

Ofsted Update

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The EIF: 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**.
- **Teaching to the test** and a **narrow curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able children**.
- The EIF puts the **curriculum at the heart** of the new framework, putting the focus on the **substance of education**.



Our focus



'A force for improvement through intelligent, responsible and focused inspection and regulation'

Ofsted strategy 2017–22

The new framework

- The **curriculum** at the heart of inspection.
- No need to produce progress and attainment **data** 'for Ofsted', helping reduce unnecessary workload.
- **All** pupils should have access to a high-quality education – challenging **gaming** and '**off-rolling**'.



EIF 2019 – inspection judgements

Overall effectiveness

75% of the public and sector agreed or strongly agreed with the approach of our 'Quality of Education' judgement in our recent consultation

Quality of education

78% of the public and sector agreed or strongly agreed we should introduce our new 'Behaviour and Attitudes' and 'Personal Development' judgements

Behaviour and attitudes

Personal development

Leadership and management

The quality of education: the overall picture



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.

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.



Why focus on reading?



The importance of reading or...

"Reading is the one ability that, once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless."

(Michael Morpurgo)



However...

- One in four pupils leave primary school unable to read well.
- Two in five disadvantaged pupils leave primary school unable to read well.
- There are schools judged as good or outstanding by Ofsted that have below-average reading standards.

Good readers do well at school
and poor readers do not.

Why do so many children not learn to read sufficiently well by the time they leave primary school?



- Reading is not always well taught
- A lack of clarity about how to improve reading
- Pupils don't always enjoy reading
- Schools have low expectations of who can learn to read
- Pupils don't get sufficient time to practice

Unless pupils can read, they can't access learning to the full



Getting the basics right is a moral imperative and a central plank of social justice

- Mastering the phonic code as quickly as possible
- Reading to young children
- Building their vocabulary and knowledge of language

The inspection of reading.



During all inspections of infant, junior, primary and lower middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity. They should 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.

(School inspection handbook, Part 3, page 87)

Inspectors should listen to several low-attaining pupils in Year 1 to Year 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 observations.

(School inspection handbook, Part 3, page 87)



A. The headteacher prioritises reading

Evaluation criterion

- The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

B. Staff foster a love of reading

Evaluation criterion

Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

B

Love of reading



C: The content and sequence of the phonics programme supports pupils' progress.

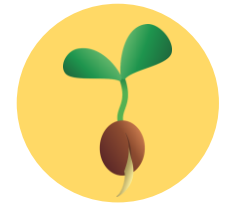
Evaluation criterion

The school's phonics programme matches or exceeds the expectations of the English national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.



C

Programme
and progress



The importance of leadership or...

making it as easy as possible
for teachers to teach.



D. Reading books match the sounds that children know

Evaluation criterion

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonic 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.



D

Books match sounds



E. Children are taught phonics from the start of Reception

Evaluation criterion

Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.



E

Phonics from the start





F: Pupils who fall behind are supported to catch up quickly

Evaluation criterion

- The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, and targeted support is given immediately.

The importance of personal development
or...

why you can't separate
education and care.





G: Staff are experts in early reading

Evaluation criterion

- The school has developed sufficient expertise in the teaching of phonics and reading.

1. Pre-inspection preparation and initial phone call with headteacher

- Published data (ELG for reading, phonics screening check, KS1 and KS2 reading SATs)
- Website information about reading
- Any improvement plans for reading

2. Discussion with the subject leader

- The focus will be:
 - Gaining an understanding of **the curriculum for reading**, including the teaching of phonics. This will usually include reference to all of the early reading evaluation criteria.
 - **Choosing pupils to hear read** – focussing on the lowest 20%
 - Making arrangements to hear these pupils reading

3. Other deep dive activities

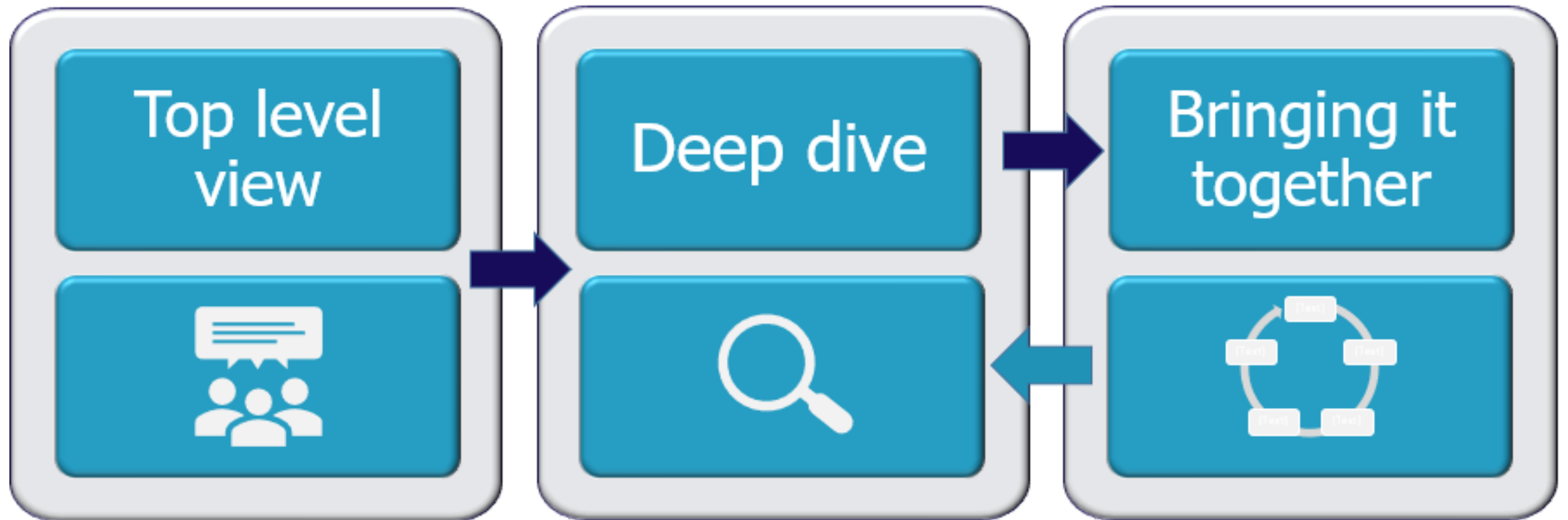
- Hearing pupils read and observing the support they receive to help them catch up
- Lesson visits
- Talking to pupils
- Talking to staff

Education inspection framework: Inspecting the substance of education

Section 5 Inspection



Inspection model for quality of education



SEND methodology:

Top-level view:

SEND context and ambitions

Organise a sample of pupils with SEND in at least two subject deep dives with copies of EHC and SEND support plans.



During deep dives:

Is the curriculum **implemented for pupils with SEND. What are they learning?**

How well are they **involved in school life?**



Day 2:

Dialogue with SENCo and sample group of pupils with SEND.

Review the day 1 and 2 evidence and evaluate the quality of education for SEND.

Pre-inspection call

Other
preparation

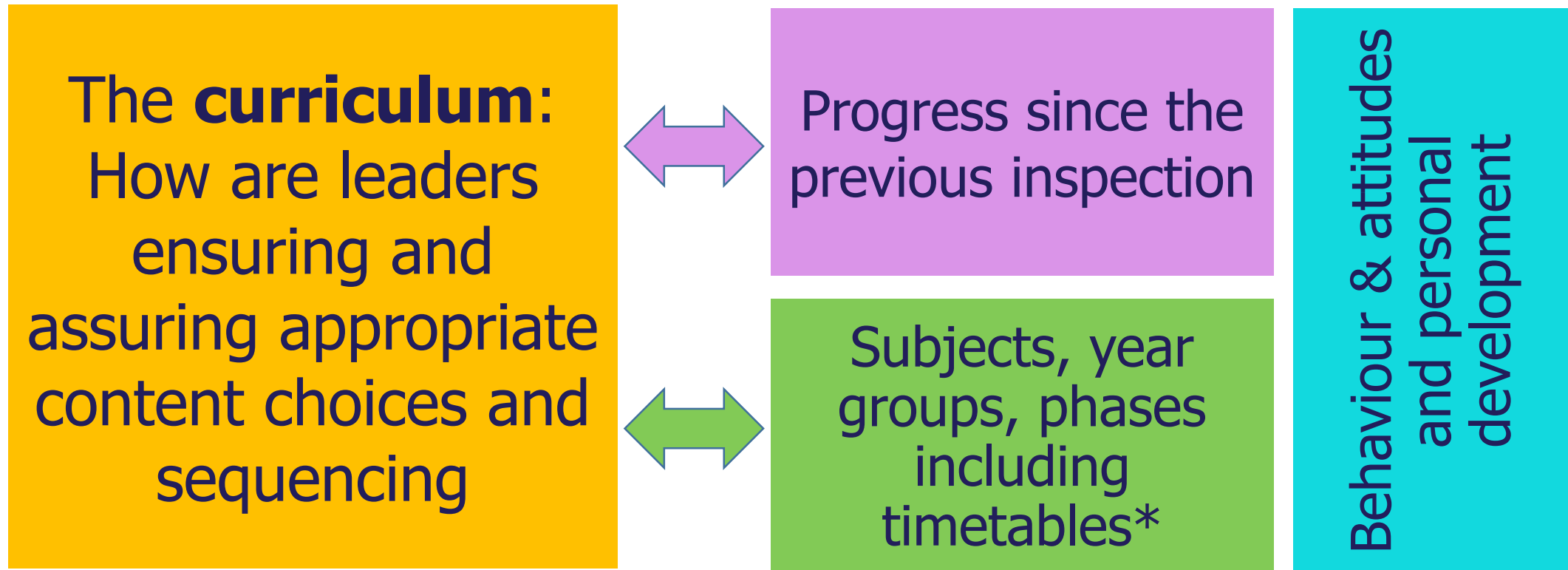
Education-focused
conversation

A shorter planning
conversation

Section 5 - Education-focused conversation



Context and challenges



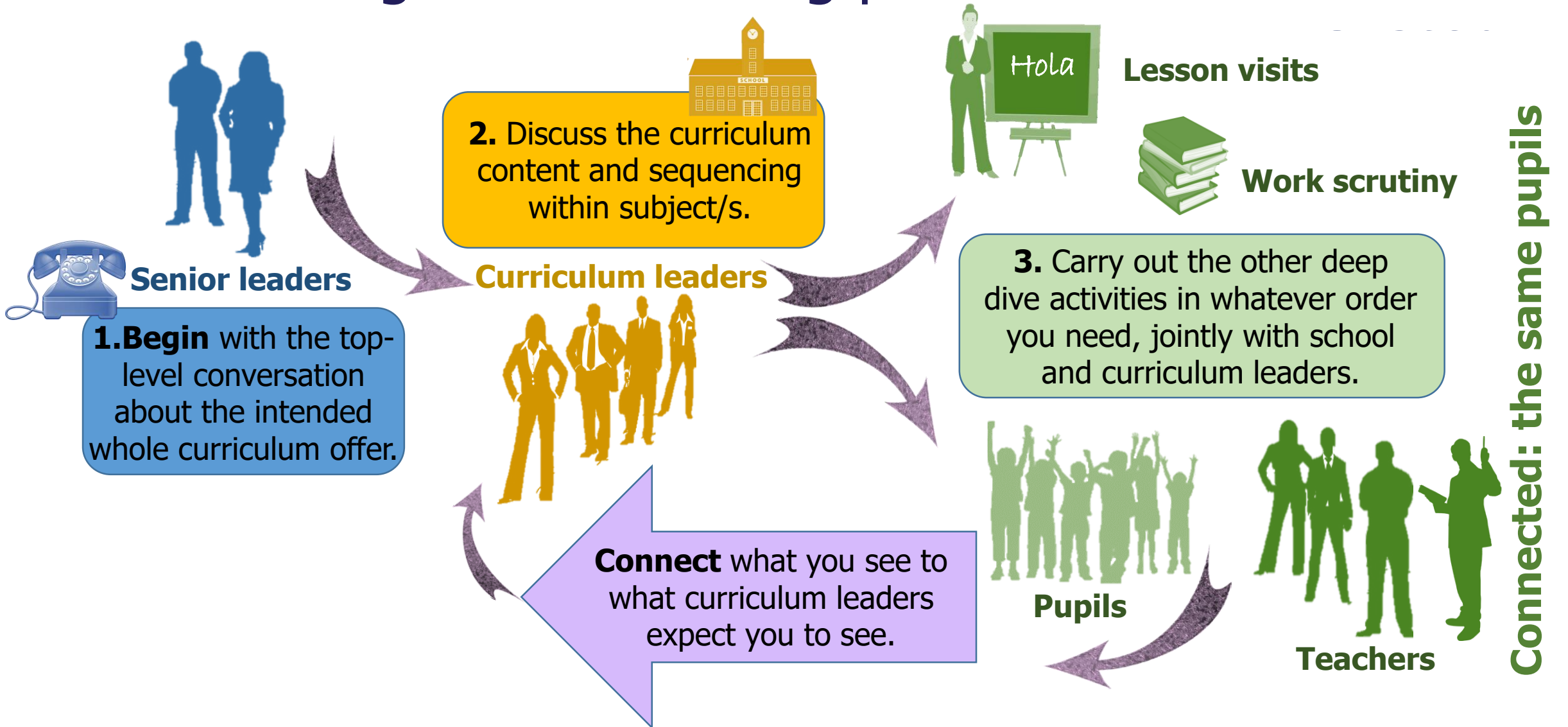
What subjects should be selected for deep dives?

- At least **four** deep dives.
- **Reading** will always be a deep dive in primary.
- Deep dives must include **at least one foundation subject**.
- Deep dive subjects must be on the **curriculum** (for example, not PD or careers).
- Use published, **validated** data and top-level discussion. Identify what might be strong /weak.
- **Agree** subjects with headteacher (sampling from areas leaders say are strong/weak/developing and those indicated by published data).

What will be included in the deep dives?



Connecting back to the big picture

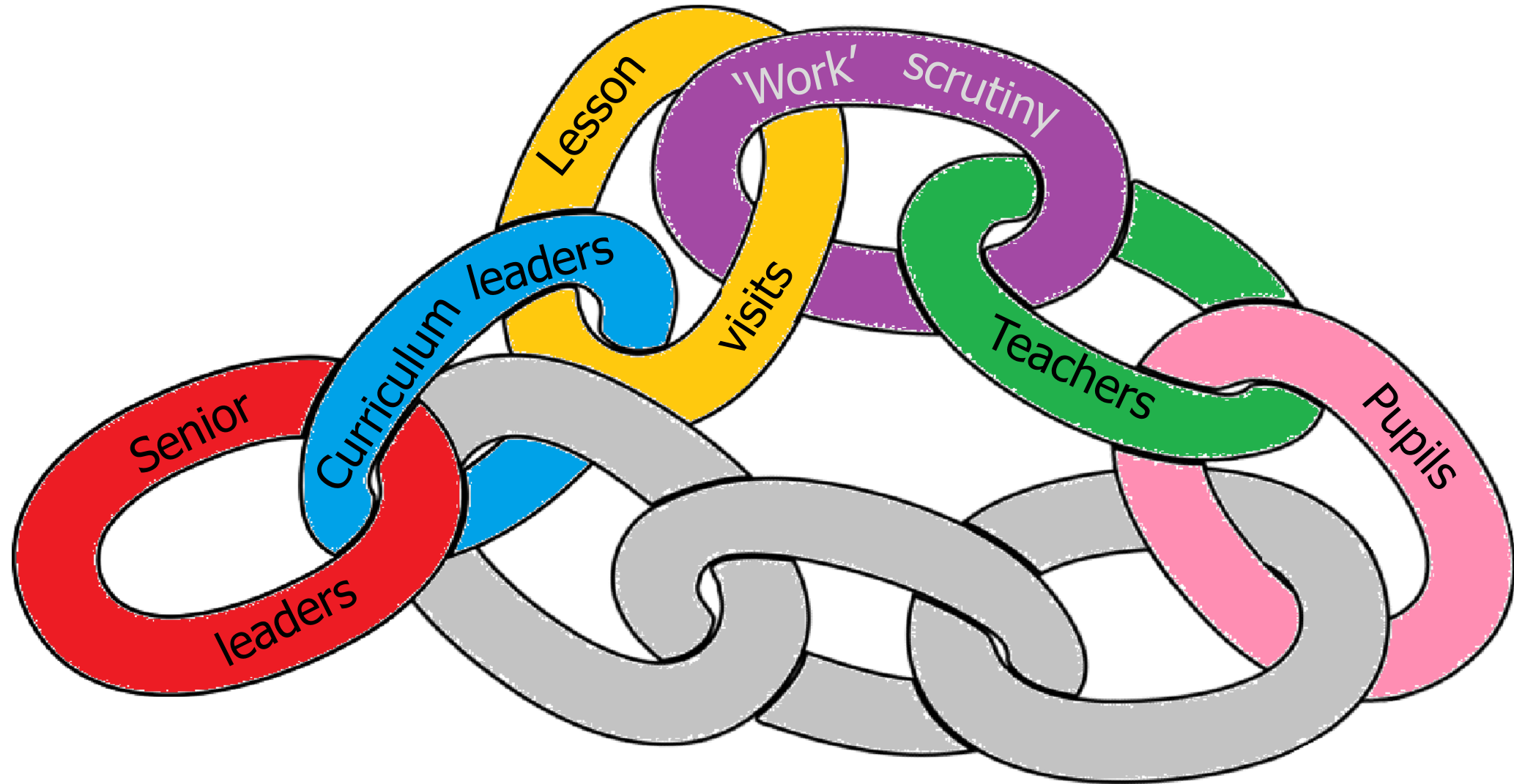


'Inspectors will not look at non-statutory internal progress and attainment data'


- We will **proceed** with inspectors **not** looking at non-statutory progress and attainment data
- Inspectors will ask what **leaders understand** about progress and attainment in the school, and will then say 'let's see that first-hand, together'
- Inspectors will **consider the actions taken** by schools **in response to their understanding** of progress and attainment, and the impact of these actions



The curriculum deep dive



Where you focus when

Day 1		Day 2		
Quality of education	<p>Deep dives into selected subjects</p> 	Other key judgements	<p>Build on and secure evidence for other key judgements</p>	
	<p>Evidence collected from deep dive inspection activities will contribute to other key judgements, such as behaviour and attitudes.</p>		Quality of education	<p>Systemic? Day 2 – plan a brief check in other subjects</p>
	<p>Safeguarding</p>			

EIF 2019 – inspection judgements

Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

The grade descriptors

Behaviour

- Calm, orderly environment?
- Clear routines and expectations?
- Strong focus on attendance and punctuality?
- Clear and effective behaviour and attendance policies?

Attitudes

- Do pupils develop good motivation and positive attitudes?
- Positive and respectful school culture?
- Bullying, discrimination and abuse dealt with effectively?

So what should inspectors focus on?

Responsible,
respectful, active
citizens

Fundamental British
values*

Equality of opportunity

Promoting an inclusive
environment

Developing pupils'
character**

Developing confidence,
resilience and
knowledge to keep
themselves
/physically/SRE healthy

Effective careers
programme

Readiness for the next
phase of education,
training or employment

Positive impact of leadership?

How well do leaders develop staff?

Quality of education

Behaviour and attitudes

Explore leaders' integrity

Personal development

Leadership and management

Governance

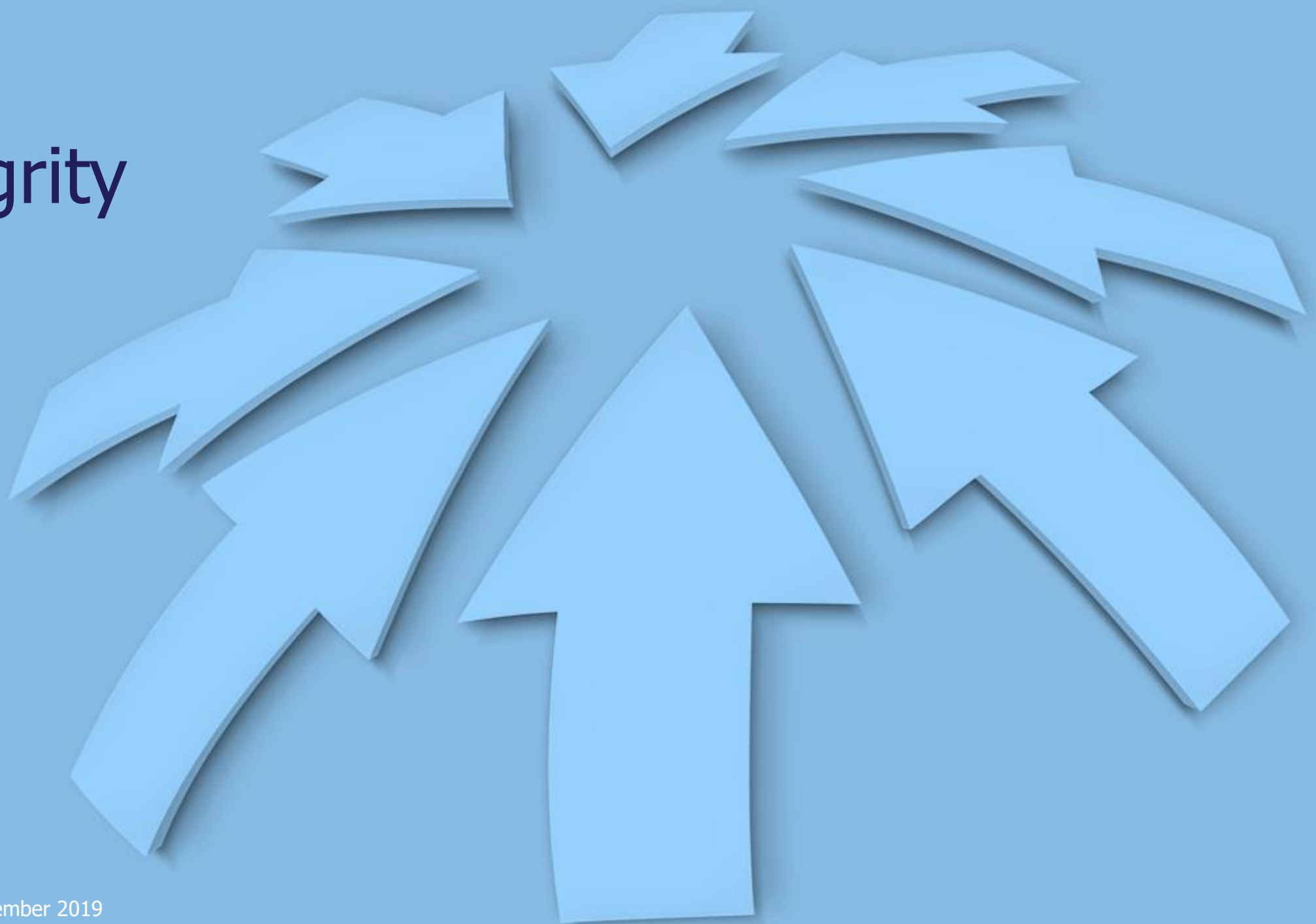
Talking to the right people... about the right things

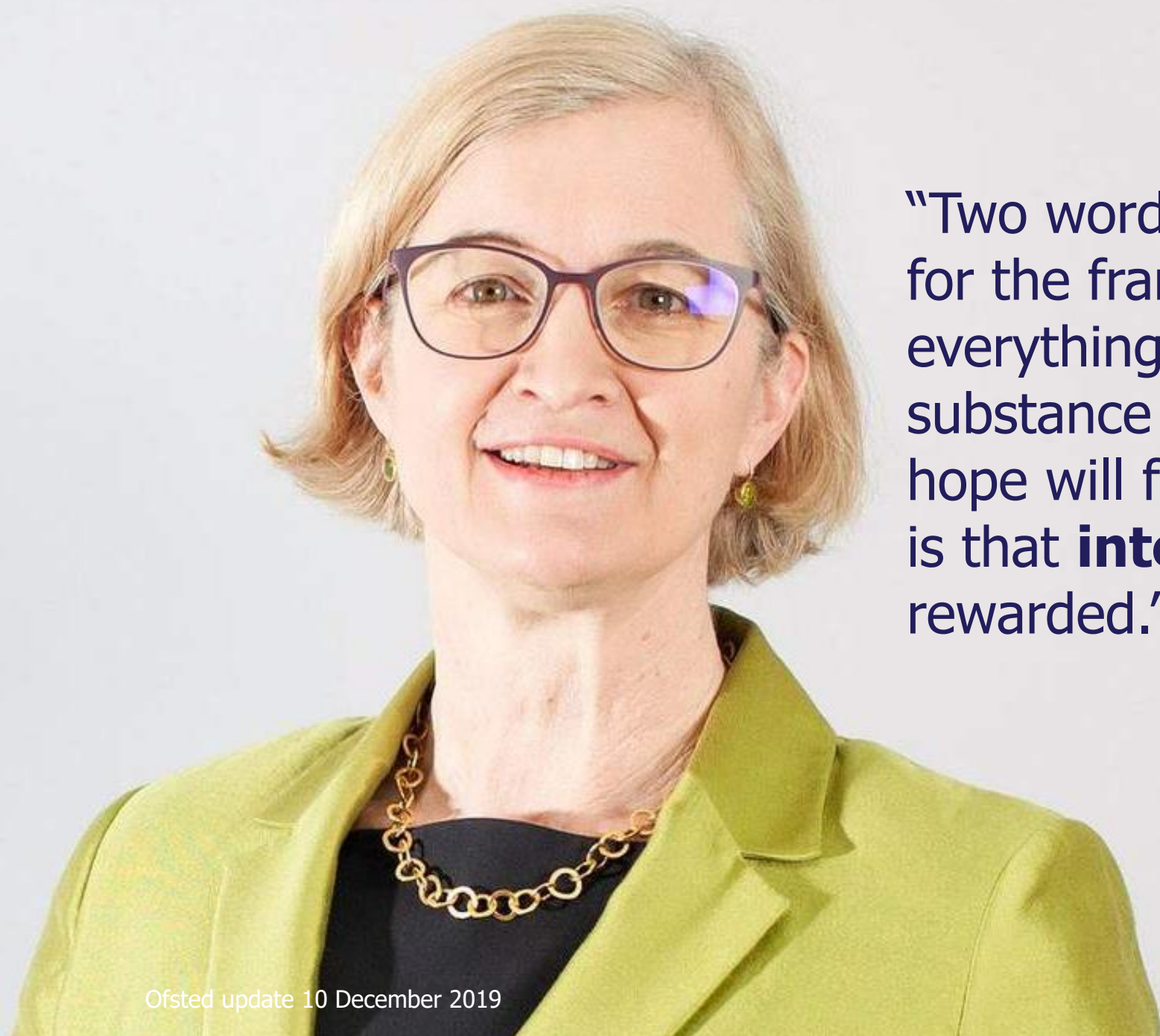
- In a maintained school: governors
- In a standalone academy: trustees
- In a MAT: trustees*

Talking to the right people... **about the right things**

- Vision, ethos and strategic direction (including curriculum)
- Holding executive leaders to account
- Financial performance of school
- Statutory duties.

Integrity





“Two words that sum up my ambition for the framework and which underlie everything we have published today: substance and integrity. One thing I hope will flow from this new approach is that **integrity** will be properly rewarded.”

16 January 2019

Integrity: inclusion and **off-rolling**

'The practice of removing a pupil from the school roll without a formal permanent exclusion or by encouraging a parent to remove their child from a school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of gaming.'

(para 254 School inspection handbook)

Integrity: inclusion and **off-rolling**

- Inspectors will be interested in high numbers of pupils moving on or off roll (pupil movement), but this may not mean in itself that off-rolling is taking place.
- Inspectors should consider the context, scale and impact of any off-rolling.
- If inspectors suspect that off-rolling is taking place there are several inspection activities that can undertaken...

Education inspection framework: Inspecting the substance of education

Section 8 Inspection



Changes to section 8 inspections

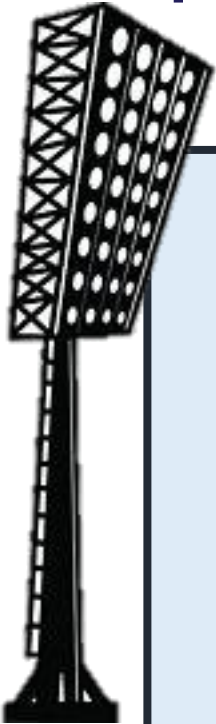
- Increasing the length of section 8 inspections from one day to **two days for most schools.**
- Schools with **150 or fewer pupils** on roll will continue to receive a **one day inspection.**
- The **two day** inspection will apply to **all** special schools and pupil referral units.



Section 8 handbook. Inspectors will:

- **focus primarily on QE** during an s8 inspection
- focus on safeguarding in the **same** way as on an s5 inspection
- **not** make a judgement on all the criteria contained in the behaviour and attitudes/personal development judgements
- consider whether the school has **high expectations** for pupils' **behaviour** and that **bullying** is not tolerated
- be particularly **alert** to any evidence that suggests that the school may be **gaming/off-rolling**
- consider staff workload/bullying or harassment issues.

Put simply....



The same

Quality of
education.

Safeguarding.



Four key questions

1. High expectations for behaviour/bullying not tolerated?
2. Gaming and off-rolling?
3. The extent to which the curriculum goes beyond the academic, vocational or technical (offer for disadvantaged pupils)?
4. Staff workload and protection from bullying and harassment?

Section 8 - Education-focused conversation



Context and challenges

The **curriculum:**
How are leaders ensuring and assuring appropriate content choices and sequencing?

Progress since the previous inspection.

Subjects, year groups, phases, including timetables.

Low-level disruption/bullying.
Gaming/off-rolling.
Pupils' wider development.
Workload.

A quick reminder...

- **Outcome 1:** the school continues to be good/outstanding.
- **Outcome 2:** the school remains good but there is evidence that the school **might** be judged outstanding if it received a section 5 inspection **now**.
- **Outcome 3:** the school is **likely** to be judged less than good if it received a section 5 inspection **now** but there are **no serious concerns**. The next inspection will be a section 5.
- **Outcome 4:** there are **serious concerns** about QE, behaviour, gaming (including off-rolling) or safeguarding. The inspection converts to a section 5 usually within 48 hours.

Changes to reporting



Inspection reports



- We have revised our approach to reporting under the EIF across all remits.
- The purpose of our reports continues to be to **inform public users and to help providers improve.**
- User research has told us that parents and others would prefer **reports to be shorter and clearer.**
- Our reports must be useful for those we **inspect.**
- New reports will reflect more accurately and vividly **what makes individual providers unique.**
- Reports will continue to give some providers direction about areas that they can improve on.
- This approach will complement our emphasis on professional dialogue between inspectors and leaders throughout the inspection. The main points of this discussion will be reflected within the reports themselves.

Thank you



Further detail is available

- **School Inspection Handbook (EIF):**

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

- **Section 8 School Inspection Handbook (EIF):**

<https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif>

- **Inspecting the curriculum** – revising inspection methodology to support the education inspection framework:

<https://www.gov.uk/government/publications/inspecting-the-curriculum>

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

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