

Ofsted 2019 framework consultation



The North East perspective

Mike Parker, Director, Schools North East

For every child, for every school, for the future of our region.

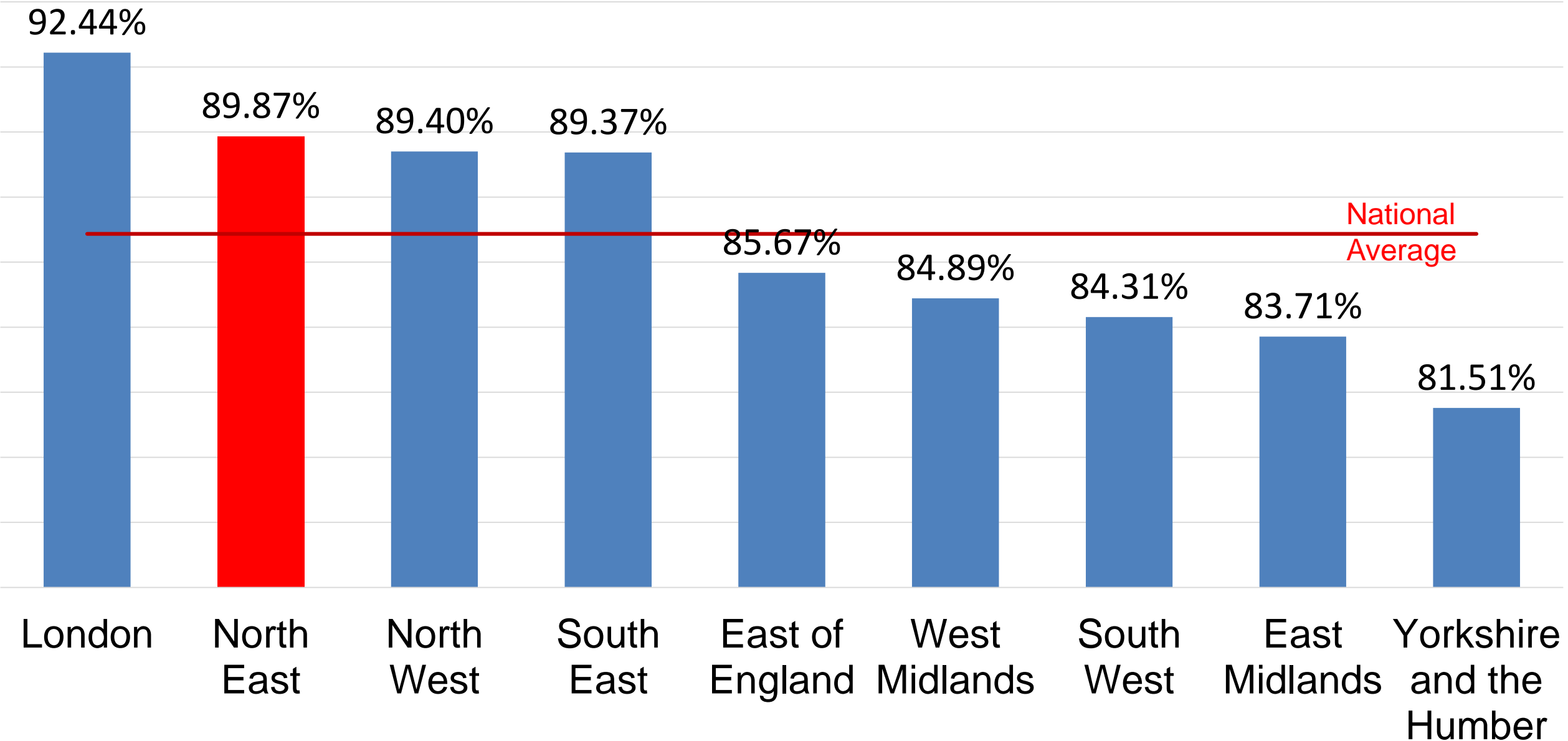
Primaries good, secondaries bad?

“Primaries in the main are continuing to forge ahead because of better leadership from head teachers and governing bodies... by contrast, progress at secondary level has stalled.”

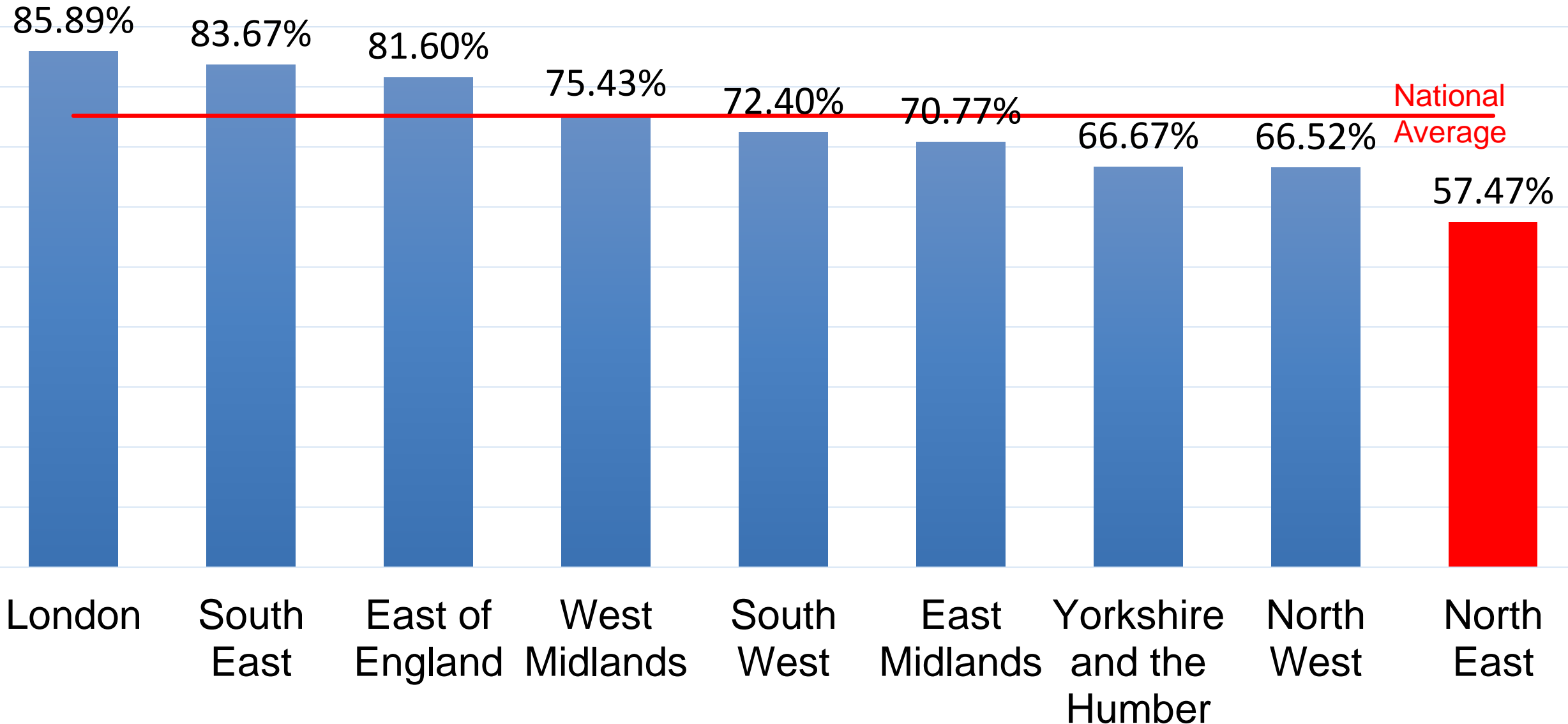
- Sir Michael Wilshaw, Schools North East Summit, 2015



Proportion of Good or Outstanding primary schools by region, December 2018



Proportion of Good or Outstanding secondary schools by region, December 2018



“I do not subscribe to the view that schools in the North East are somehow disproportionately failing their students.”

**Amanda Spielman, Schools North East
Annual Summit 2018**



Ofsted 2019 Framework



The Ofsted contradiction

Litmus test: Will the new framework see a rebalancing of gradings?

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Overview of the new framework



Christopher Hawkins, Policy Officer, Schools North East

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Proposed changes



Main headlines:

- 1) Move to curriculum-led inspections
- 2) Separate judgements for 'personal development' and 'behaviour and attitudes'
- 3) Section 8 inspections of 'good' schools to happen over 2 days
- 4) 'On-site preparation' on afternoon before inspection
- 5) Internal performance data no longer used

1. 'Quality of Education' judgement



Replaces 'quality of teaching, learning and assessment' and 'outcomes' judgements. *Inspectors will look at:*

- The extent to which the curriculum sets out the knowledge and skills pupils will gain at each stage (**intent**).
- The way schools teach and assess their selected curriculum to support pupils to build their knowledge and apply that knowledge as skills (**implementation**).
- The outcomes pupils achieve as a result (**impact**).

1. 'Quality of Education' judgement



Ofsted has said this will "place more emphasis on the substance of education" and less on performance data, meaning disadvantaged schools are more likely to receive positive judgements.

Currently, secondary schools with high proportions of disadvantaged White British pupils generally receive far worse judgements than more affluent schools and disadvantaged schools with high proportions of ethnic minorities.

2. Separate judgements for ‘personal development’ and ‘behaviour and attitudes’



Ofsted is proposing a separate behaviour judgement to give parents reassurance on how well behaviour is managed in school. It will assess:

Behaviour and attitudes

- Whether a school is creating a calm, well-managed environment free from bullying.
- The impact this has on the behaviour and attitudes of pupils

2. Separate judgements for ‘personal development’ and ‘behaviour and attitudes’



Personal development

The ‘personal development’ judgement will recognise work to build pupils’ resilience and confidence in later life. It’ll evaluate:

- The school's intent to provide for the personal development of pupils.
- The quality with which this work is implemented.
- Ofsted says separating these judgements will help enhance the inspection focus on each area and enable clearer reporting.

3. Section 8 inspections of 'good' schools to happen over 2 days



By extending on-site time for section 8 inspections of 'good' schools to 2 days Ofsted hopes to ensure inspectors have sufficient opportunity to gather evidence that a school remains 'good' under the new criteria.

A section 8 inspection of a 'good' school will focus on particular aspects of the school's provision, as a subset of the full framework criteria.

4. Introduction of 'on-site preparation' on the afternoon before inspection



For all section 5 and section 8 inspections, the plan is for:

- Ofsted to call the school no later than 10am to formally notify it about the inspection.
- The lead inspector to arrive at a school no later than 12.30pm on the day before the inspection is scheduled to start.
- Ofsted says this will allow inspectors and school leaders to carry out preparation collaboratively wherever possible.

5. Internal performance data no longer used as inspection evidence



Inspectors will no longer look at non-statutory internal progress and attainment data. Instead they will:

- Gather direct evidence of quality of education in school.
- Have meaningful discussions about how leaders know the curriculum is having an impact.
- Ask what the purpose of collecting the information that is collected is, what is being drawn from it and how that informs the curriculum and teaching.

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Consultation and discussion



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Ofsted 2019 Framework



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Q: Overall, is a new, curriculum-led framework a positive move forward?

- **Yes**
- **No**

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Q: Will this give North East schools better opportunity to give a good account of themselves?

- Yes
- No

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Q: Are you confident that Ofsted will be able to deliver a curriculum lead inspection framework?

- Yes
- No

1. 'Quality of Education' judgement



Round table discussion: What should curriculum-led inspection look like, compared to the current data-driven inspections?

Inspectors will look at:

- The extent to which the curriculum sets out the knowledge and skills pupils will gain at each stage (**intent**).
- The way schools teach and assess their selected curriculum to support pupils to build their knowledge and apply that knowledge as skills (**implementation**).
- The outcomes pupils achieve as a result (**impact**).

1. 'Quality of Education' judgement



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Q: To what extent do you agree or disagree with the proposal to introduce a 'quality of education' judgement?

- **Strongly Agree**
- **Agree**
- **Neither Agree nor Disagree**
- **Disagree**
- **Strongly Disagree**

2. Separation of judgements



- Personal development
- Behaviour and attitudes

Round table discussion: Is Ofsted right to separate these judgements? What benefits and/or issues are created by this approach?

2. Separate judgements for ‘personal development’ and ‘behaviour and attitudes’



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Q: To what extent do you agree or disagree with the proposed separation of inspection judgements about learners’ personal development and learners’ behaviour and attitudes?

- **Strongly Agree**
- **Agree**
- **Neither Agree nor Disagree**
- **Disagree**
- **Strongly Disagree**

3-5. Inspection practicalities



3. S.8 inspections of 'good' schools over 2 days
4. Same day onsite preparation
5. No internal data

Round table discussion: What impact do you think these changes will have? Are they the right approach?

3. Section 8 inspections of 'good' schools to happen over 2 days



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Q: To what extent do you agree or disagree with the proposed focus of section 8 inspections of good schools and non-exempt outstanding schools and the proposal to increase the length of these inspections from the current one day to two days?

- **Strongly Agree**
- **Agree**
- **Neither Agree nor Disagree**
- **Disagree**
- **Strongly Disagree**

4. Introduction of 'on-site preparation' on the afternoon before inspection



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Q: To what extent do you agree or disagree with the proposed introduction of on-site preparation for all section 5 inspections, and for section 8 inspections of good schools, on the afternoon prior to the inspection?

- **Strongly Agree**
- **Agree**
- **Neither Agree nor Disagree**
- **Disagree**
- **Strongly Disagree**

5. Internal performance data no longer used as inspection evidence



Q: To what extent do you agree or disagree with the proposal not to look at non-statutory internal progress and attainment data?

- **Strongly Agree**
- **Agree**
- **Neither Agree nor Disagree**
- **Disagree**
- **Strongly Disagree**