

OFSTED INSPECTIONS THE NEW FRAMEWORK

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The New Framework

- **The practical effect on inspections is to:**
- reduce the scope of inspection and the number of judgements that are required
- further increase the proportion of inspectors' time in school that is spent observing teaching and gathering evidence of learning, progress and behaviour
- enable schools to request an inspection and for HMCI to charge for this
- discontinue the expectation that schools complete a standard self-evaluation form

THE SEF IS DEAD THEN?



- **Yes and no** – the current form goes but not the process
- When schools are first informed that they are to be inspected, they are asked to provide Ofsted with a summary of their self-evaluation. Lead inspectors will read and analyse it, taking full account of the school's analysis of its own performance. This features strongly when the issues for inspection and plans for the deployment of the team are discussed with the school, although it does not limit the range of the inspectors' investigations should they have other concerns.

KEY CHANGES from the CURRENT framework

- Greater focus on narrowing the gaps in performance for **groups** of pupils (section in RAISE) Which groups?
- And on **key subjects**
- And on the quality of teaching and its impact on learning
- And on literacy
- And on behaviour and safety
- **VA** (Value Added) will replace CVA as a measure of progress
- No SEF but self-evaluation continues.

The “New” Framework — From 27 headings to 4??

- Inspectors must judge and report on the quality of education provided in the school, its **overall effectiveness**, and in particular cover:
- **the achievement of pupils at the school**
- **the quality of teaching in the school**
- **the quality of leadership and management of the school**
- **the behaviour and safety of pupils at the school.**

So is this all? Not really!

In reporting, inspectors must also consider:

- the pupils' **Spiritual, Moral, Social and Cultural** development at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and pupils with SEN.
- No separate judgements for Sixth Form or EYFS
- No GRADED sub-judgements or contributory judgements (but previous ones part of descriptors for the 4!)
- No CG&S, healthy lifestyles, wider community, community cohesion? No value for money. No workplace skills?

The Achievement Of Pupils At The School

A SINGLE JUDGEMENT but when evaluating the achievement of pupils, inspectors will consider:

- how well they make progress relative to their starting points
- how well **current** pupils **learn**, the quality of their work in a range of subjects and the **progress** they have made since joining the school
- how well disabled pupils and those who have special educational needs have achieved since joining the school*
- the **standards attained** by pupils by the time they leave the school, ***including their standards in reading, writing and mathematics (Y7 focus expected)***

The Achievement Of Pupils At The School.

Inspectors will also consider:

- how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally
- the extent to which pupils develop a range of skills well, including communication, reading and writing and mathematical skills and how well they apply these across the curriculum.
- Inspectors are having training in inspecting literacy



THE QUALITY OF TEACHING

- **At the heart of the framework**
- “The most important role of teaching is to raise pupils’ achievement”.
- “Teaching has an important role in promoting the pupils’ spiritual, moral, social and cultural development”.
- Teaching **includes** the planning and implementation of learning activities across the whole of the school’s curriculum, together with marking, assessment and feedback. It includes activities both within and **outside** the classroom such as support and intervention strategies



Judging the Quality of Teaching

- The judgement on the quality of teaching **takes account of evidence of the impact of teaching on pupils' learning and progress –over time**, not just a snapshot
- Therefore, inspectors will consider:
- the extent to which teachers' expectations, reflected in their teaching and planning, including curriculum planning, are sufficiently high to extend the previous knowledge, skills & understanding of all pupils in lessons & activities over time
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning

And how well teaching

- enables pupils to develop skills in reading, writing, communication and mathematics and knowledge, skills and understanding across a range of subjects and areas of learning
- engages pupils in their learning, through setting challenging tasks
- promotes learning through questioning and discussion
- maximises the pace and depth of learning through the **monitoring of learning** during lessons
- enables pupils to develop the skills to learn for themselves, including setting appropriate **homework**

Judging the Quality of Teaching

Inspectors will also consider

- the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including for those with Special Educational Needs and/or Disabilities, so that their learning improves.

Inspectors will use as evidence

- Lesson observations as their prime but not only source
- The school's own evaluation and records
- Joint lesson observations
- Discussions with pupils and analysis of their work



The Behaviour and Safety of Pupils at the School

- **Inspectors will consider:**
- pupils' attitudes to learning and conduct in lessons and around the school
- pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying
- pupils' ability to assess and manage risk appropriately and to keep themselves safe
- pupils' attendance and punctuality at school and **in lessons**
- how well the school ensures the systematic and consistent management of behaviour and how well teachers manage the behaviour and expectations of pupils

Judging Behaviour and Safety

They want to know

“Is the school a safe place for all?”

“Is teaching and learning unfettered by disruption?”

What is behaviour **typically** like? Not just during inspection

So inspectors will use as evidence

- School’s records – bullying, attendance, punctuality (non-attendance is a safeguarding issue)
- Views of parents & pupils – **a lot of notice taken of these**
- Views of staff



The Quality of Leadership and Management

“Senior leaders lead teachers, lead on improvement”

- They will evaluate leadership and management at all levels including, where relevant, governors (not separate)

Inspectors will consider whether they:

- demonstrate an ambitious vision for the school and have high expectations for what every pupil and **teacher** can achieve and set high standards for quality and performance
- improve teaching and learning including the management of pupils' **behaviour**
- provide a broad, balanced **curriculum** that meets the needs of all pupils, enables them to achieve and make progress

Judging Leadership and Management

- **promote** their good behaviour and safety and their spiritual, moral, social & cultural development
- **evaluate the school's strengths and weaknesses** and use their findings to promote improvement
- improve the school and develop its **capacity** for sustaining improvement by developing leadership capacity and high professional standards among all staff (**CPD**)
- engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development
- ensure that all pupils are safe.



Overall Effectiveness: any limiting judgements?

- Inspectors will evaluate the quality of the education provided in the school by considering the key judgements:
- the achievement of pupils at the school ✓
- the quality of teaching in the school ✓
- the quality of leadership and management of the school ✓
- the behaviour and safety of pupils at the school. **AND**
- the extent to which the education provided meets the needs of the range of pupils at the school, in particular pupils who have a disability and/or special educational needs
- how well the school promotes pupils' spiritual, moral, social and cultural development and progression when they leave

How Will Inspectors Operate?

- Inspections will continue to foster the engagement of headteachers, staff and governors in the process so that they understand better the basis for the judgements made i.e. joint lesson observations, presence of Head/SLT at team meetings, providing feedback to staff.
- Inspectors will give **greater consideration** to the views of parents, pupils and staff as important evidence.
- Before leaving, the L I should ensure that the school is clear about the grades awarded for each judgement (but that the grades awarded may be subject to change) the main points which will be referred to in the report and recommendations for improvement

The Timing of a School's Inspection

- Ofsted varies the frequency of school inspections depending on the findings of a school's previous inspection(s) and a risk assessment of the school's subsequent performance, starting in the third year after the previous Section 5 inspection.
- The risk assessment is also carried out for schools that were judged outstanding at their previous inspection but the Education Bill will state that maintained primary and secondary schools and Academy converters judged by Ofsted to be outstanding at their previous inspection will be exempt subject to their performance.



Risk Assessments of Schools

In conducting a risk assessment, Ofsted analyses:

- pupils' academic achievement over time, taking into account attainment and progress
- pupils' rates of attendance
- any inspection visits carried out by Ofsted since the last routine inspection
- the views of parents and carers (online)
- qualifying complaints about the school referred to Ofsted by parents or carers
- any other significant concerns brought to Ofsted's attention

Schools Exempt from Section 5 Inspections

- Exempt schools will remain eligible for inspection under Section 8 of the 2005 Act and so may be subject to inspection as part of Ofsted's programme of surveys of curriculum subjects and aspects of the curriculum, including surveys focused on best practice in schools.
- Exempt schools may also be inspected under this section if HMCI or the SoS for Education has concerns about the performance of the school via risk assessment process



Inspection of Good Schools

- Schools judged as good at their previous inspection are inspected within five years of the end of the academic year in which they were last inspected, unless:
- the risk assessment of their performance suggests that they should be inspected earlier
- safeguarding and/or welfare concerns suggest that too
- Ofsted has received and investigated a qualifying complaint about a school
- they are part of an annual sample
- they are part of a formal grouping of schools, such as a federation, or share important aspects of their provision

When are schools notified of their inspection?

- Schools receive between 0 and 2 working days' notice of a Section 5 inspection. The vast majority receive between 1 and 2 days' notice
- HMCI may arrange for an inspection of a school to take place without notice where there are particular reasons, e.g. pupils' welfare including safeguarding and/or behaviour concerns, where a school's academic standards have shown rapid decline, or where there is a strong voice of concern raised by parents and carers.
- Some monitoring visits are conducted without notice. A significant proportion of schools judged to be satisfactory will receive monitoring visits

Schools in Categories

- Process to be speeded up for schools with Notice To Improve and in Special Measures
- For NTI - re-inspected between 12 and 16 months after the inspection that placed it in this category
- Shortened time span for schools in Special Measures, bringing first visit forward and increasing frequency of visits
- A SM school that has demonstrated sufficient improvement in its monitoring visits may be removed from that category. Any school in special measures that has not demonstrated sufficient improvement will be re-inspected between 24–28 months of the inspection that placed it in that category

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