

Future of Education Inspection

Schools Session

What is changing?

The Common Inspection
Framework

Short Inspections

What is changing?



Substantial changes to the way that we inspect:

- A new **Common Inspection Framework**
- **Short inspections** for all good maintained schools and academies
- Short inspections also apply to good *and* outstanding **special schools, pupil referral units and maintained nursery schools**
- Full inspections for all **non-association independent schools** within three years

We will:

- Do everything we can to remove the pressure for schools to 'get ready for inspection' – we want to see what you do daily for all of your pupils.

Headlines from our pilots



Learning from the pilot inspections



We have conducted over 80 pilots in schools over the last three terms – testing CIF section 5 inspections and short inspections

Lessons we learned from the pilots:

- Overriding emphasis on **leadership** and its impact
- Strengthening inspection of **safeguarding**
- The impact of **personal development, behaviour and welfare** on learning
- Greater emphasis upon **current progress** for groups of pupils in the school

What did we learn about short inspections?

- Short inspections reach **secure conclusions**
- The 'golden thread' is focusing on the **impact of leaders and governors** in key areas of school provision
- How to make the **best use of the day** in the school
- The importance of **dialogue** between HMI and leaders
- Ensuring we **capture views** from leaders, governors, staff and pupils in the short time available
- The format of the **inspection report**

Converting short inspections to full inspections

- We have reviewed our original proposal to convert a short inspection to a full section 5 inspection only where there is insufficient evidence the school is good, or there are concerns
- We will now also convert quickly to a full section 5 inspection where there is evidence that **a school may have improved to outstanding.**

The Common Inspection Framework



Inspectors will make **four key judgements**:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

Where relevant, inspectors will also make judgements about:

- the effectiveness of the **early years provision**
- the effectiveness of **16 to 19 study programmes**

And will state clearly whether **safeguarding is effective**.



Key messages



- Emphasis on **impact** across all key judgements
- Impact of the **culture of the school**
- Importance of **safeguarding as a golden thread** throughout all judgements, including the testing of leaders' work to meet the new Prevent Duty
- The importance of a broad and balanced **curriculum**
- A brand new judgement – **personal development, behaviour and welfare**
- Alignment of the judgements on **early years** and **16-19 study programmes**



CIF

Overall effectiveness



To be outstanding:

- the quality of **teaching, learning and assessment** must be outstanding
- **all other key judgements** should be outstanding. In exceptional circumstances, **one** of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- the school's thoughtful and wide-ranging promotion of pupils' **spiritual, moral, social and cultural development** and their physical and well-being enables pupils to thrive
- **safeguarding** is effective.

The most important change here is the impact of the other three key judgements on overall effectiveness.



Effectiveness of leadership and management



Increased emphasis on:

- impact of leaders' work in developing and sustaining an ambitious **culture and vision**
- tackling mediocrity and using **robust performance management** to improve staff performance
- ensuring that **safeguarding** arrangements to protect pupils meet statutory requirements, promote their welfare and prevent radicalisation and extremism.

An example from the descriptor for grade 1:

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.



Teaching, learning and assessment



Increased emphasis on:

- the importance of developing pupils' **knowledge, understanding and skills** in all aspects of the curriculum and across key stages – not just English and mathematics
- **assessment** in all its forms.

No grading of lesson observations – removing myths

An example from the descriptor for grade 2:

Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.



Personal development, behaviour and welfare



Personal development:

- A key focus on pupils' **self-confidence** and **self-awareness**, and their understanding about how to be successful learners

An example from the descriptor for grade 1:

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

Behaviour:

- Emphasis on attitudes – are pupils ready to learn?
- Behaviours that show respect for the school and other pupils
- Conduct and self-discipline



Personal development, behaviour and welfare



Welfare:

- **Physical and emotional well-being**, including healthy eating, fitness and mental health awareness
- Staying safe **online**
- Safe from all forms of **bullying**

An example from the descriptor for grade 1:

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.



Key message:

- In judging outcomes, **inspectors will give most weight to pupils' progress**. They will take account of pupils' starting points in terms of their prior attainment and age when evaluating progress.
- Within this, they will give most weight to the **progress of pupils currently in the school**, taking account of how this compares with the progress of recent cohorts, where relevant.
- Inspectors will consider the progress of pupils in **all year groups**, not just those who have taken or are about to take examinations or national tests.



Judgements on early years and 16 to 19



Early years

- **Two year olds** on roll now inspected under section 5. Are practitioners knowledgeable about their typical development and characteristics?
- **Comparability** – corresponds to the overall effectiveness judgement for other early years provision.

16-19 study programmes

- How study programmes **build on prior attainment**, **stretch** learners, provide effective **careers guidance** and prepare learners effectively for the **next stage**
- **Comparability** – this area is judged in the same way as 16-19 provision in FE and skills providers.

Short inspections



Talking heads – experiences of pilot Short Inspections

Simon Eardley, Orton Wistow Primary School

Paul McKeown, The Bishop of Winchester Academy

Sarah Bennett, Two Mile Ash School





Short
inspections

The headlines



A different kind of inspection

- All short inspections are **led by HMI** for 1 day approximately every three years.
- One HMI in most primary schools; two HMI in secondary schools
- **No** requirement to prepare documentary evidence solely for inspection purposes. **No** preferred format for documentation.
- **Two judgements:** Is the school continuing to be a good school? Is safeguarding effective?
- If more evidence is needed to reach a decision, or there is evidence of improvement/decline, it will be **converted** to a section 5 inspection.
- A short inspection **will not change** any of the graded judgements for the school nor the overall effectiveness grade.



Short
inspections

Professional dialogue between HMI and school leaders



- HMI will begin the discussions with leaders from the **starting hypothesis that the school remains good.**
- School leaders will need to demonstrate that the school is still good, where there are areas for development, and how they are tackling these.
- HMI will test leaders' and governors' assessment through a range of inspection activity including observations and discussion with pupils, staff, governors and parents.
- Professional dialogue with **ongoing feedback** to school leaders throughout the day.

Film clip

The start of a short inspection – first meeting



Talking Point

If you were to describe the strengths and weaknesses of your school succinctly, what would you say to the HMI at the start of the short inspection?



- Schools receive **half a day's notice**, as at present.
- Every good school is different. There is **no 'standard' short inspection timetable**.
- Meeting the headteacher and leaders **throughout the day**.
- Gathering first hand evidence from **observing learning and behaviour** in lessons and around the school.
- Meetings with governors, leaders, staff and parents.
- **Talking to pupils** in lessons and at break/lunchtimes.
- Gathering evidence about the effectiveness of safeguarding – not just relating to statutory requirements, but **all** aspects of safeguarding.

Film clip

Short inspection – meeting at the middle of the day



Short Inspections



Is the school continuing to be good?
Is safeguarding effective?

Yes

School remains good

The school's performance is being sustained.
It continues to provide a good quality of education for pupils.
Any weaknesses are known by leaders and governors, and are being tackled – proven capacity.

Returns to cycle of inspection

Yes

School *may be* outstanding

Is it likely that the school might be judged outstanding in a full inspection?

Lead stays on; Ofsted region deploys further inspectors **usually within 48 hours**

Insufficient evidence *or* concerns about effectiveness/
safeguarding

HMI informs school that insufficient evidence has been gathered *or* concerns exist.
Explains that a full inspection will follow shortly.

Lead stays on; Ofsted region deploys further inspectors **usually within 48 hours**

Film clip

The end of the short inspection – final feedback



When will school leaders know if the inspection is converting?

- Regular dialogue throughout the day, with a final decision usually no later than 4pm.

Does a conversion always mean that the overall effectiveness grade of the school will change?

- **No!** Once the additional evidence to complete a full section 5 inspection is gathered, inspectors may still find the school to be good.

- If the school remains good and safeguarding is effective, the HMI will write **a letter** outlining the findings.
- The letter will be written to the **headteacher**, using language that is accessible for **parents**.
- If the short inspection converts to a **section 5 inspection** with a full team, the HMI will write a section 5 inspection report.

Launching the new arrangements



Available now on the Ofsted website:

- The common inspection framework
- The new Section 5 handbook and Section 8 handbook
- New safeguarding guidance
- Key messages from Ofsted Directors
- Materials from these launch events
- Short films of school leaders who took part in pilots summarising their experience of the CIF and short inspections.

Also, coming soon...

- 'Achieving Success': a collection of films featuring schools that have made the journey to good or outstanding, or sustained these grades.

Questions?



Thank you!

