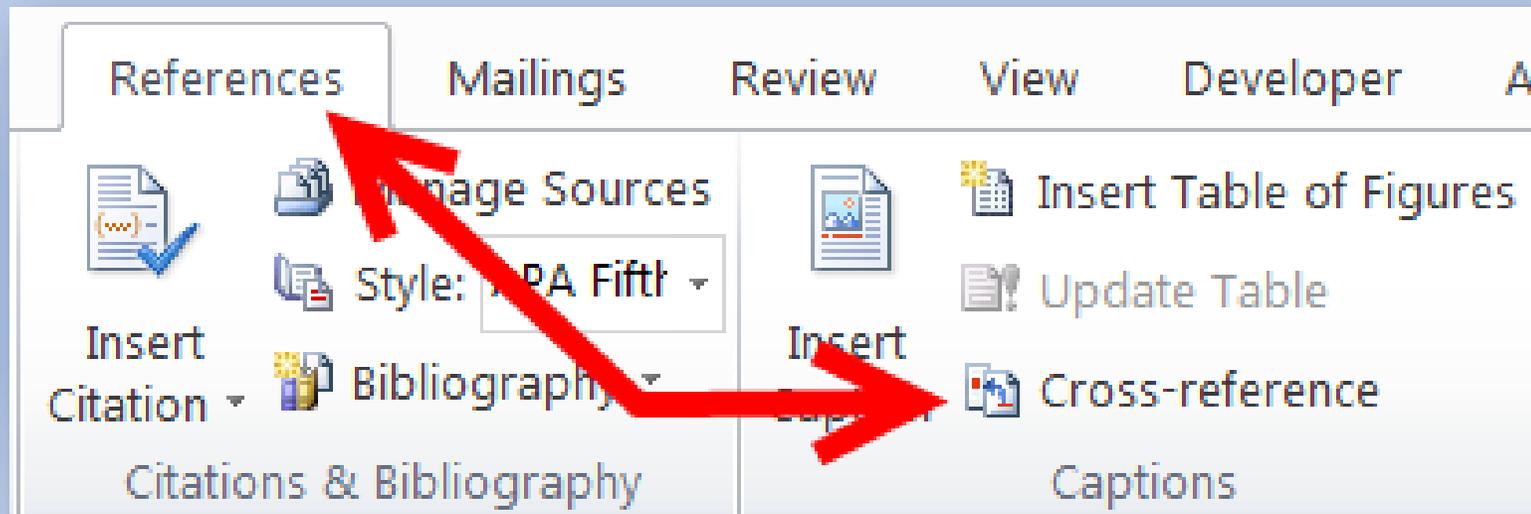
# Key learning from OfSTED inspections since Sept 2019

1. Reading and Phonics are key.
2. Leaders need to ensure they have a comprehensive understanding of the Intent, Implementation and impact in curriculum subjects.
3. All staff can articulate core messages regarding intent and implementation.
4. The inspection process is about the effects of leadership as a lived and breathed experience – what is systemic throughout the school?
5. It is important that pupils' can articulate prior learning in detail.
6. Curriculum sequencing is crucial to discussions about progress. This should be available in a written format so that inspectors can scrutinise the document.
7. Assessment procedures linked to knowledge and transition points.
8. SEND and PPG pupils access to the full curriculum including any additional offer, e.g. extra-curricular activities, school trips etc.
9. Identification of SEND is swift and consistent. All staff understand the process.





# Appendix items



# Key documents to read and be familiar with:

- [School Inspection Handbook](#)- (Ofsted, November 2019 - updated)
- [School Inspection Handbook-Section 8](#) (Ofsted, November 2019 - updated)
- [Inspecting the Curriculum](#)- (Ofsted, May 2019)
- [National Curriculum in England- primary and secondary](#) (DfE, last update July 2014)
- [Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five-](#) (DfE, April 2017)
- [Mental Health and Behaviour in Schools](#) (DfE, November 2018)
- [Keeping children safe in education Statutory guidance for schools and colleges](#) (DfE, *Due 2 September 2019*)
- [Inspecting safeguarding in early years, education and skills settings](#) : Guidance for inspectors carrying out inspections under the education inspection framework from September 2019
- [Teaching online safety in school](#) (DfE, June 2019)
- [Safeguarding children and young people in education from knife crime](#) (Ofsted, 2019)
- [Below the radar: low-level disruption in the country's classrooms](#) (Ofsted, September 2014)
- [School inspection updates](#)

Hints & Tips:  
*Quality of  
Education*

1. Consider the **consistency** and **cohesion** of curriculum intent, through effective implementation and impact upon pupil outcomes
2. **Work scrutiny** through class visits (not lesson observations) – key evidence of pupils learning over time; can **previous concepts be explained**? Is there evidence of **effective differentiation, progress**, effective use of **assessment for learning**?
3. Consider **pace** and **precision** of in-class provision
4. Is there evidence of the development of **higher order questioning and thinking** from class visits?
5. Take care over which areas to identify as strong/ 'developing' (rather than weak)
6. How does the curriculum build upon **knowledge and skill acquisition**? Is it effectively assessed?
7. How are **extra-curricular activities** structured? How are they linked to overall school curriculum intent? How **accessible** after extracurricular activities to all pupils? SEND? Disadvantaged?

Hints & Tips:

## *Deep dives*

1. Undertake **deep dives** either using peer review, or School Effectiveness Partners to test:
  - a) *Curriculum Intent*
  - b) *Curriculum implementation*
  - c) *Curriculum impact*
2. Anticipate which subject/s may be included in addition to **Reading**. Likely to be **mathematics** but a **foundation subject** will be looked at also *e.g. MfL, Computing, Music etc.*
3. Take care over which areas to identify as 'weak' – better to use term '**in development**'
4. Consider which **middle leaders will require cover**, during deep dive, and what this will look like
5. Middle and Seniors need to be prepared to discuss:
  - a) **sequencing** across the curriculum
  - b) how well **the disadvantaged, most able and SEND** are benefitting from the curriculum
  - c) the range and impact of **professional development** in improving subject and pedagogical knowledge especially for non-specialists.
  - d) Quality and effectiveness of provision throughout **different phases** of the school

# So what is a deep dive? – done WITH the curriculum/subject leader/subject team!

An evaluation of senior leaders intent for the curriculum in this subject and their understanding of its implementation and impact.

Evaluation of curriculum leaders' long- and medium-term thinking and planning, including the rationale for content choices and sequencing

Visits to a carefully selected and explicitly connected sample of lessons

Discussion with a pupils and work scrutiny of books by pupils who are part of the lessons observed (will include SEND and disadvantaged)

Discussion with teachers to understand content choices and sequencing of lessons seen.

An opportunity to gauge how assessment informs the teaching of the curriculum and the impact of professional development.

Leaders should be ready to explain what inspectors can expect to see when they enter the lesson and why prior to entering the lesson.

Be aware that the curriculum does not end at the end of a phase – how does the EYFS curriculum support children's understanding when they are in Y1?

# Quality of Education

## Good grade descriptors linked to reading

- “Reading is prioritised to allow pupils to access the full curriculum offer.”
- “A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.”
- “The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.”
- “Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.”
- “Pupils read widely and often, with fluency and comprehension appropriate to their age.”

# Good grade descriptors linked to reading ~ EYFS



- “There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.”
- “The school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.”
- “Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.”
- “Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.”
- “They (staff) provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read.”
- “By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.”