

# The Education Inspection Framework 2019

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# The case for change

- Accountability is important, but the system as currently constructed can divert providers from the real substance of education and training.
- An industry has arisen around data, and what young people learn is too often coming second to the delivery of performance data.
- This data focus also leads to unnecessary workload for staff, diverting them from the reason they chose to enter the profession.
- Teaching to the test and narrowing of the curriculum have the greatest negative effect on the most disadvantaged and the least-able learners.
- It is therefore time for Ofsted to stop making separate judgements about learner outcomes. Any conversation about learners' outcomes should be part of a larger conversation about **the quality of education** they receive.

# The curriculum will be at the heart of the new framework



## Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education or training, including the knowledge, skills and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'

# What will this mean for the new inspection framework?



# Judgement areas: our working hypothesis



**Quality of education**

**Behaviour and attitudes**

**Personal development**

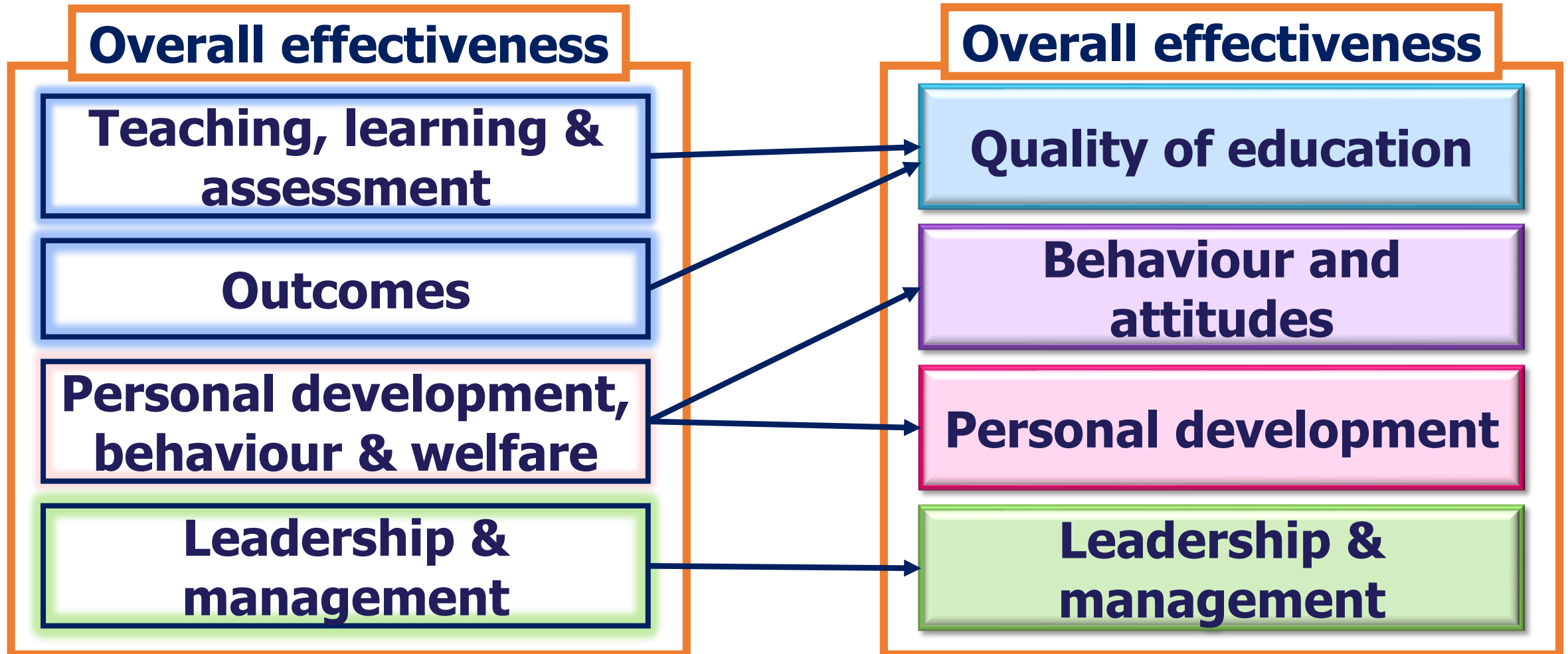
**Leadership &  
management**



'...an evolution,  
not a revolution.'

Amanda Spielman on the 2019  
inspection framework (Wellington  
Festival of Education, 2018)

# Judgement areas: evolution, not revolution



# Judgements: our working hypothesis in detail

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

## Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling
- Governance / oversight
- Safeguarding



# Keep our focus on safeguarding, reflecting Ofsted's latest thinking



Our inspection of safeguarding will continue to be built around three core areas:

- **Identify:** are leaders and other staff identifying the right individuals 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?

Safeguarding will hold the same weight across all remits.

# Proposal: provision types

Proposed types of provision	Current types of provision
<b>Education programmes for young people</b>	16–19 study programmes, including: <ul style="list-style-type: none"> <li>■ academic, technical and vocational study programmes</li> <li>■ study programmes for those with education, health and care plans, aged 16 to 24 (and those with high needs)</li> <li>■ 16–19 traineeships</li> <li>■ full-time provision for 14–16 year olds.</li> </ul>
<b>Apprenticeships</b>	Apprenticeships at levels 2 to 5, whether frameworks and standards, levy or non-levy funded.
<b>Adult learning programmes</b>	Adult learning programmes 19–24 traineeships.

# What is staying the same?

- Inspectors will continue to make an **overall effectiveness** judgement
- **Four-point grading scale** (outstanding; good; RI; inadequate)
- Inspection of good providers (currently called 'shorts') will continue to start from **the assumption that the provider remains good**
- The exemption from regular inspection for good and outstanding providers where applicable will continue.

## Proposal: changes to short inspections

- We intend to continue with short inspections for most good providers.
- We propose introducing an approach that **focuses** on:
  - **the quality of education and training**
  - **safeguarding**
  - **effective management**
  - the capacity of leaders, managers and governors to drive **continued improvement and manage change well.**
- This should be the **same** for all providers.
- Proposal for on-site planning of the inspection with the provider.

## Other proposed changes

- We are proposing to extend the timescale within which we should inspect providers judged to require improvement from 'normally 12 to 24 months' after the last inspection to 'normally 12 to 30 months' after the last inspection. This will provide greater flexibility to give providers more of an opportunity to improve to good while still allowing some providers to be re-inspected earlier if they are ready for it. A provider that has been judged as requires improvement would continue to receive a monitoring visit between inspections.

# The ISC sector

- Initial feedback from inspectors' experience of pilots.
- What the new EIF might mean for the sector.

# Common questions

Will I be expected to have everything in place by September 2019?

**No.** There will be a transitional period. We will review the position after a year.

Is there an 'Ofsted curriculum'?

**No.** We support curriculum flexibility. Education providers taking radically different approaches to the curriculum will be judged fairly.

Should I get advice from a consultant or buy in specific products?

**No!** There is nothing mysterious here. The quality of education is about education providers thinking about the curriculum carefully for themselves.

Thank you!





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