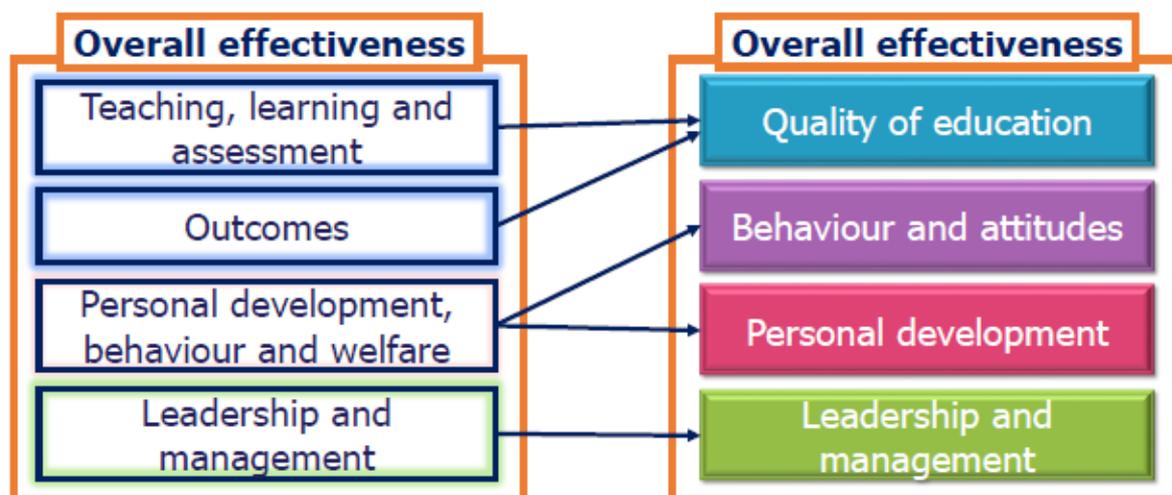


The Education Inspection Framework

The new Ofsted framework will come into force in September 2019.



In the new framework, there is still an overall effectiveness judgement and judgements for leadership and management, early years and Post 16. As with the present framework, effective safeguarding is absolutely vital. However, the current area of Personal development, behaviour and welfare has split into two sections. The first is behaviour and attitudes which considers how leaders and staff create a calm, orderly and positive environment in the school and the impact this has on pupils. The second new area is Personal Development which looks at the provision beyond the academic, technical or vocational. The main discussion around the new framework, however, has focussed on the new Quality of Education judgement. This brings together the areas of teaching, learning and assessment and outcomes. This seems logical as for some time now, Ofsted inspectors have struggled to differentiate between the two. After all, is it possible to say that teaching and learning is good if outcomes are not?

The focus of this new judgement is on the quality of the curriculum. The framework will consider whether the curriculum, in its widest sense, will provide pupils with the deep knowledge and cultural capital they need to succeed in later life. Inspectors will look at whether there is a broad curriculum, which is ambitious for all pupils, including those with SEND and who are disadvantaged and whether it is ordered in a logical way so that learning builds sensibly on prior learning.

In the classroom, inspectors will check to see if teachers have good subject knowledge and if they present the subject clearly, highlighting and correcting the usual mistakes pupils make and whether they routinely check that all pupils understand what has been taught. It is really important too, that teachers deliver knowledge in such a way that it is remembered long term and provides the basis for further learning.

Inspectors will also look at results from national tests to evaluate the impact that the teaching of the curriculum has had. However, they won't look at internal data. They will judge whether pupils are being well prepared for their next steps, in education, employment and training, and whether they are fluent readers and can apply mathematical knowledge well.

What are the implications for you as governors?

At the current time, expect senior leaders to be talking to you about curriculum, particularly 'intent'. This is what they want the curriculum to achieve and it is closely aligned to one of your core functions as governors, determining the vision, ethos and strategic direction of the school. The

curriculum should reflect the school's local context by addressing gaps in pupils' knowledge and skills. So the type of questions you might wish to ask are:

What are the key principles which underpin the school's curriculum? Are these borne out in practice?

Do all pupils have equal access to the curriculum?

What proportion of pupils follow an EBacc suite of subjects? It is the government's aspiration that 75% of all pupils will be studying this suite of subjects by 2022.

How is reading promoted across the curriculum?

Once schools have determined their curricular intent they need to ensure it is implemented well. To test this out you could ask these questions of subject leaders:

How is the work covered in Year 3 or Year 7, for example, preparing pupils for later challenges?

Are any teachers teaching outside their specialism and how are they supported to do this well?

How do you ensure pupils remember what they have been taught and can recall this fluently when required?

The new framework stresses that leaders should not create unnecessary workload for staff. So some more possible questions for you:

How do you ensure the well-being of staff?

How often do you collect data each year? What is it used for? Does it place unreasonable burdens on staff?

The new framework is very clear that schools engaging in the practice known as 'off-rolling' may well be judged as inadequate. This is when pupils are removed from a school roll without a formal permanent exclusion or by encouraging the parent to remove their child when this is primarily in the interests of the school and not the child. You need to assure yourselves that this is not happening in your school. You can do this by checking:

Whether pupil numbers are dropping in year (particularly in Year 11)

The numbers of pupils leaving to be home educated

Finally, the new framework reminds governors that they need to ensure the school fulfils its statutory duties under the Equality Act of 2010 and other duties, such as Prevent and safeguarding. When you are in school take the opportunity to ask questions of staff and pupils:

Do you feel safe in school?

To whom would you go if you had a safeguarding concern?

What safeguarding training have you had in the last year?

Finally, fancy some summer reading? It is worth looking the new framework yourself especially the key section from p.38 onwards. Enjoy! https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/806942/School_inspection_handbook_section_5_060619.pdf