

Item:

**Children and Young People's  
Overview and Scrutiny  
Committee**

**26 September 2019**

**Ofsted Education Framework  
2019**



---

**Report of John Pearce Corporate Director Children and Young  
People's Services**

**Electoral division(s) affected:**

Countywide

**Purpose of the Report**

- 1 The purpose of this report is to provide members of Children and Young People's Overview and Scrutiny Committee with information relating to the new Ofsted Education Framework.

**Executive summary**

- 2 The new framework is a refocussing on the quality of education in the curriculum and how it has been conceived and taught. An emphasis on safeguarding of children will remain and schools will need to demonstrate to inspectors how well they identify concerns, help children and families and manage situations effectively.
- 3 The report provides a summary of the feedback from the Education Development Partner.

**Recommendations**

- 4 That Members of Children and Young People's Overview and Scrutiny Committee receive and comment on the report and presentation.

**Background**

- 5 In January 2019 the government went out to consultation on proposals for changes to the education inspection framework from September 2019.

- 6 Arrangements have been made for the Head of Education and Skills to present to members of the Children and Young People’s Overview and Scrutiny Committee a presentation (attached at appendix 2) detailing the changes in the Ofsted Education Framework.

## Detail

- 7 The new framework should be a shift away from performance data to judging the quality of the curriculum; how it has been conceived, taught and experienced by pupils. There will be an emphasis on the knowledge, skills and behaviours acquired by pupils and a sharp focus on **ALL** children accessing high quality education. This is to ‘combat’ off-rolling but also applies to children with SEND, attendance issues and those with challenging behaviour who may miss out on aspects of their education.
- 8 A focus on safeguarding will be maintained with inspectors looking at how well the school **identifies** concerns and needs, **helps** children and families and **manages** the situation effectively.
- 9 There will be an emphasis on school leaders having a conversation with inspectors around the quality of the education children receive in the school rather than a discussion of the data.
- 10 Judgements will be made regarding overall effectiveness, the quality of education, behaviour and attitudes, personal development and leadership and management. Of these, quality of education will be the key indicator of a school’s performance.

Quality of Education	Behaviour and Attitudes
	Personal Development
	Leadership and Management

## Quality of Education

- 11 The curriculum is at the heart of the quality of education judgement. This is focused on the development of a deep body of knowledge that meets both the requirements of the national curriculum and the needs of the school and the community it serves. This includes the wider breadth of learning and experiences of the school’s own curriculum offer. There is the freedom within this to sequence how and when this learning is acquired. The working definition for the Quality of Education (QoE) judgement includes:

- the curriculum, its design and structure;
- teaching;
- assessment;
- outcomes.

- 12 Senior Leadership Teams should be able to explain their decision making regarding the design and structure of their curriculum; eg: why one topic is taught before / after another, why one topic is given three weeks and another given six, etc. They should therefore be able to explain what they are giving emphasis to and why they have chosen to do this, the 'what' (the content of the curriculum) and the 'how' (the pedagogical approaches the school is using). Schools should be able to discuss the impact of their curriculum by evidencing how it is making a difference to children's learning and outcomes. Again, this is linked to Cognitive Load Theory – learning being a shift in long term memory.
- 13 Ofsted were clear that they do not regard knowledge and skills as being separate but rather are complementary in supporting children's learning and development. The skill can be seen as the capacity to draw on what is known or to support the development of knowledge. They discussed the impact of connectivity in curriculum design and implementation so that knowledge is imparted in a carefully planned way to best enable the development of neural pathways and schema. Knowledge was described as being 'sticky'; the more you know, the more you can go on knowing and learning.
- 14 Ofsted were clear again that they do not have a preference between a knowledge led, knowledge enabled or skills led curriculum. Their focus will be on whether this supports the intent, is implemented effectively and has the appropriate and intended impact.

Judging the quality of the curriculum:

Intent – curriculum design, coverage and appropriateness

Implementation – curriculum delivery, pedagogy and formative and summative assessment

Impact – attainment, progress, the importance of developing competent readers and destinations.

- 15 **Ofsted reiterated that they would not look at school's internal data.** This was because it is difficult to establish the validity of this data in a short inspection and therefore could be considered to be unreliable. This caused consternation in our group, with many questioning this and asking if they could ask individual inspectors to look at the data. Schools need

to ensure that they have other robust and effective systems in place to evaluate the quality of education through work scrutiny, learning walks, pupil and teacher dialogues, etc. This monitoring and other first-hand evidence should answer the question of how you know the impact of your curriculum rather than evidencing through data. Awareness of Making Data Work should support with this. Ofsted talked about using this first-hand evidence and officially produced data to 'improve' not 'prove' the quality of education for the children. Learning from these activities and data should support teachers to embed knowledge and identify next steps of learning.

- 16 In our group, the consensus was that the centrality of the quality of education to the inspection process was a positive move (57% agreed, 36% strongly agreed, 7% didn't agree or disagree).

### **Behaviour and Attitudes**

- 17 This judgement will take into account:
- High expectations, consistency and fairness of implementations of policies and practices;
  - Attitudes towards learning and other people;
  - Behaviour;
  - Exclusions;
  - Attendance;
  - Bullying.

### **Personal Development**

- 18 This judgement will take into account:
- Social, moral, spiritual and cultural education;
  - The development of character;
  - British values;
  - Careers;
  - Healthy lifestyles;
  - Citizenship;
  - Equality and diversity.
- 19 Ofsted recognise that for some of these elements they are unable to make a final judgement on; ie: the development of character and healthy lifestyles which are influenced by many other factors as well as the work of the school. Therefore, they will evaluate what the school is doing to support this development.

## **Leadership and Management**

- 20 This judgement will take into account:
- The vision, ethos and ethical behaviour of the school\*;
  - Staff development;
  - Staff workload and well-being;
  - Safeguarding;
  - Off-rolling and gaming;
  - Governance.

\*the ethical behaviour should reflect that all children are entitled to a high-quality education and school leaders are ambitious for all, including those that are hardest to reach.

- 21 Inspectors will consider how leaders engage with and manage staff, taking account of the main pressures on them.

## **Proposed changes to Section 8 inspections**

- 22 Section 8s will continue to work from the premise that the school remains good. It will focus on specific aspects drawn predominately from Quality of Education but also elements from the other areas.
- 23 It is proposed that the lead inspector's time in school will be increased from one to two days. There is also a proposal for preparation for both section 5 and 8 inspections to be carried out on-site. This would involve the lead inspector visiting the school between 12 and 5pm on the day before the inspection to discuss the arrangements for the inspection face-to-face with the headteacher (notification would be at 10am on that day).

## **Conclusion**

- 24 The new Ofsted education inspection framework becomes effective in September 2019. Head Teachers in County Durham's maintained schools have all received information during the Spring term.

## **Background papers**

None

---

**Contact:** Richard Crane

Tel: 03000 265731

---

---

## **Appendix 1: Implications**

---

### **Legal Implications**

Not applicable

### **Finance**

Not applicable

### **Consultation**

Not applicable

### **Equality and Diversity / Public Sector Equality Duty**

Not applicable

### **Human Rights**

Not applicable

### **Crime and Disorder**

Not applicable

### **Staffing**

Not applicable

### **Accommodation**

Not applicable

### **Risk**

Not applicable

### **Procurement**

Not applicable

### **Climate Change**

Not applicable