

From: Roger Gough, Cabinet Member for Children, Young People and Education
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To: Children's, Young People and Education Cabinet Committee – 28 March 2019

Subject: **Changes to the Ofsted Inspection framework 2019**

Classification: Unrestricted

Summary:

The report outlines the proposed changes to the Ofsted Inspection Framework for maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings and how this will affect schools in Kent.

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the content of the report.

1. 2019 Ofsted inspection framework

In January 2019 Ofsted put out for consultation a proposed Education Inspection Framework. The consultation closes on 5th April 2019. The document is the first new rulebook for inspectors issued since 2015, and if approved, will form the basis of all inspections of schools and other institutions from September 2019

¹The education inspection framework has been devised by Her Majesty's Chief Inspector for use from September 2019. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England.

The framework reflects relevant legislation for each type of setting. It is accompanied by an inspection handbook for each of the four remits:

- *early years*
- *maintained schools and academies*

¹ Draft Education Inspection framework Jan 2019 DfE

■ *non-association independent schools*

■ *further education and skills.*

The proposed framework continues to use the 4-point grading scale for inspection judgements:

- grade 1 – outstanding
- grade 2 – good
- grade 3 – requires improvement
- grade 4 – inadequate

2. Key changes to the framework

2.1. Currently inspectors determine overall effectiveness by making graded judgements in the following areas:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

In the new framework, inspectors will make graded judgements in the following areas:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management.

3. The biggest change is the new ‘**quality of education**’ judgement.

3.1. Amanda Spielman, HM Chief Inspector Education, Children's Services and Skills has suggested that judgements on the quality of teaching, learning and assessment are too focused on outcomes. This judgement is to be replaced with a new judgement on the quality of education.

3.2. The judgement will include a greater focus on the curriculum, structured around 3 pillars: intent, implementation and impact

- **Intent** - what is the school aiming to achieve through its curriculum?
- **Implementation** – how is the curriculum being delivered?
- **Impact** – what difference is the curriculum making?

3.3. Research informing this change has included cognitive load theory (CLT) and the understanding that a wider breadth of knowledge supports deeper learning.

3.3.1. CLT forms one part of the evidence base Ofsted looked at, which also included other learning sciences, research from school and teacher effectiveness, research on leadership and research on school effects on physical and mental health.

3.3.2. CLT is about the architecture of memory and the brain and, in particular, the capacity of the short-term memory to process information. Long-term memory consists of a range of schemata. These are complex structures that link knowledge, create meaning and allow skills to be performed. They are built up over time. Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once.

3.3.3. CLT is not about minimising cognitive load. It is about not exceeding the cognitive load that people can deal with. Deep learning requires cognitive load, but it must be relevant to the task and help rather than hinder learning. CLT has been interpreted by some as leading to a narrow conception of classroom practice. However, what CLT suggests is that teachers should consider what cognitive load they are asking from learners and whether that is appropriate at that particular stage of learning a topic.

3.4. Schools in Kent have largely welcomed this move away from the more rigid outcomes driven judgements

3.5. The consultation makes it clear that:

- Intent, implementation and impact will not be graded separately
- There's no 'Ofsted-prescribed' curriculum
- Curriculum encompasses, but is not the same thing as the timetable, what qualifications the school offers, or 'what will be on the test'
- No school is expected to overhaul its curriculum or devise creative or elaborate activities for the sake of it

4. Separate judgements for '**personal development**' and '**behaviour and attitudes**'

4.1. Ofsted advises that the behaviour and attitudes of learners of all ages bring to learning "is best evaluated and judged separately from the provision made to promote learners' wider personal development, character and resilience".

4.2. In practice, this means that schools' management of behaviour and discipline will be considered separately to how they look after their pupils and encourage them to grow. Ofsted will look particularly for evidence of the school's ability to tackle low-level disruptive behaviour, and patterns of over-representation by groups (for example, pupils with special educational needs) in poor behaviour figures.

5. Section 8 ('short') inspections of 'good' schools to happen over 2 days instead of 1

5.1. Ofsted is proposing that its "short" inspections of 'good'-rated schools will take place over two days, rather than one, as they do currently.

5.2. The principle of such visits, to confirm whether schools remain 'good' or need to be re-graded, remains the same. The rationale for this increase is to ensure that there is opportunity "to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria".

5.3. Inspectors will still be able to upgrade to a full inspection if they feel a 'good' school has got better or worse.

5.4. These inspections will primarily centre on the 'quality of education', focusing on a few key areas, including the sequence and structure of the curriculum and evidence of inappropriate curriculum narrowing. In primary schools, inspectors will look at how well pupils can read. In secondary schools, inspectors will look at whether the school is working towards the EBacc as the foundation of a Key Stage 4 curriculum

6. 'On-site preparation time' for inspectors the day before an inspection.

6.1. Currently inspectors carry out preparation remotely the day before they visit a school. Ofsted is proposing that from September this preparation will take place in the school on the afternoon before inspection, in collaboration with school leaders.

6.2. In practice, this will mean that schools will receive a call from Ofsted no later than 10am, informing them of the inspection, and the lead inspector will arrive on site no earlier than 12.30pm the same day.

6.3. This time with senior leaders will be used "to gain an overview of the school's recent performance and any changes since the last inspection". The lead inspector will leave the site no later than 5pm.

6.4. Concerns have been raised by schools that this has extended the Inspection timeframe and that this is, in effect, a move to no notice inspections. However, Ofsted have been keen to emphasise that this doesn't mean longer inspections. Many of the tasks that an inspector will carry out during 'on-site

preparation time' would have been carried out off-site under the current framework and are mostly administrative. Ofsted's aim is that the actual inspection will be less of an unknown for the school as a result of the preparation time.

7. Internal performance data no longer used as inspection evidence

- 7.1. In its consultation, Ofsted proposes that inspectors "will not use schools' internal performance data for current pupils as evidence during an inspection". This data, Ofsted advises, has "limitations", and inspectors will not be able to assess whether it is an "accurate and valid representation of pupils' learning across the curriculum".
- 7.2. Inspectors will be tasked with gathering "direct evidence" on the quality of education, and hold "meaningful discussions with leaders about how they know that the curriculum is having an effect".
- 7.3. Inspectors will ask schools to explain why they collect the data they do, what they draw from it and how it informs their curriculum and teaching.
- 7.4. Inspectors will no longer look at non-statutory internal progress and attainment data during an inspection. Ofsted says this is to help make sure an inspection doesn't create unnecessary workload for any school staff and advises that the school shouldn't have more than 2 or 3 data collection points a year and would need a clear rationale to have more.
- 7.5. Inspectors will look at how long schools spend on setting assessments and collating and analysing data from assessments, what conclusions they draw from that data, and how it informs the curriculum and teaching.
- 7.6. This is a move away from the current exam practice and frequent testing culture developed in some schools and concerns have been raised that this could hamper a school's ability to show rapid improvement or contextualise in-year issues.

8. Changes not expected

- 8.1. There had been some speculation about other possible changes, but there is no sign of these in the consultation documents. As the proposals currently stand:
 - 'Outstanding' schools will still be exempt from routine inspections ('satisfactory' schools are inspected every 3 years, 'good' schools are inspected every 5 years). Special schools, pupil referral units and maintained nursery schools are not exempt
 - The existing 'overall effectiveness' and 'leadership and management' judgements will remain

- There is no sign that Ofsted will carry out full inspections of multi-academy trusts, or that there will be a separate inspection framework for these trusts

9. Inspection evidence

9.1. Inspectors will collect similar evidence to current processes. The consultation makes reference to evidence from:

- Questions about the curriculum's intent, implementation and impact (particularly for curriculum leaders)
- Questions about behaviour (including for TAs, supply staff, NQTs and administrative staff)
- Work scrutiny
- Lesson observations (although these won't be graded)
- Nationally-generated performance information
- Conversations with pupils

9.2. Ofsted will use the same sources of evidence for a section 8 inspection, although in lesser depth than for a section 5 inspection

10. Transition phase

10.1. The new framework won't come into effect until September 2019. During the transition period (1 year initially), inspectors won't expect schools to meet the criteria for the curriculum straight away.

10.2. Until September, inspectors will continue to look at the curriculum under the current framework. During the transition year, inspectors won't expect to see immediate changes, but they will expect to see progress towards thinking about the curriculum in terms of intent, implementation and impact.

11. Support for Kent schools

11.1. To support schools in preparation for the launch of the new framework, Kent County Council have commissioned The Education People to:

- develop a self-evaluation and audit toolkit for each of the graded areas
- pilot the toolkit across a range of schools
- deliver 2 phases of locally run workshops for all schools

Phase 1 will focus on:

- o 'Quality of Education' – Curriculum – Intent, Implementation and Impact
- o 'Behaviour & attitudes and Personal Development' – Key changes in the framework
- o 'Leadership & Management' – Key changes in the framework
- o Research into practice – Cognitive Load Theory structuring learning to reduce cognitive load.

Phase 2 will focus on:

- English curriculum – Intent, Implementation and Impact.
- Maths curriculum - Intent, Implementation and Impact.
- Science curriculum - Intent, Implementation and Impact.
- Humanities curriculum - Intent, Implementation and Impact.
- MFL- Intent, Implementation and Impact
- provide a conference with keynote speakers and in conjunction with the Kent Association of Headteachers and The Teaching School Alliance
- provide support for Governance, including district briefings and E-Learning

11.2. In addition to this, all schools will be offered follow-up visits to provide guided conversations. Some of the delivery will be supported by trained KLEs.

11.3. Support will be prioritised for those schools in the inspection window and rolled out over the next 18 months.

Recommendation:

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the content of the report.

12. Contact details

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