

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."



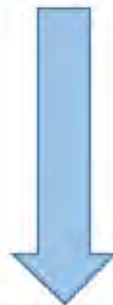
Association of colleges' annual conference, Nov 2017

What did the curriculum survey find?

Learners not being prepared to progress



Curriculum being confused with assessment and qualifications



Curriculum narrowing



Teaching to the test

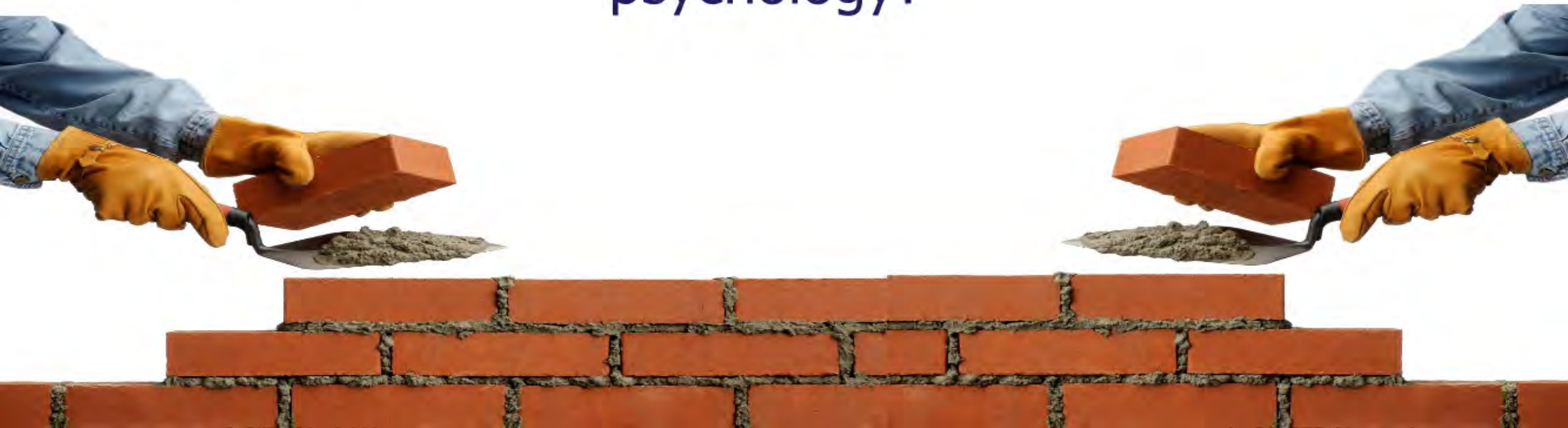


Social justice issues

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.



Knowledge does not sit as isolated 'information'
in learners' minds.



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.



Our curriculum research is informing the developing framework

- We recently published the second phase of the curriculum research we have completed in the schools remit.
- We have **learned lessons from schools** that are particularly invested in curriculum design, with a view to developing indicators around curriculum intent, implementation and impact.
- We will soon be publishing some curriculum research from the **Further Education Sector**.
- We aim to use this **evidence** to turn the common curriculum factors leaders told us about into **quality indicators**, which will inform the draft **evaluation criteria** for the framework.
- We will **test** these indicators on pilot inspections to inform our framework development.

What will this mean for the new inspection framework?



The case for change

- **Accountability** is important, but the system as currently constructed can divert education providers from the **real substance of education**.
- An industry has arisen around data: what students learn is too often coming second to the delivery of **performance measures**.
- This data focus also leads to **unnecessary workload** for teachers and lecturers, diverting them from the reason they chose to enter the profession.
- It is therefore time for Ofsted to stop making separate judgements about learners' **outcomes**. Any conversation about learners' outcomes should be part of a larger conversation about **the quality of education** they receive.

Judgement areas: our working **hypothesis**

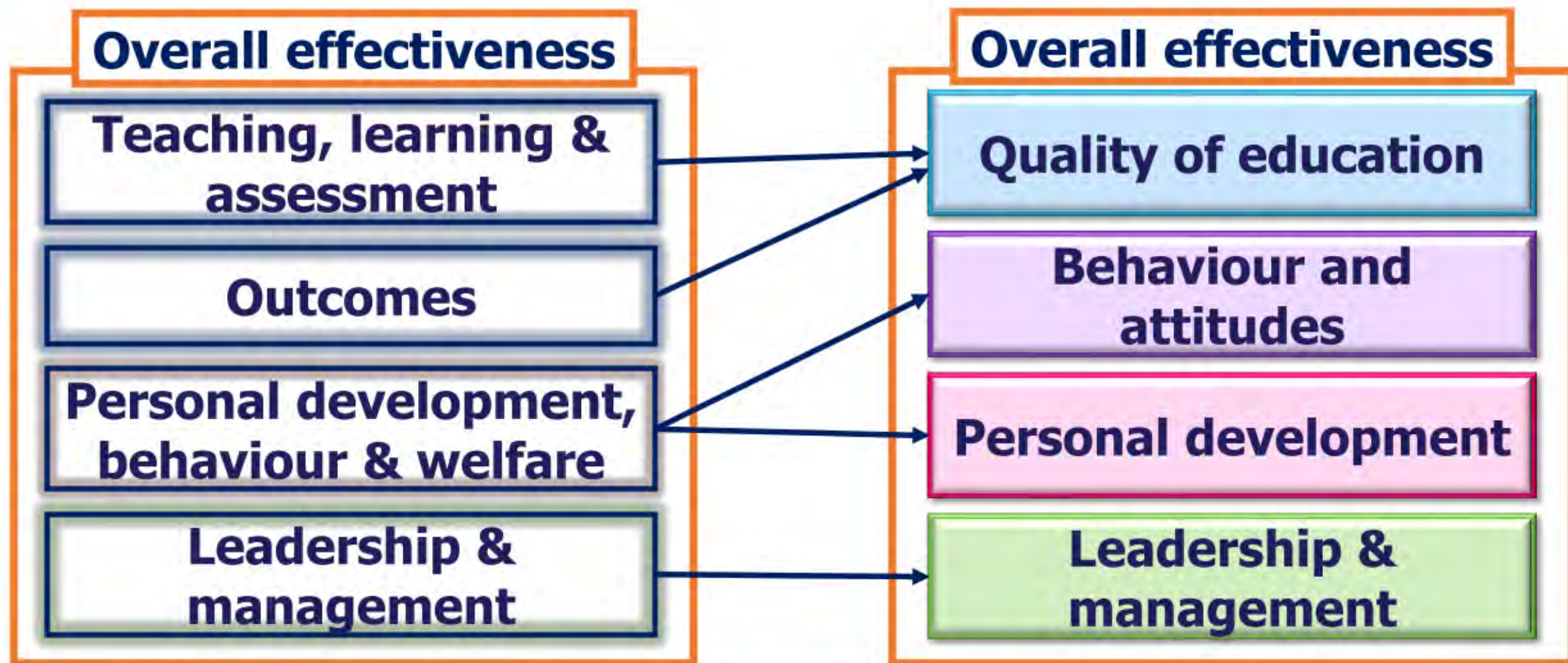
Quality of education

Behaviour and attitudes

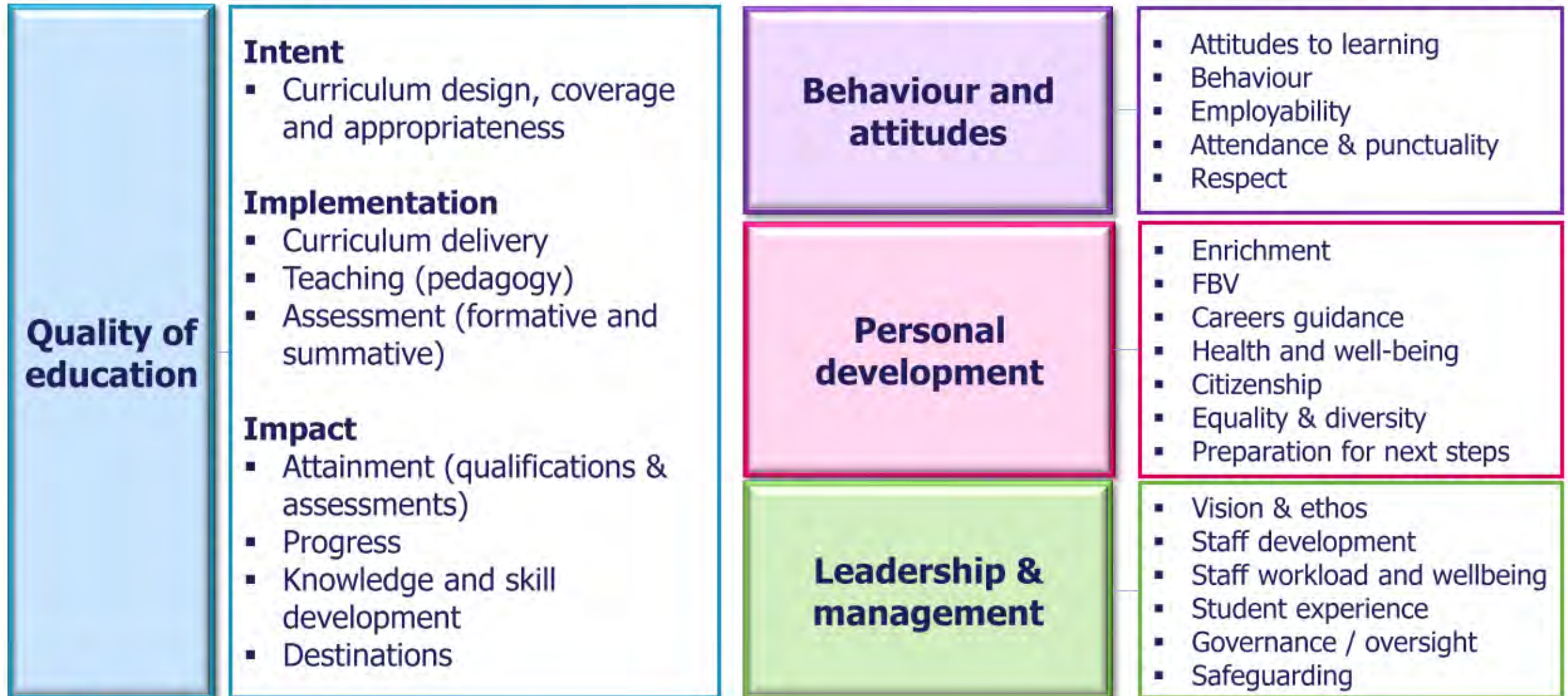
Personal development

**Leadership &
management**

Judgement areas: evolution, not revolution



Judgements: our working **hypothesis** in detail



An **evolution**, not a revolution

The new framework draws on the **knowledge built up through our inspection history** as well as **wider research**.

There is **continuity**, but also **a sharper focus** on:

- **Quality of education** rather than on data
- **Workload for teachers, lecturers and leaders**
- **Student experience**



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.

The outstanding grade

- We have said that we will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- To ensure public confidence in the grading, we'd like to see the **removal of the outstanding exemption**.
- This will be subject to agreement with the **DfE** on funding and the **will of parliament**.



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



- 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
- Reduce focus on data – more focus on how education providers are achieving results
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, lecturers, leaders and inspectors.

What next?

- We are undertaking testing and piloting as we look towards the new **Education Inspection Framework 2019**.
- **This term**, we are sharing our developing thinking with partners across the sectors we inspect and invite their thoughts and views – this shapes and influences what we produce.
- **Research** continues on the curriculum, lesson observation, work scrutiny and a wide range of other topics. The findings are feeding directly into the draft framework.
- 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**.

Thank you!



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