Future of Education Inspection
Schools Session
The Future of Education Inspection

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.
What else is changing?

Requires improvement:

- For schools that require improvement, the initial monitoring visit will now take place later – within 3-6 months.
- When looking to improve from RI to good, you will have to do this against the new CIF, not the previous framework.

Serious weaknesses:

- If the monitoring HMI thinks the school is making enough progress, she is now able to convert the monitoring inspection to a section 5 inspection straight away.
- This may result in the school coming out of SW.

All types of section 8 inspection are now drawn together into a section 8 handbook.
Headlines from our pilots
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
Learning from the pilot inspections

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 received strong feedback from headteachers, HMI and others that schools that may have improved to outstanding should receive a section 5 as quickly as schools where there may be concerns.

- Therefore, we will 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**
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 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.*
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:

- 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._
Talking Point

Identify the range of evidence you have in your school which could show the aspects covered in this judgement.
Outcomes

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

Medley
Simon Eardley, Orton Wistow Primary School
Paul McKeown, The Bishop of Winchester Academy
Sarah Bennett, Two Mile Ash School
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.
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.
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.
Meeting at the middle of the day

Inspectors and headteachers discuss and debate emerging findings during the short inspection
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**
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!