

Raising Standards and the New School Inspection Framework

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New framework: the story so far

- ❖ Proposals for school inspections were set out in the White Paper 'The importance of teaching' in November 2010
- ❖ Education Bill introduced to Parliament in January 2011 which takes forward the legislative proposals from the White Paper; currently on track
- ❖ Ofsted published a consultation document setting out proposals on 21 March closing on 20 May



Main consultation proposals

4 key judgements:

- Achievement
- Quality of teaching
- Behaviour and safety
- Leadership and management
- Plus overall effectiveness of the school.

Also focus on:

- Risk assessment
- Monitoring of satisfactory schools
- Shortened timescales for monitoring of schools in a category
- Requests for inspection



New framework: update

- ❖ 10 unreported consultative pilot inspections in March/April 2011
- ❖ 150 'live' pilot inspections in May/June 2011
- ❖ Final versions of the evaluation schedule, inspection guidance and the inspection framework in September 2011
- ❖ Dissemination programme during autumn 2011
- ❖ Training for inspectors autumn 2011
- ❖ Implementation of the new framework in January 2012, provided the Education Bill receives Royal Assent



New framework: inspection methodology

We will retain and build on:

- ❖ a focus on pupils' outcomes, including outcomes for different groups of pupils and how well the school promotes those outcomes
- ❖ clear grade descriptors and guidance for each judgement
- ❖ increasing inspection time in the classroom, with feedback to teachers
- ❖ high levels of engagement with headteachers and senior staff
- ❖ taking account of the views of pupils, parents and staff



New framework: lessons learned from consultative pilots

- ❖ Having fewer judgements enables inspectors to tell the story of the school more effectively
- ❖ Pre-inspection briefings are shorter and sharper
- ❖ Discussions with different groups of pupils about their learning in specific subjects features more prominently and provide strong evidence about the teaching
- ❖ The sharper focus on reading, literacy and numeracy made inspectors consider more carefully whether pupils had acquired the necessary skills for future development
- ❖ The inspection criteria were considered 'just right!'



Achievement: inspectors will evaluate

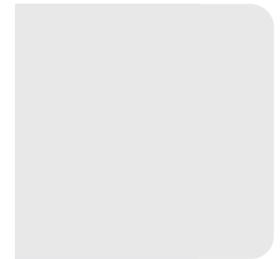
- ❖ How well pupils learn and make progress in a range of subjects
- ❖ How competently pupils read and write and their progress
- ❖ How competent pupils are in mathematics and their progress
- ❖ How well gaps are narrowing between the performance of different groups of pupils and the progress they make over time
- ❖ Standards attained, including those in reading, writing and mathematics
- ❖ How well disabled pupils and those with SEN have achieved since joining the school

and in primary schools

- ❖ Pupils' attainment in reading by the age of 6 and by the time they leave the school

The quality of teaching (1): inspectors will evaluate

- ❖ how well teachers demonstrate high expectations and set challenging tasks that improve pupils' learning
- ❖ how well teachers assess pupils' progress, provide them with constructive feedback and plan lessons to build on pupils' previous learning to match their development needs
- ❖ how well teachers enable pupils to identify and understand how they can improve their learning
- ❖ how well teachers use questioning and feedback from pupils during lessons to check on how well their teaching is achieving the learning intentions and adjust their teaching accordingly and modify future work



The quality of teaching (2): inspectors will evaluate

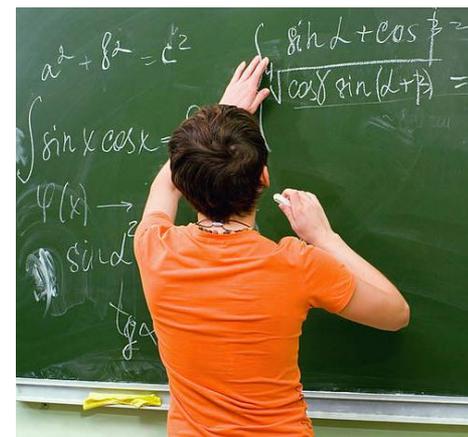
- ❖ how well teachers enthuse, engage and motivate pupils so that they learn and make progress
- ❖ how well teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to make progress in the subject and help them learn for themselves
- ❖ how well teaching and other support provides for a range of pupil needs
- ❖ how well pupils are taught to read and to develop their skills in literacy and numeracy and enjoy their learning



Leadership and management: inspectors will evaluate

How well key leaders and managers:

- ❖ demonstrate high expectations and ambition for pupils and promote improvements in their achievement
- ❖ improve teaching and learning through supporting and developing staff
- ❖ are improving the school and developing the school's capacity for sustaining its improvement
- ❖ evaluate the school's strengths and weaknesses and make use of their findings to promote improvement
- ❖ the quality of the school's arrangements for safeguarding pupils.



Behaviour and safety: inspectors will evaluate

- ❖ pupils' conduct in lessons and around the school
- ❖ pupils' ability to assess and manage risk appropriately and keep themselves safe
- ❖ pupils' attendance and punctuality at school and in lessons
- ❖ pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying



Overall effectiveness includes SMSC

The spiritual, moral, social and cultural development of pupils at the school as shown for example by their

- ❖ willingness to reflect on the experiences provided by the school, use their imagination, creativity and develop their fascination and curiosity in their learning
- ❖ ability to apply a well-developed understanding of right and wrong in their school life
- ❖ willingness to take part in a range of activities requiring social skills and are helped to develop these skills
- ❖ well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- ❖ willingness to overcome barriers to their learning
- ❖ positive response to a range of artistic, sporting and other cultural opportunities provided by the school



New framework: responses to the consultation

- ❖ 1300 responses, most from headteachers, teachers, governors, LAs, professional associations
- ❖ Positive about the new framework with often over 70% responses in agreement
- ❖ Some less favourable:
 - the gathering of parents' views via the website and its influence on selection of schools for inspection
 - shortening the timescales for monitoring schools in categories
 - The move to VA and loss of CVA data



Communication and next steps

- Evaluation and decisions in June and communicated in July
- Inspection framework, evaluation schedule and guidance will be published in September
- Q and A will be available on the website from June and updated throughout the autumn
- Ofsted briefing conferences for local authorities and schools in October and November
- Webinars, articles in magazines and journals in the autumn
- Ofsted presence at wide range of autumn national conferences by invitation



