

# Ofsted Briefing

## 12<sup>th</sup> September 2019

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# Ofsted – New Framework

Amanda Spielman [16-Jan-19],

*“Two words sum up my ambition for the framework: **substance** and **integrity**.*

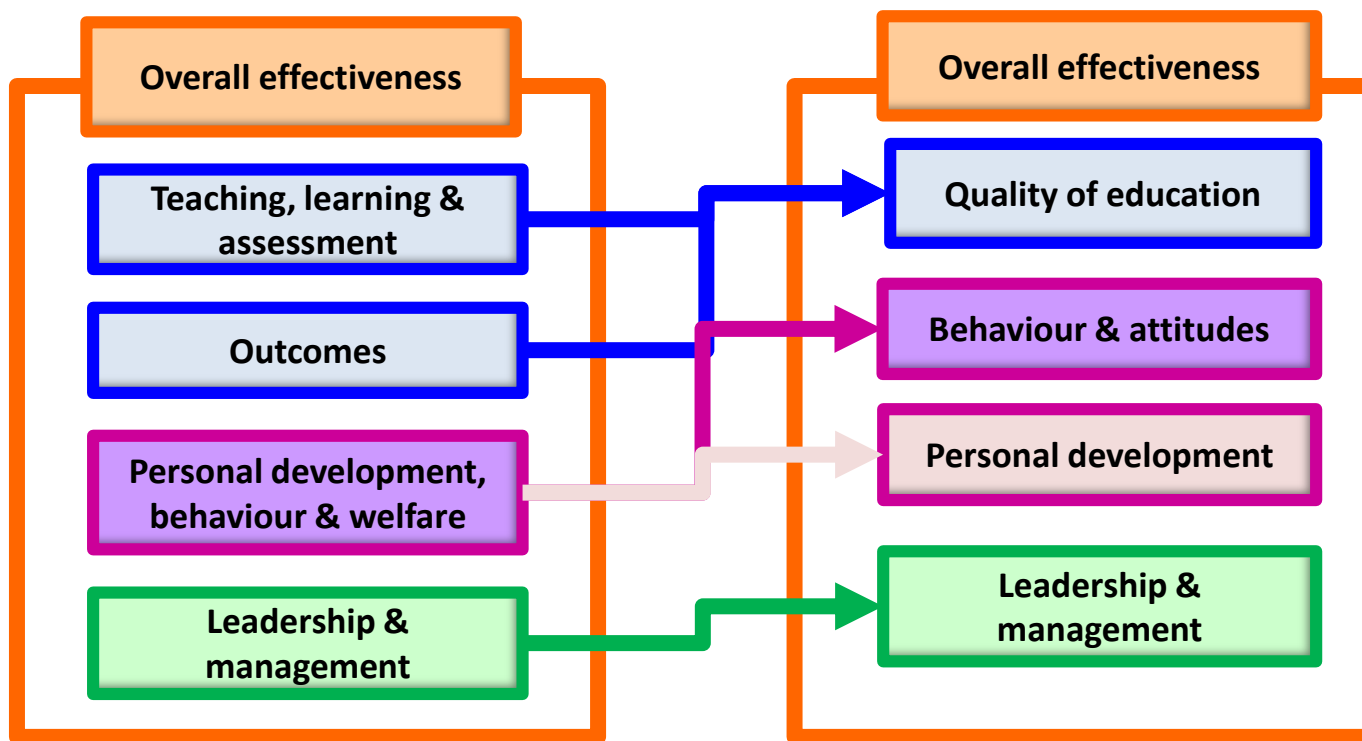
- *The **substance** that has all children ... **exposed to the best that has been thought and said**, achieve highly and set up to succeed*
- *The **integrity** that makes sure **every child** ... is **treated as an individual** with potential to be unlocked, and **staff as experts in their subject or field**, not just as data gatherers and process managers. And above all that you are rewarded for doing the right thing.*

*Ofsted is committed to making sure that any changes to the inspection framework and approach are fair, reliable and valid.”*

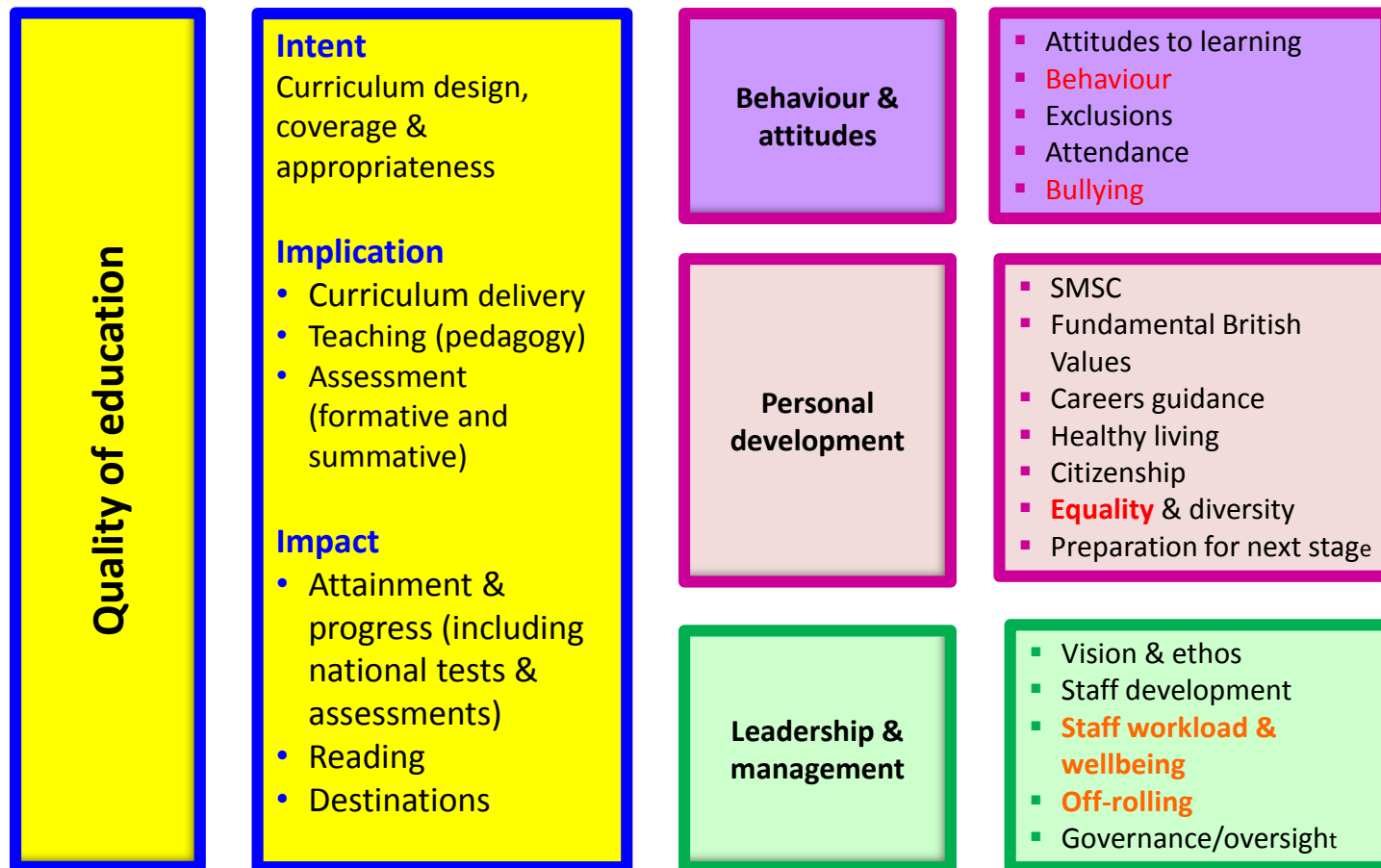
## Worth a read

- DfE Education Inspection Framework 2019 – [Research Overview](#)

## Judgement areas: evolution, not revolution



# Ofsted – New Framework



## Section 8 Inspections

Section 8 inspections include:

- schools previously judged to be good normally every 4 years (unless they've changed significantly or are flagged through the risk assessment process)
- special schools, pupil referral units and maintained nursery schools previously judged to be outstanding
- monitoring inspections for schools previously judged inadequate or require improvement
- schools where there is a particular cause for concern (for example, about behaviour and attitudes, safeguarding or leadership)

**NB:**

- *Some good schools will be subject to a full section 5 inspection instead of a section 8 inspection e.g. undergone significant change, such as in its age range, or if there are indications that the quality of provision may have deteriorated significantly. Selected through the risk assessment process.*
- *All schools, including a good school may still receive a 'no formal designation' inspection carried out under section 8 at any time in certain circumstances*

# New Inspection Framework

## What's changed?

- Section 8 inspections of 'good' schools to happen over 2 days
- New 'quality of education' judgement, with an enhanced focus on curriculum
- Separate judgements for 'personal development' and 'behaviour and attitudes'
- 90 min conversation with Headteacher the day before an inspection
- Internal performance data no longer used as inspection evidence though inspectors will "be interested in the transition phase, conclusions drawn and actions taken from any internal assessment information and evidence of impact"
- During the transition period (1 year initially), inspectors won't expect schools to meet some of the criteria for the curriculum straight away
- Duration
  - Always 2 day inspections for special schools
  - Schools under 150 pupils 1 day inspection – 2 inspectors
  - Schools between 150-600 over 2 days and 2 inspectors
  - 600 + pupils e.g. 2 inspectors for 2 days plus 1 inspector for 1 day

## Section 8 Inspection

- Primary schools, inspectors will look at **how well pupils can read** and focus on children who are not meeting the **phonics** standard.
- Secondary schools, inspectors will look at whether the school is working towards the EBacc as the foundation of a Key Stage 4 curriculum
- Inspectors will look at the website for the curriculum overview and reading statement, as well as compliance. See annex 5 section 8 inspections
- Inspectors will **focus on equalities** and look at published objectives
- **Behaviour** – Inspectors will not make a judgement on all criteria of the B&A section but will consider whether:
  - the school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly – whether reflected in pupil behaviour and conduct
  - leaders, staff and pupils create an environment in which bullying is not tolerated ..... Dealt with properly
- Inspectors will be particularly **alert to any evidence of gaming and off rolling** (if an Inspector has serious concerns on will convert to a section 5)
- Inspectors will not make a judgement on the criteria contained in the 'personal development' judgement.
- Where the lead inspector has serious concerns about **workload or the bullying or harassment** of staff, the inspection will be converted to a section 5 inspection.

# Section 8 Inspection

- **Section 8** ('short') inspections to happen over **2 days** instead of 1 - Ofsted's rationale to give inspectors sufficient opportunity to gather evidence that a school remains 'good'
- Applies to schools rated '**good**'.
- Schools normally informed between 10.30-2.00 pm day before
- Administrator will send a list of information required by 8 am following day (Point 99 Section 8 Inspection Handbook)
- Pages 25-26 of the Handbook lists practical requirements
- **Section 8 primarily focuses on 'quality of education' and safeguarding (if an Inspector has serious concerns on QoE will convert to a section 5)**
- Focus on a few key areas
  - Sequencing and structure of the curriculum – goes beyond the academic and vocational
  - Whether feedback is formative and fit for purpose
  - Evidence of inappropriate curriculum narrowing
  - Equalities
  - Behavior expectations and bullying
  - Staff workload and wellbeing
- **Inspectors will normally adopt the same methodology for inspecting the quality of education and safeguarding as that used on a section 5 inspection. However, in all other areas they will not gather the same depth of evidence as for a section 8**



# Outstanding Schools

## What's changing?

- **Outstanding schools will no longer be exempt** – will take possibly a year to become law
- **Exempt outstanding schools will continue to be picked up through the annual risk assessment process**, and may be inspected under section 8 at any time after the assessment (10% of schools) - Refer to Section 8 handbook Inspection no formal designation (pages 49-55) and Pages 6-7 of the SI Handbook. If during the course of the inspection the lead inspector finds school's overall effectiveness is lower than outstanding they may deem the section 8 as a section 5 inspection
- Understanding that some outstanding schools who do not get picked up through the risk assessment window may have an **inspection** on an aspect of the **wider curriculum** such as MfL, Geography or History.

**Note: Special schools, pupil referral units and maintained nursery schools have not historically been exempt and been inspected as other schools**

# 90 Minute Phone Conversation

## **Introductory phone call with school leaders on the day before the inspection begins**

### **The conversation will:**

- normally last up to 90 minutes, but this is an upper limit rather than a target
- not follow any particular script, though the existing questions to clarify the school's status and governance arrangements will continue to be part of the dialogue.
- provide school leaders with an opportunity to explain their school's specific context and challenges.
- enable the Inspector and leaders to establish a rapport before inspection and develop a shared understanding of the starting point of the inspection
- help inspectors to form an initial understanding of leaders' views of the school's progress and to shape the inspection plan
- will only end once the inspector
  - understands the headteacher's view of the school's context, progress and strengths and weaknesses.
  - there is a shared understanding of the subjects and areas that will be subject to curriculum 'deep dives' on the first day of inspection.

### **Inspectors will not:**

- expect leaders to have any particular information or evidence to hand in the conversation.

# 90 Minute Phone Conversation

## **Inspectors will:**

- expect headteachers to articulate the school's context, progress and strengths and weaknesses

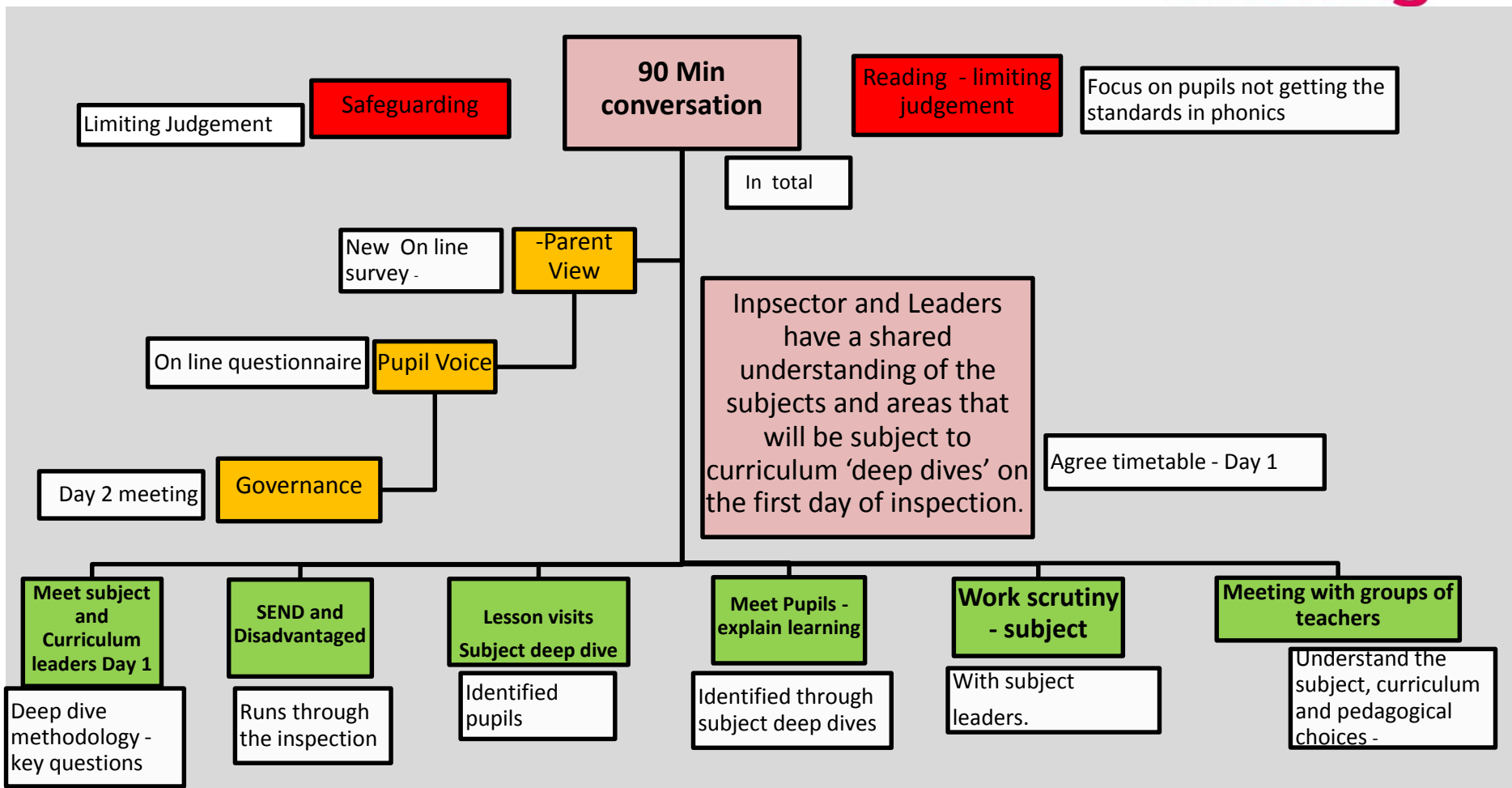
## **The conversation should:**

- provide school leaders with opportunity to explain their school's specific context and challenges
- enable the Inspector and school leaders to establish a rapport before the inspection
- develop a shared understanding of the starting point of the inspection
- help inspectors to form an initial understanding of leaders' views of the school, progress and shape the inspection plan

## **Inspectors will use this conversation to understand:**

- the school's context and the progress made since the previous inspection, including those that remain relevant under the EIF and the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to:
  - The curriculum
  - How teaching supports pupils to learn the curriculum
  - Standards pupils achieve
  - Pupils' behaviour and attitudes
  - Personal development of pupils

# Section 8 Inspection



# The Curriculum

*When inspectors are considering curriculum intent as part of the quality of education judgement, they will seek to establish whether the school **understands why it teaches content in the order that it does.***

- *..... however, inspectors will expect to see a broad, rich curriculum. that **includes languages and the humanities**, along with **the arts and other creative subjects.***
- *Inspectors will be particularly **alert to signs of narrowing** in key stages 2 and 3 curriculums.*
- *If a school has shortened key stage 3, inspectors will look to see that it has made provision to ensure that pupils still have the opportunity to study **a broad range of subjects in Years 7 to 9.***

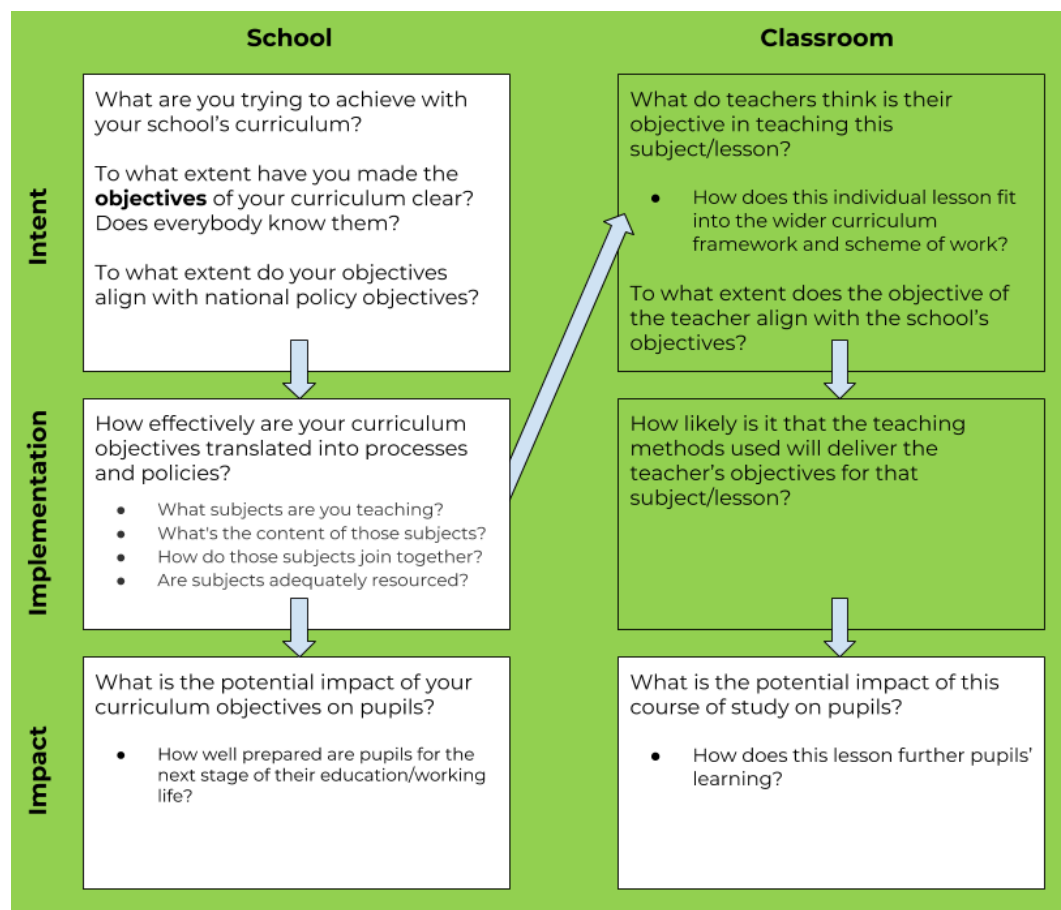
# Three Pillars of the Curriculum

*The curriculum is a framework for setting out the aims of a programme of education (Ofsted 2019)*

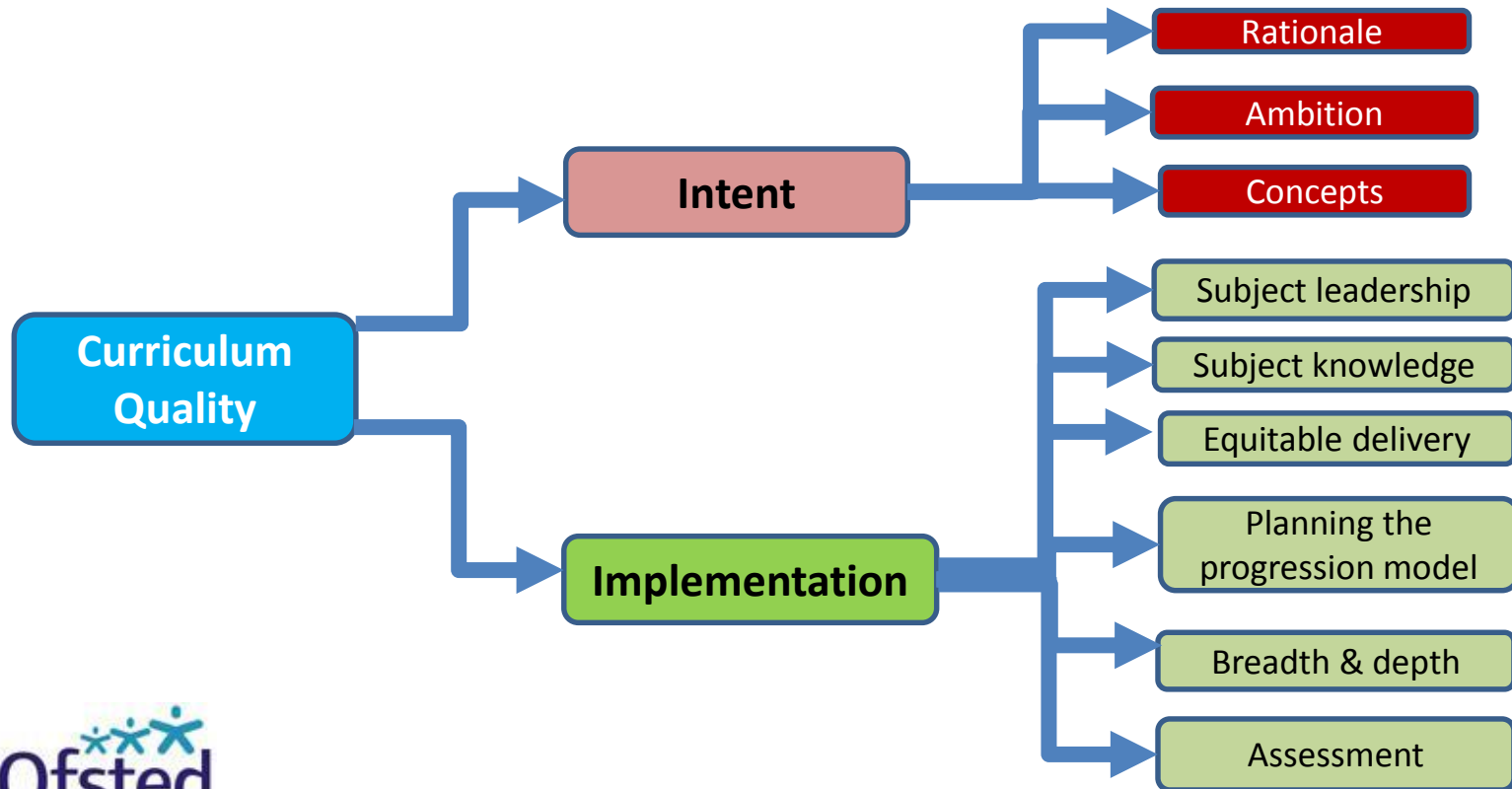


# Curriculum: what will inspectors look at?

- **Intent** - what are we trying to achieve through our curriculum?
- **Implementation** – how is our curriculum being delivered?
- **Impact** – what difference is our curriculum making?



Curriculum quality model, based on evidence from statistical analysis and HMI feedback





# Curriculum - INTENT

## What will inspectors be looking for

- A focus is on the curriculum and the aspirations schools have for their learners - schools should have **high and equal expectations**, providing an ambitious curriculum, studied by all.
- Emphasis on the curriculum being knowledge-rich; however, the handbook insists strongly that *'this must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts'*.
- A curriculum that must be **broad and balanced**, providing a **wide range of subjects**
- Emphasis on how **coherent and well sequenced** the curriculum is, with knowledge, skills and cultural capital all appearing to play a part in this.

## How 'Intent' Will Be Judged

- Inspectors will judge schools that take radically different approaches to the curriculum fairly.
- Inspectors will assess a school's curriculum favourably when leaders have built a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively.
- Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders focusing on endpoints, specific and appropriate content and the sequencing of the content.

# Curriculum - Implementation

## *Evaluation of how the curriculum is taught at subject level.*

### *How...*

- **Teachers and other teaching staff do their job** and how leaders support them, particularly regarding subject knowledge, presentation of material, assessment, feedback, responsive teaching and recall of material. *'Ofsted does not advocate that any particular approach should be used exclusively in teaching. Different approaches to teaching can be effective'.*
- The teaching of **reading** develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge'.
- **Teachers enable pupils** to understand key concepts, present information carefully and engage pupils with discussion
- **Teachers' check pupils understanding** and identify/ correct misconceptions

**Developing understanding, not memorising disconnected facts**

# Curriculum - Implementation

***Evaluation of how the curriculum is taught at subject level.***

***How...***

- Teachers ensure that pupils **embed key concepts** in their long term memory and apply them fluently
- The subject curriculum is presented in a way that allows pupils to **make links**, transferring skills and knowledge to long term memory
- Teachers use assessment to inform teaching, embedding knowledge fluently and developing connected understanding

**Inspectors will draw evidence about curriculum implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.**

# Curriculum - Impact

## Impact – How impact will be judged

- The reading focus is repeated under the Impact heading and in the handbooks - also a special mention for maths, clarifying that in good schools learners will be *'able to apply mathematical knowledge, concepts and procedures appropriately for their age.'*
- The new proposed framework outlines there should be focus on doing things that *'allow learners to go on to destinations that meet their interests, aspirations and the intention of their course of study'* – no real heavy focus on data outcomes in the academic sense
- Inspectors will not be using schools' internal assessment data as evidence and will only look at nationally generated performance data such as that which is available in the IDSR.
- Inspectors will look for first-hand evidence of how pupils are doing, drawing together evidence from:
  - Interviews (including discussions with pupils about what they have remembered about the content they have studied)
  - Observations
  - Work scrutiny
  - Documentary review (including pupils' exercise books or folders)
  - Nationally published information about the destinations to which pupils progress when they leave the school.
  - In primary schools they will also listen to a range of pupils reading

# Ofsted Grade Descriptors

## Quality of Education - Good



### INTENT

Curriculum & learning sequenced

Curriculum adapted for the needs of SEND

Pupils study the full curriculum – not narrowed

Ambitious curriculum – cultural capital particularly for disadvantaged

### IMPLEMENTATION

Reading is prioritised

Rigorous and sequential approach to the reading curriculum

Reading is assessed & gaps addressed

Reading books connect closely to phonics

Sharp focus on phonics and children learning to read

Good subject & course knowledge

Work given to pupils matches curriculum aims

Present subject matter clearly

Teachers' speaking, listening, writing & reading of English support pupils in developing their language

Assessment used effectively

Teachers adapt teaching as necessary

Provide clear, direct feedback

Systematically check pupils' understanding and address misconceptions

Work is demanding

Promote appropriate discussion of content

Environment focus on pupils

Textbooks/materials support learning

Content is remembered long-term

New knowledge integrated into larger ideas

### IMPACT

Pupils develop detailed knowledge and skills

Pupils achieve well – reflected in results

Pupil's work is of a good quality

Pupils ready for the next stage – education employment and training

Pupils read widely and often

# Ofsted Grade Descriptors

## Quality of Education - Outstanding



School meets all the criteria of a good quality of education – **securely** and **consistently**

Quality of education is **exceptional**

IMPLEMENTATION

Teachers have a firm and common understanding of the curriculum intent and what it means for their practice

Work given to pupils **over time** and across the school, **consistently** matches the curriculum

Curriculum intent and implementation embedded – securely and consistently

IMPACT

Pupils achieve consistently highly, particularly most disadvantaged

Pupils work consistently of a high quality

SEND pupils achieve exceptionally well

Pupils accumulating sufficient knowledge and skills for future learning and employment

# Personal Development

Previously part of single judgement with Behaviour and Attitudes.

- New areas of emphasis
  - **Relationships and Sex Education** – schools will be assessed on whether they are implementing. Part of an increased focus on equalities in the framework and from [HMCI](#).
  - Schools will be assessed on how they **inculcate “character”**
  - Schools will be assessed on the **“quality and intent of their extra curricular provision”**
  - Schools will be assessed on their **careers education** (Year 8-13)

**In Section 8 inspections, Pupils’ wider development (61 and 62)**

- Inspectors will consider the **extent** to which the **curriculum goes beyond** the academic, vocational or technical, whether the school provides effectively for **pupils’ broader development** and whether the school’s work to **enhance pupils’ spiritual, moral, social and cultural development** is of a high quality.

**Inspectors will not make a judgement on the criteria contained in the ‘personal development’ judgement.**

# Behaviour and Attitudes

## In section 8 Handbook, 57.

Inspectors will not make a judgement on all the criteria contained in the 'behaviour and attitudes' judgement. Nevertheless, they **will consider two key factors**:

- whether the school has **high expectations for pupils' behaviour and conduct** and **applies** these **expectations consistently and fairly**. Inspectors will also consider whether this is reflected in pupils' positive behaviour and conduct. They will consider whether staff make sure that pupils follow appropriate **routines**, whether **low-level disruption is not tolerated** and whether pupils' **behaviour does not disrupt** lessons or the day-to-day life of the school
- whether leaders, staff and pupils **create an environment** in which bullying is not tolerated. When harassment, violence, bullying, aggression, discrimination and use of derogatory language occur, inspectors will consider whether they are **dealt with quickly**, in line with statutory guidance, effectively and are not allowed to spread.



# Leadership and Management

## New focus areas

- **Workload for teachers** – theme through the framework reflecting “retention” agenda. Data collections should be no more than 2 or 3 times per year, according to the
- **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 the 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’.” Inspectors will be alert to this
- **Gaming** – “Unusual patterns of entry for examinations”/“unusual patterns of attendance” will be examined. Links to Quality of Education on curriculum narrowing.
- **Safeguarding**

# Leadership and Management

**Includes Governance.**

**New points of emphasis highlighted below. Important factors include:**

- **leaders' high expectations of all pupils** in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils
- the extent to which leaders **focus their attention on the education** provided by the school.
- whether continuing professional development for teachers and staff is aligned with the curriculum **this develops teachers' content knowledge and teaching content knowledge over time**, and the extent to which, so that they are able to deliver better teaching for pupils
- the extent to which **leaders create coherence** and **consistency** across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school

## Leadership and Management -2

**New points of emphasis highlighted below. Important factors include:**

- **whether leaders seek to engage parents and their community** thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
- the extent to which **leaders take into account the workload and well-being of their staff**, while also developing and strengthening the quality of the workforce
- the extent to which leaders' and managers' high ambitions are for **all** pupils, including those who are harder to reach. This includes ensuring that **practices such as 'off-rolling' do not take place** and that the way the school uses **the pupil premium is founded on good evidence**.
- whether leaders and **those responsible for governance all understand their respective roles** and perform these in a way that enhances the effectiveness of the school.

**Governance significantly altered from previous version.**

**Reduced substantially:**

238. *Inspectors will explore how governors carry out each of these **(core) functions**. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.*

239. *In addition, **those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties**, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.*

**Mirrored in judgements for Good. No specific content in Section 8 handbook**

## L&M Grade descriptors cont - Good

- Leaders have a **clear and ambitious vision** for providing high-quality education to all pupils. This is realised through **strong, shared values, policies and practice**.
- Leaders focus **on improving teachers' subject, pedagogical and pedagogical content knowledge** in order to enhance the teaching of the curriculum and the appropriate use of assessment. The **practice and subject knowledge** of staff, including newly qualified teachers, **build and improve over time**.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an **inclusive culture and do not allow gaming or off-rolling**.
- **Leaders engage** effectively with **pupils and others in their community**, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders **engage with their staff** and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

## L&M Grade descriptors cont -

### **GOOD**

- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a **clear vision and strategy**, that **resources are managed well** and that **leaders are held to account** for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its **statutory duties**, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

# L&M Grade descriptors cont - Outstanding

## OUTSTANDING

- The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- Leadership and management are **exceptional**.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

# Parent View - Questionnaire



## The survey asks parents to respond to 14 statements and questions.

- continues to ask parents how strongly they agree or disagree with statements about their child's school, though the focus of what parents are asked has changed.
- removed and adapted some of the statements.
- Added new questions, including a question for parents of children with special education needs and/or disabilities (SEND).

1. My child is happy at this school.
2. My child feels safe at this school.
3. The school makes sure its pupils are well behaved.
4. **My child has been bullied and the school dealt with the bullying quickly and effectively.**
5. The school makes me aware of what my child will learn during the year.
6. **When I have raised concerns with the school they have been dealt with properly.**
7. Does your child have special educational needs and/or disabilities (SEND)? (yes/no)
8. If yes, the survey asks parents how strongly they agree with this statement:
9. 'My child has SEND, and the school gives them the support they need to succeed.'
10. The school has high expectations for my child.
11. My child does well at this school.
12. The school lets me know how my child is doing.
13. There is a good range of subjects available to my child at this school.
14. My child can take part in clubs and activities at this school.
15. The school supports my child's wider personal development.
16. I would recommend this school to another parent. (yes or no)
  - For statement 4, 'My child has been bullied and the school dealt with the bullying quickly and effectively' **parents can also select 'My child has not been bullied'.**
  - For statement 6, 'When I have raised concerns with the school they have been dealt with properly' **parents can select 'I have not raised any concerns'.**



# Safeguarding Limiting Judgement

## Safeguarding

The inspection of safeguarding will continue to be built around 3 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?

“261. Inspectors must go beyond ensuring that schools meet statutory requirements, and beyond simply reviewing documents, to evaluate the safeguarding culture that has been established in the school.”

# Safeguarding

Key statements and points collated from recent Ofsted reports



There is a .....**Strong culture of safeguarding – An embedded safeguarding culture across the school - A safeguarding culture of care and vigilance – A safe culture that is visible**

**Leaders and Governors have ensured:**

- **Systems and Procedures** – fit for purpose – fully understood
- **Recruitment** – SCR comprehensive and up to date for all adults working in the school
- **Training for staff** – appropriate, regular and up to date – understanding and identification
- **Record keeping** – detailed, high quality and well managed
- **Risk assessments** – detailed and thorough – school site – educational visits
- **Referrals** - timely - swift support for pupils – work with other professionals/agencies
- **Curriculum** - regularly evaluated, covers key safeguarding - local issues – promotes pupils resilience and confidence
- **Behaviour and bullying** - dealt with promptly
- **Responsive to the needs of its community** - offers pupils and parents workshops - raise awareness of issues, including knife crime, gangs, substance abuse and online safety

Triangulation – monitoring - echoing views of leaders - online surveys – pupil/parent voice.....

## Annex A – Section 8 inspection outcomes of a good or non-exempt outstanding school

