

## **Ofsted Inspections Framework September 2019**

Ofsted opened a consultation in Spring 2019 on the proposed changes to the inspection framework. Following this consultation, a number of proposals were confirmed, amended or withdrawn.

I have set out below some of the key changes which will form part of the new Ofsted Inspection Framework, and some suggested next steps for Governors. For more in-depth information the various handbooks produced by Ofsted have been amended to clarify how the new inspection framework will work in practice. They identify how inspectors will use evidence, what activities undertaken and what evidence used in order to arrive at the final judgements.

**The length of the Section 8 inspections** for 'good' or non-exempt schools will increase from one day to two days in most cases. **Small schools with 150 or fewer learners** on roll will continue to receive a one-day inspection.

**Ofsted had suggested the introduction of on-site preparation**, however due to overwhelming opposition to this suggestion during the consultation, this will not be introduced. Instead, a **90-minute phone call** during the afternoon before the inspection begins will be introduced, when the lead inspector and Headteacher/Principal will discuss the areas of focus for the inspection.

**A critical change is that the school's internal data** (non-statutory progress and attainment data) will no longer be used as part of the inspection process. Inspectors will only use published performance and attainment data. Although Inspectors will not use the school's internal data, they will look at the actions taken by the school in response to this information, and review the impact of those actions.

### **Changes to the judgement areas**

The main judgment sections will be Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management.

A new **'quality of education' judgement has been introduced**. This will replace both the 'outcomes' and 'Teaching, Learning & Assessment' Judgements.

Inspectors will still focus on the quality of teaching and assessment, the progress for all learners, diminishing the difference between disadvantaged learners and others, and progress of the most able. They will also be focusing on EBacc take up.

They will also focus on the **intent, implementation and the impact** of the curriculum. In other words, how the aims of the programme of education is planned in your school (intent), and this includes the development of cultural capital, how this translates in the structure of the curriculum plan and delivery (implementation), and how well the learners are making progress against expectations (impact). Inspectors will expect Senior Leaders Team (SLT), Governors, and subject leaders to be able to articulate the intent (Curriculum Design, cover and appropriateness), implementation (curriculum delivery, teaching, formative and summative assessment) and impact (attainment and progress – including national assessment data – outcomes, reading and learner destination) of the curriculum in place.

The National Curriculum document states that **Cultural Capital** 'is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'.

**To evaluate the quality of education** inspectors will gather evidence through lesson observations, work scrutiny, discussions with staff, learners and SLT. They will not expect a specific model of lesson planning, assessment, marking or frequency of marking. The quality of feedback and the evidence of learners acting on the feedback provided have become key evidence to demonstrate progress over time.

**There will also be separate judgements for 'behaviour and attitudes' and 'personal development'** (the previous inspection framework used only one judgement area 'Personal Development, Behaviour and Welfare'.

**Safeguarding** will remain central to the inspections. If you are part of a Multi Academy Trust (MAT), you need to ensure that any staff who visit a range of schools have been included in the Single Central Record (SCR) in all those schools.

**Behaviour and Attitudes** will encompass attitudes to learning, bullying, behaviour, attendance and exclusion. Schools will be asked to provide records and analysis of exclusions, incidents of poor behaviour, any use of internal isolation and learners taken off roll.

**Personal Development** will focus on Spiritual, Moral, Social, and Cultural (SMSC) development, British Values, citizenship, healthy living, careers guidance, preparation for the next stage.

**Leadership and management** will look at some well-known aspects such as vision, ethos, staff development, safeguarding, quality of leadership at all levels, quality of governance, with additional emphasis on staff workload and staff wellbeing and off-rolling.

Off-rolling is the practice of removing a learner from the school roll without a formal permanent exclusion, or encouraging a parent to remove their child from the school roll (as it serves the interests of the school, but not necessarily the learner).

### **The role of Governance and what next for Governors**

It is important that you are aware of the changes, and understand what they mean for your school. I would also suggest that you include an item on your next full governing board meeting to discuss the ramification of the new framework and actions which you and your senior leaders may need to highlight.

One of the item for discussion will centre around data, the use of nationally generated data, and how internal data is collected and used. You will also need to consider the impact of the data collection on staff workload as this has become a feature of the new framework.

The governing board need to be clear about the intent, implementation and impact of the curriculum. In short, is the curriculum broad and balanced, does it match the school's ethos and values, does it meet the needs of the learners, and includes opportunity to develop Cultural Capital? Whether the curriculum structure, planning, delivery and assessment methods used are fit for purpose? Are **all** learners making progress against their starting point?

Amanda Spielman delivered a speech at the National Governance Association on 8 June 2019, which is particularly relevant to your role as governors in relation to the new inspection framework. You can access the content of this speech using the following link:  
<https://www.gov.uk/government/speeches/national-governance-association-speech>

### **Bibliography**

- Ofsted (2019) 'Education inspection framework 2019: a report on the responses to the consultation' <<https://www.gov.uk/government/consultations/education-inspectionframework-2019-inspecting-the-substance-of-education>> [Accessed: 14 May 2019]
- DfE (2019) 'Governance handbook'
- Ofsted (2019) 'Education inspection framework'
- Amanda Spielman Speech at National Governance Association (8 June 2019) updated 10 June 2019 - <https://www.gov.uk/government/speeches/national-governance-association-speech> [Accessed: 29 July 2019]

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