

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

**OfSTED Education Framework 2019**

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*Altogether better*



These comments are taken from a HMCI Update to all Ofsted Inspectors January 2019:

Inspection is in essence a professional dialogue between inspectors and a provider. We want to make sure those conversations are about what matters to young people: the substance of their education. **What are they being taught? How well are they being taught it? And how is it setting them up to succeed at the next stage?** So the revised framework will focus on what young people learn through the curriculum, rather than depending on data.

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Performance data used well is a very good thing and exam and test results matter greatly to the individual. But when we put too much weight on individual performance data as a measure of quality of education, then distortions can emerge, as we saw from our research. So instead of taking exam results and test data at face value, we'll look at how a provider's results have been achieved – whether they're the result of broad and rich learning, or gaming and cramming.

Nothing is more damaging to true standards than a culture of curriculum narrowing and teaching to the test.

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**A key principle of the new framework is to put inspection back into its proper place, where it complements published performance data.**

A new **quality of education** judgement will look at how schools and providers are deciding what to teach and why, how well they are doing it and whether it is leading to strong outcomes for young people. This will reward those who are ambitious and make sure that young people accumulate rich, well-connected knowledge and develop strong skills using this knowledge.

The proposed changes will make it easier to recognise and reward good work done by schools and providers in areas of high disadvantage, by tackling the perverse incentives that leave them feeling they have to narrow the curriculum. Shifting the emphasis away from performance data will empower schools to always put the child first and actively discourage negative practices such as 'off-

rolling'  
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**I must stress that there isn't and won't be an Ofsted curriculum.** Not all curriculum is equally strong, but an excellent curriculum can be constructed in many different ways. And of course, good curriculum is part but by no means all of a good education. We distinguish the curriculum – what is taught – and pedagogy, which is how the curriculum is taught. It is also distinct from assessment, which is about whether learners are learning or have learned the intended curriculum.

### **How will we inspect it?**

We've made sure that we pitch our inspection criteria at the right level and as you know, we've been putting the criteria through their paces through many pilot inspections, and will be continuing pilots throughout the spring.

Of course the application of the new framework will be a little different in the different sectors we inspect.

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# Personal Development and Behaviour

The new **behaviour and attitudes judgement** will look at how well behaviour is managed, to create the calm, orderly and safe environment that we know is a basic ingredient of good education.

Alongside that a new **personal development judgement** will look at the opportunities providers give to build character and resilience, and to prepare children and young people to succeed as adults and active citizens in modern Britain. Importantly, this judgement will not try to assess the full impact of personal development provision: that is clearly impossible on a two-day inspection.

Under the new **leadership and management judgement**, we will go further in considering whether leaders are realistic and constructive in managing workload.

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One other thing that I hope will flow from this new approach, is that **integrity will be properly rewarded** and inspection will recognise the importance of doing the right thing by young people.

I hope we can make real progress in tackling off-rolling. The new framework has a greater focus on spotting it. So the two words that sum up my ambition for the framework and which underlie everything we will publish tomorrow are: **substance and integrity**.

The **substance** that has all children and young people exposed to the best that has been thought and said, achieving at truly high standards and set up to succeed. And the **integrity** that makes sure every child and student is treated as an individual with potential to be unlocked, and staff as experts in their subject or field, not just data gatherers and process managers. And above all that providers are rewarded for doing the right thing.

*Altogether better*

