

Towards the Education Inspection Framework 2019

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The new framework will be one of the main ways in which we implement Ofsted's strategy



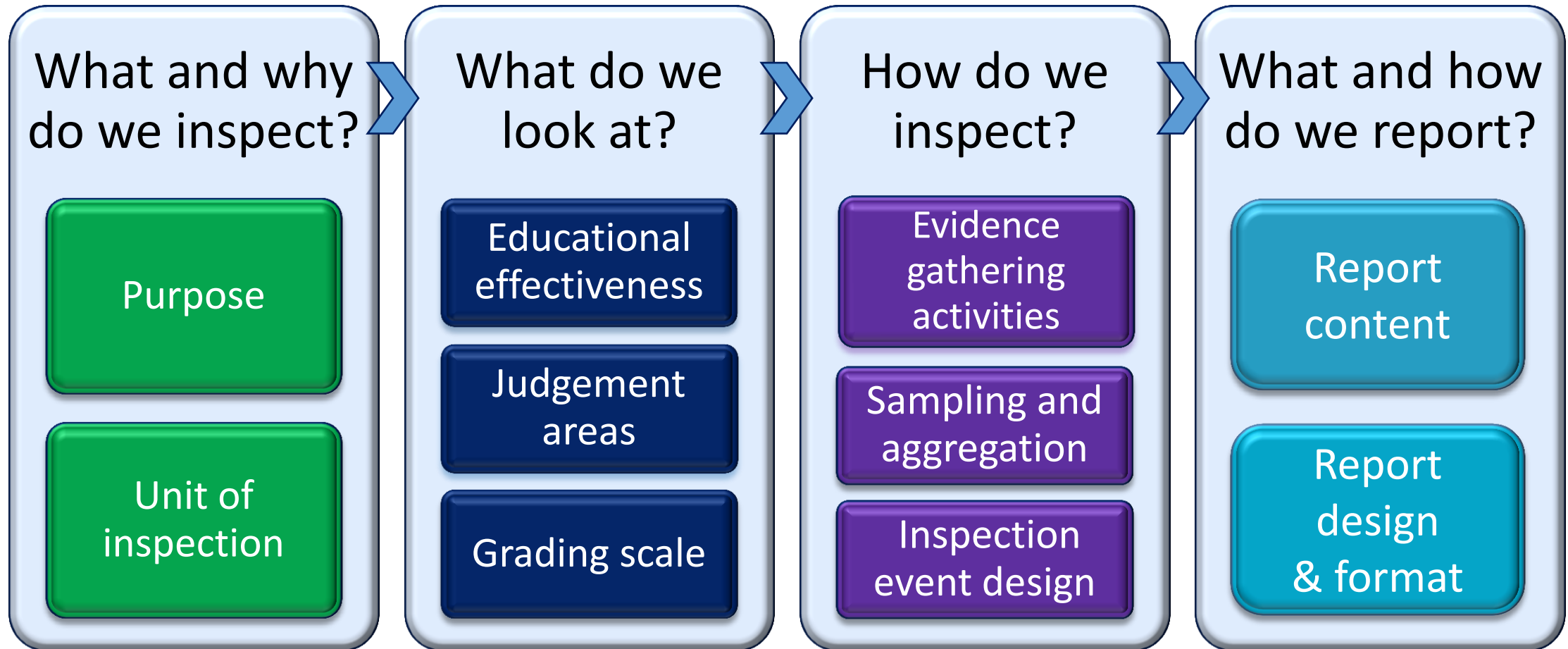
Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement

The new framework will be based on a solid evidence base relating to educational effectiveness and valid inspection practice.

We will continue to be clear about our expectations and fight misconceptions.

We will remove any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.

Developing the Education Inspection Framework 2019: our approach



How will EIF inspections be a force for improvement?



Our theory of action:

- Start from a robust effectiveness construct grounded in research **evidence**.
- **Evaluate** the quality of provision against that effectiveness evidence.
- **Provide information** to providers to enable them to develop their capacity for self-evaluation and to understand and adopt the findings.
- Report to **users** and **other actors** in a way that enables them to make informed decisions and engage with providers.
- **Providers** and **other actors** take action that leads to improved quality.

The curriculum will be at the heart of the new framework



Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'

The importance of the curriculum

"..programmes must do more than give young people a qualification and develop personal and social skills: valuable as these are.

They ought to have a clear line of sight to jobs or meaningful further study. As we have seen in other elements of our curriculum research, there is a risk of putting overall achievement rates ahead of both student and educational needs and their employment prospects."



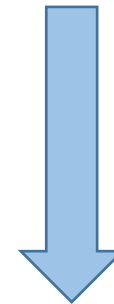
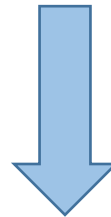
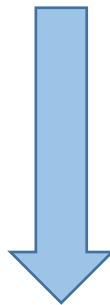
Association of colleges' annual conference, Nov 2017

What did the curriculum survey find?

Learners not being prepared to progress



Curriculum being confused with assessment and qualifications



Teaching to the test

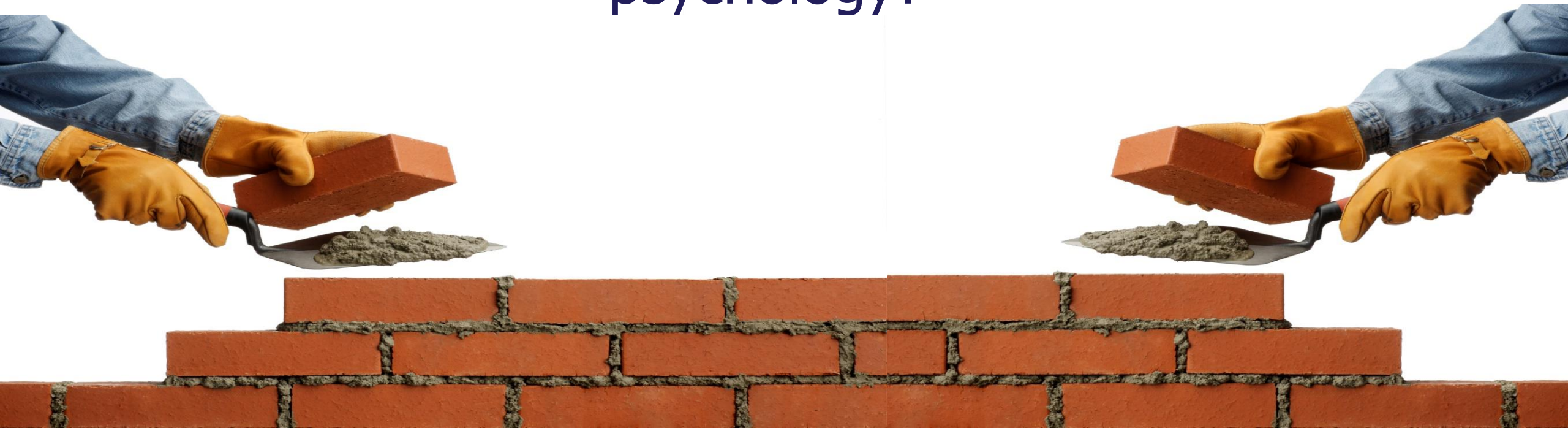
Curriculum narrowing

Social justice issues

What do we mean when we talk about progress?



What does it mean to 'get better' at bricklaying, mathematics, customer service or psychology?



Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'

Mathematics

Hospitality and catering

Business administration

Digital marketing

Spanish

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.



Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.
- Knowledge is generative (or 'sticky'), i.e. the more you know the easier it is to learn.
- Knowledge is connected in webs or schemata.
- Knowledge is when humans make connections between the new and what has already been learned.



What will this mean for the new inspection framework?



Towards a 2019 inspection framework – what aspects will we need to judge?

- We are clear that we need to take a rounded view of the **quality of education** offered by providers.
- The **curriculum** will be at the core, recognising the close connection between curricular content and the way that this content is taught and assessed in order to support students to build their knowledge and to apply that knowledge.
- We remain very interested in learners' **wider development** including the attitudes and behaviours they bring to the classroom and the workplace.
- Providers' **leadership and management** are likely to remain key areas of consideration.



"an evolution, not a
revolution"

Amanda Spielman on the 2019 inspection
framework (Wellington Festival of Education,
2018)

So how will we go about building the new framework?



Reduce the duplication in the current CIF judgements

- Our current judgement areas are not as simple as they could be. There are examples of us judging some things under multiple judgement areas:

Leadership & management

- Leadership
- Governance
- **Teaching/training**
- **Progress**
- **Attitudes**
- **Values**
- **Safeguarding**

Teaching, training, learning & assessment

- **Teaching/training practice**
- **English and mathematics**

Personal development, behaviour & welfare

- Careers guidance
- **English and mathematics**
- **Preparation for next stage of learning, employment, or training**
- **Attitudes**
- **Values**
- **Safeguarding**

Outcomes

- **Progress**
- Achievement
- **Preparation for next stage of learning, employment, or training**

Reduce conflation in criteria and duplication in judgements

- In the current CIF multiple issues are conflated into individual criteria; some features therefore contribute to the evaluation of more than one judgement area.

Extract from TLA criteria in current CIF:

Teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

This is typical of the current criteria; as with many other criteria, it includes features that are also contained in other judgement areas.

This TLA criteria conflates teaching, learning and assessment with personal development, behaviour and welfare and with outcomes for learners. In the new framework we want to reduce this wherever it is possible to do so.

The curriculum research is informing the framework development

- We recently published the second phase of the curriculum research.
- In this phase we tried to **learn lessons from schools** that are particularly invested in curriculum design, with a view to developing indicators around curriculum intent, implementation and impact.
- This research is also being done the FE&S area and the report will be published soon.
- We aim to use this **evidence** to turn what we saw into quality indicators, which will inform the draft **evaluation criteria** for the framework.
- We are now **testing** these indicators in providers to refine them.

We will retain our current focus on safeguarding

Our inspection of safeguarding will continue to be built around three core areas:

- **Identify:** identifying children/learners who may need early help or are at risk of neglect, abuse, grooming or exploitation.
- **Help:** reducing the risk of harm to children/learners and secure the support they need.
- **Manage:** safe recruitment and management of allegations about adults who may be a risk to children, learners and vulnerable adults.

Safeguarding will hold the same weight across all remits.

More focus on education; less focus on data



*"In the new framework, we're thinking about how we can take the inspection conversation **even further** on education itself and **less** on data."*

"...there is a risk of putting overall achievement rates ahead of both student and educational needs and their employment prospects."



HMCI, Education Policy Institute conference July 18 & Association of colleges' annual conference, Nov 2017

The grading structure

- We are likely to keep the **same four level grading structure** including requires improvement and inadequate.
- We are **exploring removing the exemption** from schools judged 'outstanding'.
- Discussions are going on with the **DfE** about the feasibility of removing the exemption and getting funding.
- We are also dependent on the **will of parliament** as there will need to be a change in legislation to remove the exemption.

Address specific issues facing further education and skills



- **Campus-level reporting and grading** – we are working with the DfE to think through how we supplement the inspection of large colleges with individual campus-level judgements.
- **Provision type reporting and grading** – we are considering how we can rationalise the number of provision types while ensuring and improving the full coverage of provision.
- **Ensuring that the framework is flexible** - we are working to ensure that the framework can cater for the wide range of provision to be found in further education and skills – now and in the future (T-levels and devolution of adult education).

In summary: key principles as we develop new judgement areas and criteria



- As far as possible, each criterion should feature in only one judgement area.
- Criteria will be based on the evidence relating to educational effectiveness.
- Continue to make a single, overall judgement about a provider.
- Continue to emphasise safeguarding appropriately.
- Have common key judgements but allow flexibility in how we apply those in different remits (EY, schools, independent schools, FES).
- Reduce focus on data – more focus on how education providers are achieving results; less pressure to produce assessment information.
- Retain the current four-point grading scale.
- Wherever possible reduce workload: teachers, leaders and inspectors.

What next?

- We are undertaking a process of reflection, development and piloting within Ofsted as we look towards the new **Education Inspection Framework 2019**.
- From **September 2018**, we have started to share the developing thinking with partners across the sectors we inspect and inviting their thoughts and views – shaping and influencing what we produce.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.
- **Research** is ongoing on the curriculum, lesson observation and a wide range of other topics. The findings from this research will feed into the ongoing development of the framework.

Any questions?



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