

Ofsted Update

September 2014

Key Changes to Section 5 Framework

There are now just three guidance documents:

1. The School Inspection Handbook
2. The framework for school inspection
3. Inspecting safeguarding in maintained school and academies

Key Changes

The guidance for inspectors has been significantly reduced and the School inspection handbook is a 'one stop shop'. Changes include:

- Guidance and graded criteria for judging the early years and 6th Form
- Greater scrutiny on the breadth and balance of the whole curriculum
- Greater emphasis on SMSC especially in preparing pupils for life in modern Britain and understanding of how British values are taught
- Increased emphasis on assessment systems and how schools are adapting to life beyond levels
- Emphasis on how teaching promotes learning, acquisition of knowledge and raises achievement. There will no longer be a grade for individual lessons. No particular teaching style to be advocated
- An expectation that governors will be aware of current changes re curriculum, assessment SEN etc and the school's plans to implement them.

Key Changes

Inspection will:

- Use a new report format – leadership, behaviour, teaching and achievement then EYFS / 6th Form
- Include a paragraph about the ‘more able’ in the final report
- Have a greater focus upon outcomes for SEND especially in making judgements
- Focus on the performance of ‘disadvantaged pupils’
- Use of new evidence form to reflect judgements being made

- Schools judged to be good will no longer receive an interim assessment letter in the third year after their last section 5 inspection. The inspection selection policy for ‘good’ schools remains unchanged. However ‘no notice’ inspections remain a possibility

Early Years Foundation Stage

- Age 2 progress checks will now need to be transferred to nurseries. Leaders to work effectively with early years providers and other schools to ensure children's smooth transition into school.
- EYFS profile is still mandatory, whilst EYFS assessment is statutory. However there is no preferred style.
- Baseline checks will be introduced from September 2015
- How well are children being prepared for Year 1?
- There will be EYFS data in raise-online such as gender, FSM, Communication and language and GLD.

Early Years Foundation Stage

Inspection will:

- Judge the accuracy of assessment, how this is used to plan next steps to challenge pupils sufficiently and the progress children make from their given starting points
- Attainment at the end of reception will be compared with EYFSP national figures. (Remember a good level of development does not necessarily mean good progress)
- Evaluate the progress of disadvantaged children, boys , ethnic groups and summer born. Cases may be sampled by inspectors.
- Make a judgement for the overall effectiveness and quality of standards of the Early Years although this is not a 'limiting judgement'
- Evaluate effectiveness of provision within leadership and management

Early Years Foundation Stage

Judging overall effectiveness:

Inspectors should then judge the effectiveness of any early years or sixth form provision. For either (or both) cases, inspectors must report a numerical grade and write sections in the inspection report that summarise the key findings and explain the effectiveness grading. Early years and sixth form provision grades may be higher or lower than the overall effectiveness grade; inspectors should explain any variation between the grades in the report text. The early years and sixth form provision grades may not determine, but could influence, the key judgements, including on leadership and management, and in turn the school's overall effectiveness

Early Years Foundation Stage

Implications for schools:

- Accuracy of assessment and role of leaders in moderating judgements through sampling
- Tracking the progress of individuals, groups and cohorts throughout EYFS and into KS1
- Identifying how much progress is made by individuals as well as groups and cohort.
- Ensuring principles of good practice are followed
- Self evaluate effectiveness of provision and consider impact upon leadership judgement

Curriculum

Inspectors should check:

- If information about what is taught in each year is available to parents.
- That curriculum information is easily accessible on the school website and if it is broad and balanced.
- Inspectors will not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- If the curriculum and SMSC is planned to prepare pupils for life in modern Britain by teaching fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Curriculum

- where pupils are taught in mixed ability groups/classes, inspectors will consider whether the most able are stretched and the least able are supported sufficiently to reach their full potential
- where pupils are taught in sets, inspectors will consider how leaders ensure that pupils in lower sets are not disadvantaged or that teachers take into account that pupils within a set may still have very different needs.

Assessment

- Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.
- Ofsted's inspections will be informed by whatever pupil tracking data schools choose to keep. Schools will continue to benchmark their performance through statutory end of key stage assessments, including national curriculum tests. In the consultation on primary assessment and accountability, the department will consult on core principles for a school's curriculum and assessment system.
- Although schools will be free to devise their own curriculum and assessment system, the DfE will provide examples of good practice which schools may wish to follow
- Expectation is that internal and external systems of moderation are robust

Advice and guidance

- DfE Assessment principles
- Assessment Innovation Fund Winners
- DfE National curriculum and assessment from Sept 2014
- Report of the NAHT Commission Assessment
- Michael Wilshaw letter to School July 2014
- The School inspection handbook July 2014

Assessment

What inspectors will do:

- Spend more time looking at pupils' work and talking to pupils.
- Talk to leaders about the school's use of formative and summative assessment and how it improves teaching and raises achievement.
- Evaluate how pupils are doing against relevant age-related expectations as set out in the National Curriculum.
- Consider pupils' starting points including the lowest attaining pupils and the most able to judge if they are achieving as well as they could.
- Consider how the school identifies those pupils falling behind including the most able.
- Check if pupils are set aspirational targets and if on track to meet or exceed them and if they will reach or exceed the expected standards by the end of the Key Stage.

Assessment

- Evaluate how effectively the school helps parents to understand how their children are doing in relation to standards expected and how they can improve.

In evaluating the accuracy of assessment, inspectors will consider how well: (teaching)

- any baseline assessment, teacher assessment and testing are used to modify teaching so that pupils achieve the expected standards by the end of a year or key stage
- assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum, for example through regular testing
- teachers make consistent judgements and share them with each other, for example within a subject, across a year group and between adjacent year groups.

Assessment

In arriving at judgements about progress, inspectors will usually consider how well: (achievement)

- pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system

Teaching

- Inspection evaluates the overall quality of teaching over time. Therefore lesson grades will not be given for individual lessons
- Whilst feedback is offered for teachers this will focus upon the strengths and weaknesses of the lesson
- Learning over time is judged through a range of teaching observed, work within books and folders, how well pupils explain their knowledge and understanding in subjects and outcomes in tests

Teaching

Implications for schools:

Judge the quality of teaching in the school by looking at outcomes

- Look for evidence in pupils' books for progress and age related expectations
- Interviews with pupils to judge how well the pupils feel they are learning
- Look at planning and if the next steps are challenging pupils sufficiently.
- Discussions with parents to judge what they know about their pupils progress and learning
- Look at data on attainment and progress for the different groups of pupils and judge how it compares to national expectations.

Example grids for recording teaching over time.

Date	Subject	Lesson Observation	Work Scrutiny: Attainment and Progress	Data analysis	Pupil voice	Planning scrutiny	Overall Judgement	Up to 3 development points: Tick when achieved

Summary of Quality of teaching

Teacher	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall teaching Judgement for the school.	Percentages RI G OS	Percentages RI G OS	Percentages RI G OS	Percentages RI G OS	Percentages RI G OS	Percentages RI G OS

Other considerations

- Academies
- Middle leaders
- Features of an effective SEF
- Pupil Premium

Academies

- Inspectors must take care not to include undue consideration of the progress and attainment in the predecessor school nor take account of the progress made by a new academy against the areas for improvement identified in the most recent inspection report of its predecessor school.
- Although inspectors may take account of information relating to a predecessor school such information may only be used to inform the inspection of an academy during the period from the date on which the academy was established.
- Academies are not required to apply the 'Teachers Standards' as part of their performance management arrangements. However, inspectors should examine closely how the academy promotes high quality teaching through its performance management and professional development arrangements.

Middle Leaders

- Inspectors should consider the quality of **middle leadership** in the school
- The extent to which schools are adequately developing their middle leadership
- The succession planning and development of future leaders in the school.

Features of an effective SEF

- Brief context, to the point
- Under the four key headings of Leadership and management, achievement, teaching and behaviour and safety. With clear judgements. Also to include Early Years
- Statements under the headings address the bold bullet points in the school inspection handbook
- Content is accurate and up to date.
- Evidence supports the impact
- Has an evaluation of current data and predictions indicate future trends
- Includes evaluation of any current areas being focussed on by by Ofsted e.g British values, EYFS, Curriculum
- Identifies improvement priorities

Pupil Premium (disadvantaged pupils)

- Pupil premium (PP) pupils are CIC, FSM and service children
- It is expected that these pupils' attainment and progress is the same as those pupils who do not receive the pupil premium funding.

Achievement descriptor changes for good

- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For **disadvantaged** pupils, the proportions are similar to, or improving in relation to, those for **other pupils nationally** and in the school.
- The attainment and progress of disadvantaged pupils are similar to or improving in relation to those of **other pupils nationally** and in the school.

Grids to show how closing the gap across the year groups

Year Group	Cohort	Reading APS Attainment			Writing APS Attainment			Maths APS Attainment		
		FSM/CLA	NFSM/NCLA	Gap	FSM/CLA	NFSM/NCLA	Gap	FSM/CLA	NFSM/NCLA	Gap
Year 1	2019									
Year 2	2018									
Year 3	2017									
Year 4	2016									
Year 5	2015									
Year 6	2014									

How gaps compare to national gaps in Y6.

Group	Closing the attainment gap for FSM/CLA: APS							
	School				National			
	2011	2012	2013	2014	2011	2012	2013	2014
FSM/CLA								
NFSM/NCLA								
Gap								
Comments								

Lessons Learned

- Website
- HMI desktops – “no notice”
- Leadership transition
- Parental complaints
- Middle leaders
- Consistency
- Governors
- All leaders confident in EYFS