

# Implementing the Education Inspection Framework

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# Today's session

- Key reminders
- Inspecting the curriculum
- Section 8 inspections of good and non-exempt outstanding schools
- Inspection reports

## Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and  
management

# How does Ofsted's curriculum thinking fit with the quality of education?



## The curriculum **isn't...**

- ...just the subject or qualification offer
- ...the same as teaching activities: the curriculum is **WHAT** is taught and not how it is taught
- ...about devising extra or more elaborate or creative activities
- ...vague – it is a **specific** plan of what children need to **know** in total, and in **each subject**.

# Curriculum is at the heart of QE

## 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)

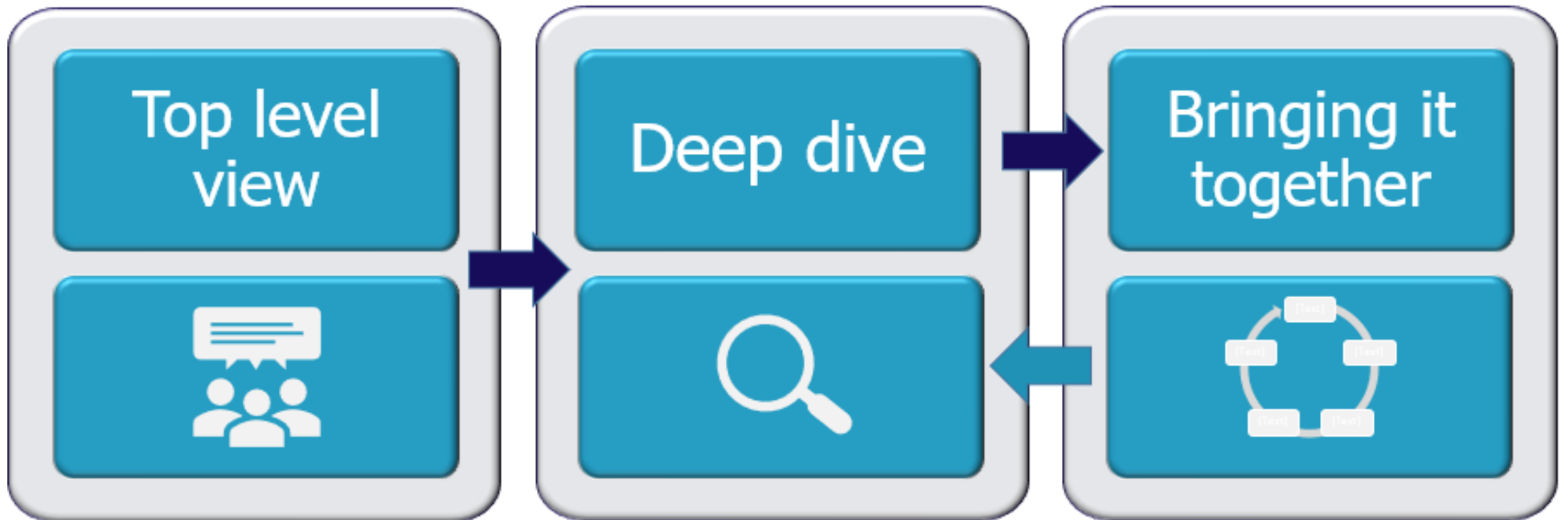
### **Impact**

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

# The transition arrangements

- Not all schools will have completed the process of adopting or constructing their curriculum fully by September 2019.
- To ensure that schools are treated fairly during the introduction of the new framework, a **transition arrangement** is in place.
- It applies to the school's curriculum **intent**.
- It **does not apply** to the delivery of the curriculum or its impact.
- It also **does not apply** to reading, writing and mathematics in primary schools

# Inspection model for quality of education





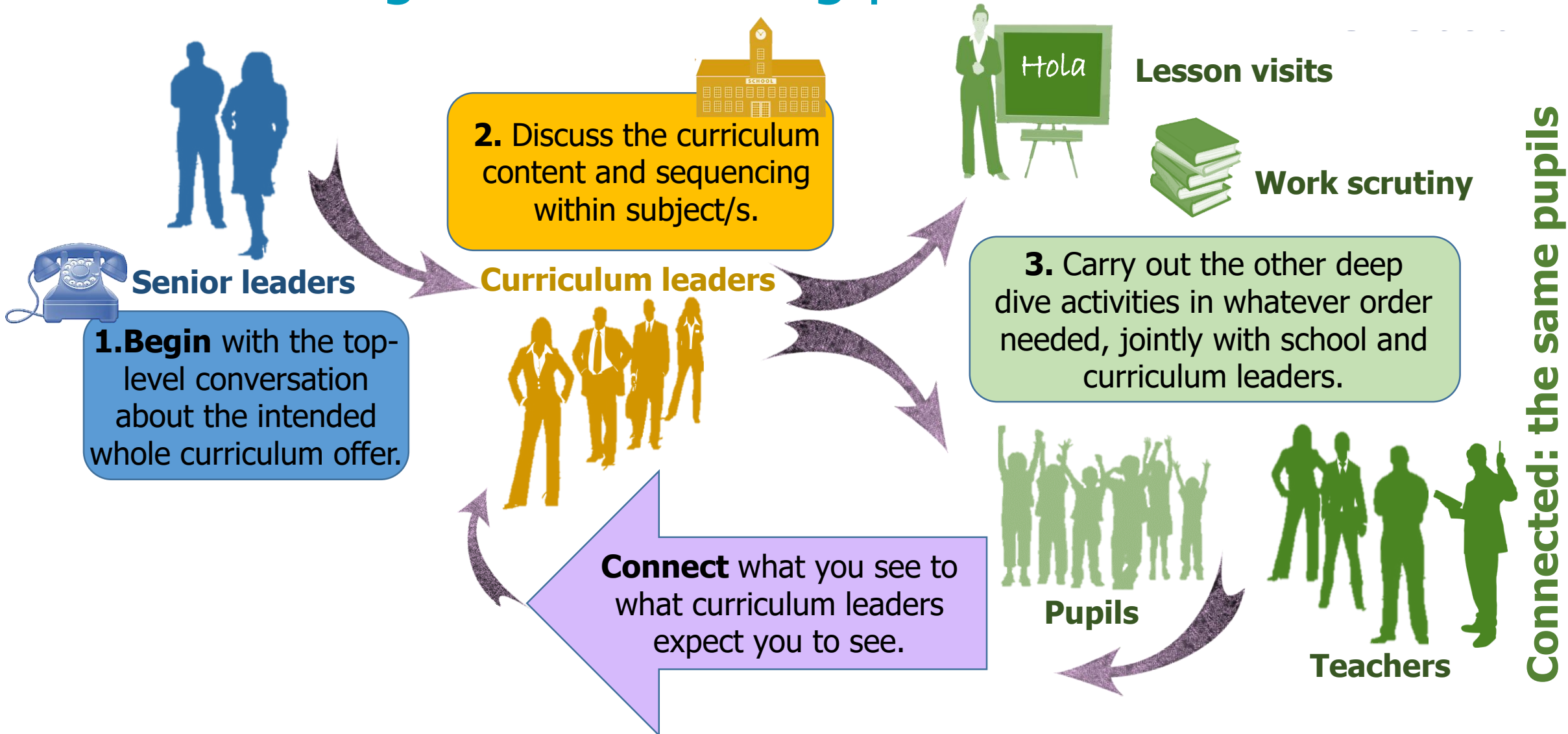
# Curriculum 'deep dives': what do they include?



# The subject curriculum..

- Does it match or exceed the **breadth** of the NC?
- Is it **planned** and **sequenced** so that knowledge and skills build on what has been taught before and towards clearly defined end points?
- Does it enable **all** pupils to achieve ambitious end points?
- Do pupils **know** and **remember** more?
- Do **teaching** decisions achieve curricular intent?
- Is **assessment** fit for purpose?
- Is it a **culture** where pupils' love of the subject can flourish?

# Connecting back to the big picture



# Section 8 inspections of good or non-exempt outstanding schools



# What's the purpose of these inspections?

- To confirm whether the school remains good or outstanding under the definition of overall effectiveness set out in the 'School inspection handbook'.
- Inspectors will focus on particular aspects of the school's provision. These aspects are **drawn principally from the 'quality of education' judgement**, but also include specific elements of:
  - pupil behaviour
  - personal development
  - potential gaming and off-rolling
  - safeguarding.

# Quality of education:

- always consider and evaluate all aspects of the **aims of the school's curriculum**, including the degree to which the school's overall curriculum is **coherently sequenced and structured**
- consider the extent to which **teachers** have **good knowledge** of the subjects they teach, **present subject matter clearly**, **check pupils' understanding** systematically, **identify misconceptions** accurately and **provide clear, direct feedback** to pupils
- consider the extent to which pupils **develop detailed knowledge and skills across the curriculum** and, **as a result, achieve well** and are ready for the next stage of education, employment or training
- always consider whether there is **any evidence that the school's curriculum has been narrowed inappropriately**

## Quality of education:

- observe, where it exists, **provision for two- and three-year-olds**, and assess whether staff are knowledgeable about the typical development and characteristics of two- and three-year-olds, are focused on teaching children through the three prime areas of learning and are attentive to children's needs
- in primary schools, **always consider how well reading and early mathematics are taught in early years foundation stage and key stage 1** as part of a wide-ranging curriculum that prepares children well for the next stage in their education

# Quality of education:

- in primary schools, explore how **well a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2**. Inspectors will focus first and foremost on the **teaching of reading**, particularly on how children gain access to the whole of the national curriculum through learning to read fluently and with comprehension
- in secondary schools, explore how well the **school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9**, or whether the school is in the process of bringing this about. Inspectors will also explore whether the **school is aware of the DfE's national EBacc ambition** and what it is doing to prepare to achieve this through its key stage 4 curriculum.



## Other aspects considered:

### **Behaviour and attitudes**

- 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
- whether leaders, staff and pupils create an environment in which bullying is not tolerated

### **Safeguarding**

- whether there is an effective culture of safeguarding

# Other aspects considered:

## **Integrity of leadership**

- gaming – entering pupils for courses or qualifications that are not in their educational best interest in order to achieve apparently better performance for the school
- off-rolling – removing a pupil or pupils from the school roll without a formal, permanent exclusion when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Please refer to the 'school inspection handbook' for further explanation.

## Other aspects considered:

### **Pupils' wider development**

- 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

### **Workload**

- the extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively.

# Interpreting Ofsted's findings: what do inspection reports mean?



# Reports will have three sections:

1. What is it like to attend this school?
2. What does the school do well and what does it need to do better?  
(including safeguarding)

(Both for parents)



3. What does the school need to do to improve? [If the school is not outstanding]

(Information for the school and appropriate authority)



# Section 1: What is it like to attend this school?

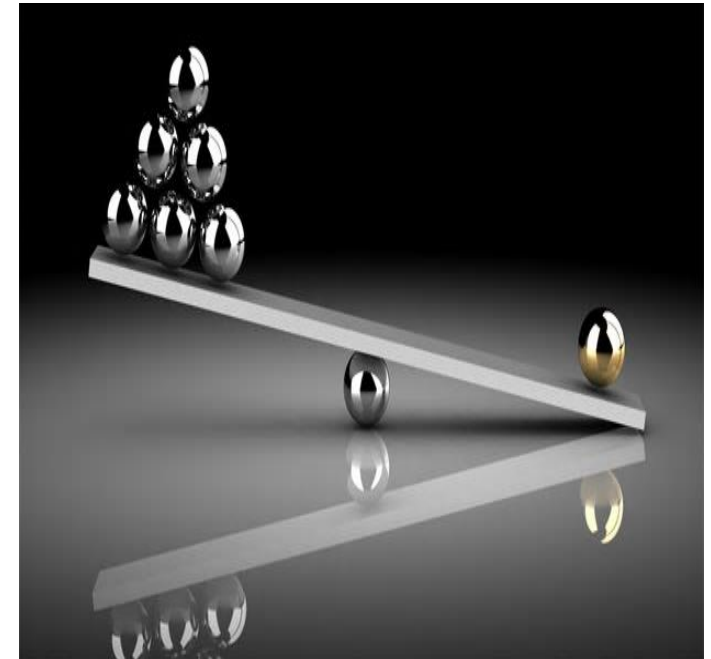
## **This section will usually cover...**

- to what degree are pupils happy and safe in the school
- to what degree are there high expectations for every child
- what is behaviour like? How does the school deal with bullying?
- the things that parents would recognise as being distinct about the school.

## Section 2: What does the school do well and what does it need to do better?

### **This section will usually cover...**

- why this school is judged as it is
- what (if anything) is not good enough
- the quality of education
- provision for pupils' personal development
- leadership and management, including safeguarding.



# What does the school need to do to improve?

- Included for all reports unless the school is outstanding.
- Sets out clearly for leaders the systemic reasons why the school is judged as it is and not one or more grades higher.
- It is **very different** from the old-style 'areas for improvement'.
- It is an explanation for school leaders so that they understand what needs to be done and why it is necessary.
- It **does not** tell leaders **how** to do it.



# Useful resources available online

- **'Inspecting the curriculum':**

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

- **Curriculum roadshow** – slides and videos live on website now:

<https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>

- **Videos** about key topics (e.g. curriculum, data) – live now:

<https://www.youtube.com/watch?v=xZhhPLsO8mY&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh>

- **Research commentary:**

[www.gov.uk/government/publications/education-inspection-framework-overview-of-research](http://www.gov.uk/government/publications/education-inspection-framework-overview-of-research)

# Ofsted on the web and on social media

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