

# Education inspection framework: Inspecting the substance of education

The consultation outcomes  
Schools



# 'A force for improvement through intelligent, responsible and focused inspection and regulation'

Ofsted strategy 2017–22

## The new framework

- The **curriculum** at the heart of inspection.
- No need to produce progress and attainment **data** 'for Ofsted', helping reduce unnecessary workload.
- **All** pupils should have access to a high-quality education.



# The consultation responses

16 January–5 April 2019

- More than **15,000** responses
  - Almost 11,000 responses to online questionnaire
  - Over 600 email responses
  - Over 4,000 responses as a result of a campaign by YoungMinds
- Over **150** face-to-face engagement events
- Over **400** people joined external webinars



# Recurring themes in responses





## Reference to specific learners

Leaders must have a clear and ambitious vision for providing high-quality, inclusive education and training to **all**.

# Special education needs and disabilities

SEND considerations continue to be an important aspect of inspection. Feedback has helped to make this aspect stronger.

**Revisions made to inspection handbooks** about what inspectors will take into account include:

- remembering that pupils with SEND have varied starting points
- taking into account complex vulnerabilities, which may mean additional safeguarding challenges
- having high expectations when looking at the behaviour and attitudes of pupils with SEND
- ensuring that we all have high expectations for pupils with SEND.





# Mental health

The education inspection framework is built around the factors that have the greatest protective effect for all children:

- a **good education**
- **high-quality pastoral care**
- a culture that promotes a strong **connection** between children and learners and their community (in this case, their school or provider).

# The judgement areas: quality of education



# Quality of education judgement

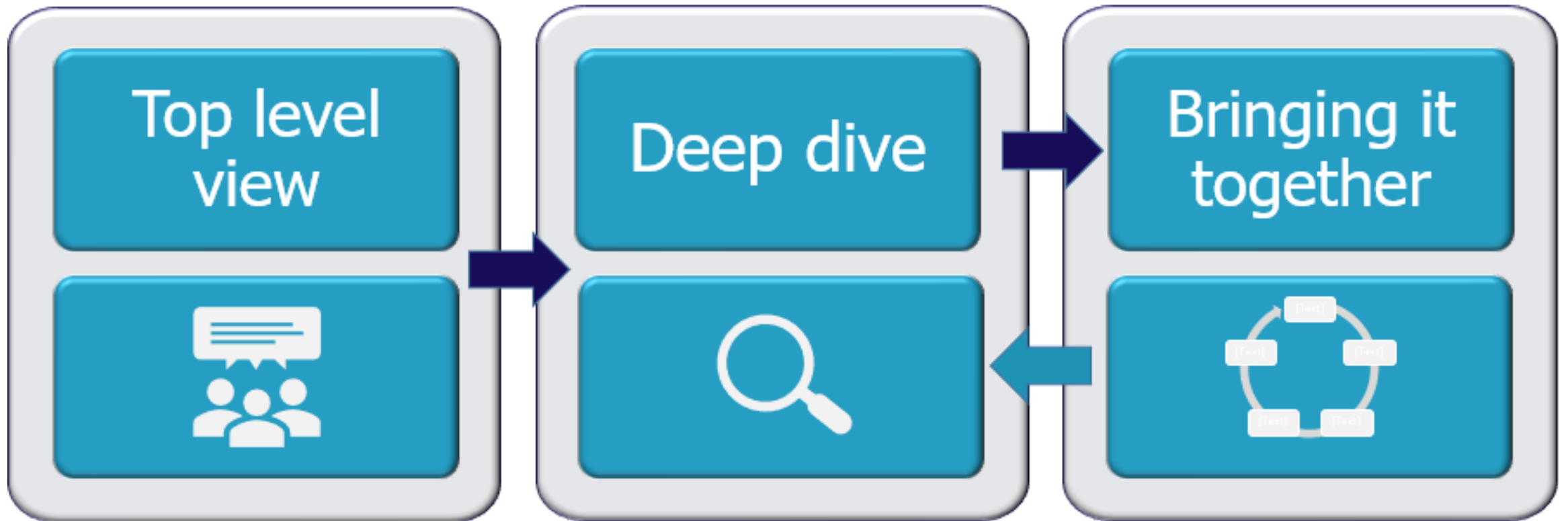
The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

Inspectors will have a connected, educationally focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.



# Inspection model for quality of education



# What will be included in the deep dives?



# The judgement areas: 'personal development' and 'behaviour and attitudes'





# What we are doing in response

- Introducing **two new, separate judgements**: 'personal development' and 'behaviour and attitudes'.
- Recognising the **importance of pastoral care**.
- Revising the grade descriptors to address concerns around **how bullying will be inspected**.

# New inspection judgements

**Overall effectiveness**



Quality of  
education



Personal  
development



Behaviour  
and attitudes



Leadership  
and  
management

# Changes to section 8 inspections



# What we are doing in response

- Increasing the length of section 8 inspections from one day to **two days for most schools.**
- Schools with **150 or fewer pupils** on roll will continue to receive a **one day inspection.**
- The **two day** inspection will apply to **all** special schools and pupil referral units.



# On-site preparation





## What we are doing in response

- We have listened to the concern about this proposal and we will **not** introduce on-site preparation.
- To keep the benefits, we will introduce a **90-minute telephone call** between the lead inspector and the headteacher, or their nominated delegate, during the afternoon before inspection begins.
- This will enable **professional dialogue** to begin about the education provided by the school and facilitate planning the inspection together.

# The use of non-statutory internal progress and attainment data



# What we will do in response

- We will **proceed** with inspectors **not** looking at non-statutory progress and attainment data.
- Inspectors will ask what **leaders understand** about progress and attainment in the school, and will then say 'let's see that first-hand, together'.
- Inspectors will **consider the actions taken** by schools **in response to their understanding** of progress and attainment, and the impact of these actions.

