

EIF briefing for NLEs Notebook



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What is the purpose of this session?

The session will help NLEs understand how Ofsted makes judgements under the education inspection framework. It will provide them with information that will assist them to discharge their role driving school improvement.

Training aims

- To help NLEs have a good understanding of the new Ofsted Framework, in particular the new quality of education judgement and how the leadership and management judgement contribute to it
- To ensure that NLEs have clear understanding of how Ofsted arrive at an RI judgement
- To ensure that NLEs are able to interpret Ofsted findings effectively
- To help NLEs understand the role Ofsted will play in monitoring the impact of external support for Tier 2 (consecutive RI) schools.

This notebook provides space for you to complete the activities in the webinar. It also contains useful resources for reference. On the final page, there is space for your own notes.

The Education Inspection Framework 2019

September 2019 saw the introduction of Ofsted's new Education Inspection Framework. This new framework focuses on the real substance of education: the curriculum. The EIF encourages schools to offer all pupils an education that is broad, rich and ambitious, and that gives them the knowledge and cultural capital they need to thrive as British citizens.

...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing a **deep body of knowledge**, they will struggle in later study.'



This framework also aims to shine a light on schools that make **curriculum decisions that are not in pupils' best interests**.

Schools in England have made real improvements over the past two decades. However, **an accountability system that is over-dependent on performance data** has been a barrier to further improvement.

There is ample evidence of the extent to which the accountability system has diverted schools from the **real substance of education**.

The focus on data across the system means that what young people learn is **too often coming second** to the delivery of performance table data.

The school culture of defending and managing outcomes has extended into defending against and managing Ofsted inspections.

Far too much time, work and energy is spent on preparing everything that Ofsted might possibly expect to see.

Schools have responded to this with workload-intensive management models that focused on **data and prediction**.

Perhaps most important of all, **these distortions have the greatest negative effect on the children we should care about the most**

Teaching to the test and narrowing of the curriculum have the greatest negative effect on the **most disadvantaged** and the **lowest attaining children**



The Education Inspection Framework (EIF) 2019

Central to the EIF, is the new **Quality of Education** judgement.

Ofsted has drawn from considerable research evidence about what makes for effective education in developing this judgement.



What the research tells us is reflected in the 'good' grade descriptors in the handbook.

At the heart of the Quality of Education judgement lies the **curriculum**.

We remain very interested in children and learners' **wider development** including the **attitudes** and **behaviours** they bring to the classroom.

Schools' and providers' **leadership and management** remains a key area of consideration.

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

Ofsted's working definition of the curriculum

'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage, for translating that framework over time into a structure and narrative, within an institutional context and for evaluating what knowledge and understanding pupils have gained against expectations.'

This definition recognises what Ofsted has learned from an extensive research base in educational effectiveness:

a school's curriculum passes through different, **interconnected**, states: it is **conceived**, **taught** and **experienced**.

The curriculum is NOT :

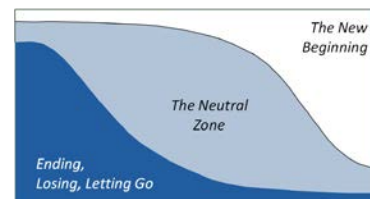


- ...just the subject or **qualification** offer
- ...the same as teaching activities: the curriculum is **WHAT** is taught and not how it is taught
- ...about devising extra or more elaborate or creative activities
- ...vague – it is a **specific plan** of what children need to know in total, and in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

We want to make it clear that:

- inspectors **will not look** at a school's internal progress or attainment data (and will therefore not use it as evidence).
- inspectors will use only the **IDSR** in their pre-inspection preparation.
- **they will not** refer to any other externally produced data.
- the methodology we use helps inspectors gather powerful evidence about what pupils **know, remember** and **understand**.

The transition arrangement



Ofsted is aware that 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.

Transition statements appear in square brackets in each of the four grade descriptors for **intent**. These statements are likely to apply when, based on clear actions to improve curriculum, the quality of education in the school could reasonably be expected to be good in two years' time.

In schools with primary aged pupils, transition arrangements **do not apply to reading, writing and mathematics**

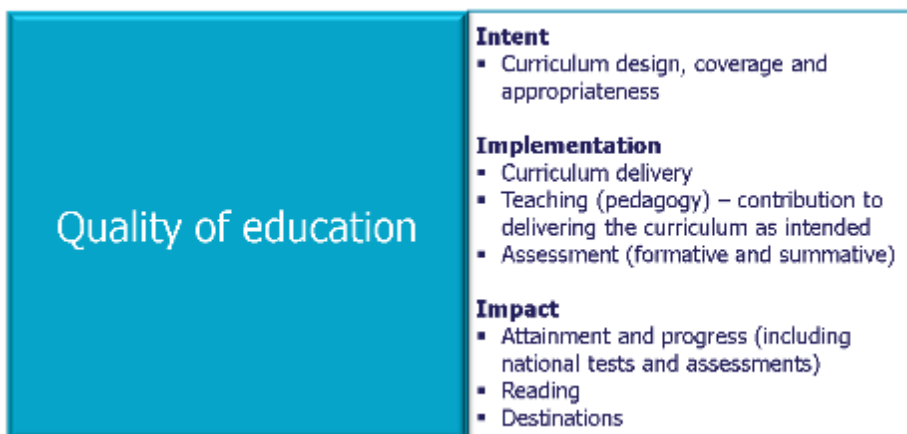
Curriculum 'intent' includes the school's curriculum content and planning.

It is **not** only the school's broad ambitions or vision it is about what leaders have **actually done** to enable that vision to be realised (i.e. everything up to the point of delivery).

Intent includes the **planned knowledge for future learning** in each subject (i.e. 'how the curriculum ensure pupils are 'ready' for the next bit of learning).

Intent that is all about dispositions (such as 'resilience', 'independence' etc) is not laying the foundations for a curriculum that has enough scope, coherence and rigour. For a curriculum to be effective, it must enable pupils to develop **knowledge**.

Curriculum is at the heart of the quality of education



The Quality of Education judgement also looks at **how well the curriculum is taught and remembered**.

'Inspecting the curriculum' Ofsted, May 2019 sets out the methodology inspectors will use when inspecting the quality of education

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

Curriculum Deep Dives

These are a crucial part of the methodology. A deep dive is a series of **connected** inspection activities that provides rich evidence that informs inspectors' judgements.

The choice of subjects for the deep dives is **agreed with leaders** in a school but is informed by the lead inspector's pre-inspection work.

A deep dive consists of **six elements**. When these are properly connected, inspectors can validly identify the strengths and weaknesses **in the subject**.

When inspectors have looked at all these elements, the deep dive is not complete until they have **reflected the evidence back** to what the curriculum leaders have stated about their subject.



'Connected' means:

- connecting the evidence back to the **intended curriculum** that was articulated by curriculum leaders
- making sure lesson visits are connected to work scrutiny and discussions with teachers – via the **same pupils**.
- connect the range of evidence from the deep dives into the **holistic view** of the QE that was articulated by senior leaders before the inspection.

Bringing it together.

'systemic' vs 'typical'

At the end of day 1, inspectors will meet to discuss their evaluations of each of the deep dive subjects.

From this, they will identify if there is an identifiable **'systemic'** explanation for any issues identified.

By systemic we mean:

'Why is that subject like that?' and

'Is it the reason other subjects are the way they are?'

(‘Typical’ would be: ‘How many subjects are like that?’)

This gives inspectors a **hypothesis** about the overall quality of education.

On day 2, inspectors test this hypothesis in a **wider range of subjects** and year groups to confirm or change their view of the quality of education.

Judging behaviour and attitudes

Are there high expectations for behaviour?

Is low-level disruption tolerated?

Is bullying not tolerated?

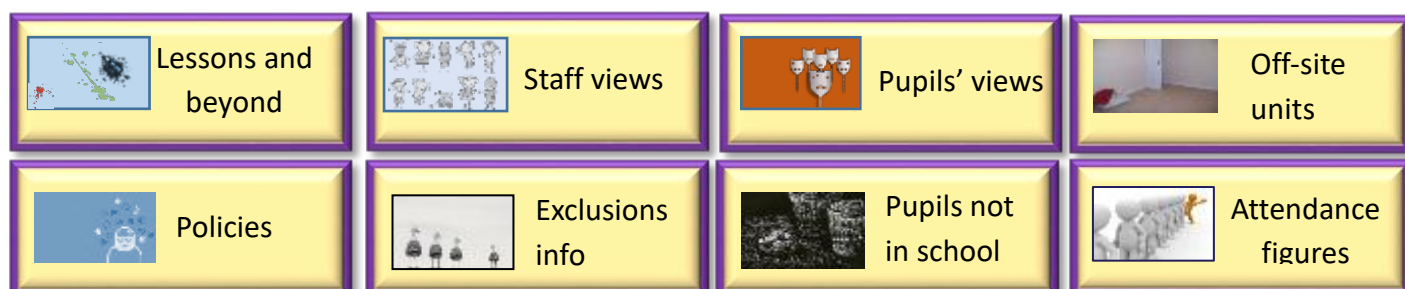
In both section 5 and section 8 reports, Ofsted will report up front about these three questions.

These are the things that parents have told us they most want to know about their child's school.

In section 5 inspections we will also consider:

- Pupils' motivation and attitudes to learning
- Pupils who have particular needs
- Exclusions
- Clear and effectively implemented behaviour policies
- Attendance and punctuality
- Relationships reflect a positive and respectful culture.

Behaviour and attitudes: sources of evidence



For more information, refer to the **School inspection handbook**, paras 209-213

Judging personal development

- Spiritual, moral, social and cultural development
- Character
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

In this judgement, inspectors will seek to evaluate the **quality and intent** of what a school provides but will **not attempt** to measure the impact of the school's work on the lives of individual pupils.

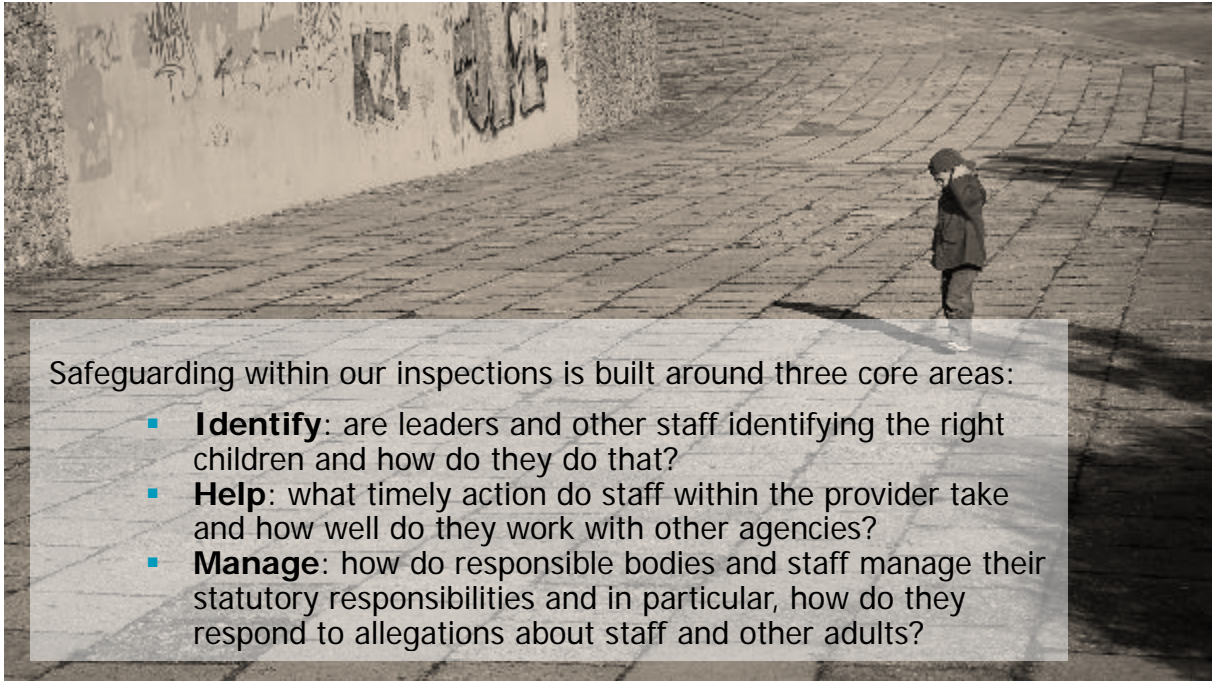
Judgements: Leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Integrity: Off-rolling/gaming
- Governance/oversight
- Safeguarding

Governors Inspectors will explore how governors carry out each of the core statutory functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium.

... and how those with governance/oversight 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**.



Safeguarding within our inspections is built around three 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?

Judging a school to require improvement

A school that is judged as requires improvement (overall effectiveness grade 3) is a school that is not good **but overall provides an acceptable standard of education.**

The evidence doesn't meet the criteria for good or inadequate but is somewhere in between.

Good (2)

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)



A school is **NOT** judged to be RI because inspectors have seen something (or not seen something) a couple of times. It is **systemic weaknesses** that will lead to a judgement of RI.

Knowing **why** a particular school is less than good is fundamental to taking the **right actions to improve it.**

It is about **diagnosing and fixing** the problem (systemic) rather than treating the symptoms.

New-style inspection reports

Written first-and-foremost for **parents**.



What is it like to attend this school?

What does the school do well and what does it need to do better? (including safeguarding)

There is a section for those responsible for the school, telling them what is not good, why it needs to be better and what it needs to be like.



Inspection of Random Community School

[add address line 1], [add address line 2], [add address line 3] [add postcode]

Inspection dates: 2-3 April 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils told us that Random has changed a lot this year, and mostly for the better. They told us that teachers are now stricter and expect them to work harder. Overall, they like this because it is helping them to learn more. However, some pupils say that their work is still too easy and that the school's expectations of what they can achieve are lower than they feel they should be. They feel they could be challenged further.

Most pupils enjoy school. They like the clubs and activities that are available. Many pupils spoke enthusiastically about the recent musical production held at the local theatre. This is part of the wider offer that includes sports activities, an art club, chess club and a choir.

A new approach to managing pupils' behaviour is working overall, but not universally. Behaviour has improved, but some older pupils still defy school rules and misbehave in lessons, distracting others from their learning.

Pupils feel safe at the school. They know who to turn to if they have concerns. They are confident that staff would support them and sort out any difficulties they have. They say that bullying does happen but that it is quickly resolved.

What does the school do well and what does it need to do better?

The headteacher and his new leadership team know that the education provided by the school is not good enough. They are trying to improve it, with some success. For example, pupils achieve well in science because this subject is well planned and effectively delivered. However, leaders have not implemented their plans consistently well. Some subjects are not planned or taught well enough. Therefore, many pupils do not achieve as much as they could.

Most subject curriculum plans lack clear structure and so do not support teaching well. For example, in geography, the Year 4 curriculum identifies the need to 'teach that rivers can silt up', but previous years' plans do not build in the prior knowledge needed to be successful in this endeavour. This lack of coherence means that crucial bits of knowledge for the pupils are missed. As a result, their understanding is fragile. Another example is in history, where Year 5 pupils have studied Ancient Egypt and Ancient Rome. However, they cannot explain why it was possible for Cleopatra and Julius Caesar to have married because they have not connected the fact that the civilizations overlapped.

The teaching of early reading is improving. As a result, most younger pupils can now read simple texts accurately and confidently. Nevertheless, a legacy of past weaknesses remains. Consequently, some older pupils cannot recognise words quickly enough to read fluently. Therefore, they struggle to make sense of what they are reading.

Pupils make better progress in mathematics than in many other subjects. This is because teachers have appropriate guidance about what to teach and when. They use curriculum plans to good effect, adapting as necessary, to ensure pupils can confidently use basic number facts to solve increasingly complex mathematical problems. For instance, Year 4 pupils can quickly spot equivalent fractions because they know their times tables inside out.

Teachers do not adapt the curriculum for pupils with special educational needs and/or disabilities (we refer to this as SEND) well. Pupils with SEND receive some support, but this is not planned or delivered well enough to help most meet their personal or academic targets.

Children are safe and happy in the early years classes. They quickly learn the routines of school life and settle in well. Children learn to share, take turns and play safely. They behave sensibly and grow in confidence.

In the early years, children gain a secure foundation in reading and mathematics, but they do not achieve as well in some areas of learning. Children enjoy the activities on offer and learn to concentrate for fairly long periods of time. However, teachers do not use their assessments of what children can and cannot do to build children's understanding of the world around them.

Lots of worthwhile experiences help pupils develop personally and socially. For example, pupils plan and carry out fundraising activities for a chosen charity every year. However, fewer opportunities to develop pupils' spiritual learning exist.

Staff are committed to making the school succeed. They work hard in pursuit of leaders' ambition. However, some find the workload difficult to manage. Leaders are sensitive to this and are seeking ways to lessen the burden. Most staff recognise this and appreciate it.

Safeguarding

Safeguarding is effective.

Staff know pupils well and take their welfare seriously. They are vigilant to indications that a pupil may be at risk and act swiftly to report concerns.

Designated safeguarding leaders work effectively with external agencies. They ensure that pupils and families receive support in a timely manner.

Leaders are aware of the specific risks that pupils face in the local area. They try to be proactive in educating pupils about these. For example, they have invited the local police community support officer to talk about knife crime incidents that have happened recently in the vicinity.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While the school is improving, it still does not yet provide a good quality of education. Leaders' success in improving pupils' progression through some subjects has not been replicated across the whole curriculum. This is because leaders' plans for some subjects do not enable content to be delivered sequentially and revisited as necessary to build secure understanding.
- Mathematics and science are planned and delivered effectively. Some subjects are not. Leaders should ensure that the curriculum and teaching for history, geography, religious education, art, technology and music are as effective.
- Historical weakness in the school's phonics programme have left some older pupils unable to decode quickly enough to support fluency. The school should address this legacy and ensure that pupils who need to catch up do so quickly.
- Pupils with SEND do not acquire the knowledge they need to succeed. Leaders should ensure that teachers have high ambitions for these pupils academically.
- Pupils at the school come from a wide range of religious and cultural backgrounds. Nevertheless, they lack understanding about each other's beliefs and ways of life. Leaders have not ensured that there are enough opportunities to develop pupils' understanding and appreciation of the beliefs and practices of people from the different religions that are represented by the school's diverse community.
- The behaviour of some pupils has not improved enough. Leaders' policies for promoting good behaviour have had limited impact. The school needs to ensure that the misbehaviour of a small proportion of pupils does not disrupt the learning of others.

Monitoring for Tier 2 (consecutive RI) schools

senior leaders and governors* are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school'

or

senior leaders and governors* are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school.'

governors/the responsible authority/the proprietor*/the trust*

Supporting a school with areas for improvement written before September 2019.

The School inspection handbook – section 8 says:

135. It is likely that one or more of the areas for improvement identified at the previous section 5 inspection will be for the school to address specific areas of curriculum weakness. In evaluating the progress that the school is making to address these areas for improvement, inspectors will take account of the 'quality of education' section of the 'school inspection handbook'. Inspectors will also draw on the inspection methodology set out in that handbook in order to support them to form a picture of this area.

In summary: the key takeaways about the EIF 2019.

- **Quality of education:** curriculum, teaching, assessment & outcomes together.
- Inspectors **will not look at** a school's internal progress and attainment data.
- Deep dives create a **hypothesis** to be tested out.
- '**Systemic**' not 'typical': **systemic weaknesses** indicate less than good.
- **Parents** are the main audience for inspection reports, but there is a section for leaders: 'what the school needs to do to improve?'
- Monitoring inspections: are leaders taking effective action to be good **under the new framework?**



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