



Education inspection framework

Our renewed approach

 **Ofsted**
raising standards
improving lives



Outline of session

- Our journey so far
- Moving forward: our new approach
- What the changes mean for schools
- A steady and assured start
- Measuring impact
- Questions



Collectively, we want to achieve:

- high-quality, inclusive education for every child, pupil, learner, apprentice and trainee
- great outcomes for everyone, including for those who are disadvantaged, those with SEND, those known, or previously known to children's social care and those who face other barriers to their learning and/or well-being
- better information for parents and carers
- a collaborative and transparent approach to inspection
- high and rising standards of education and care.



Our journey so far

The journey so far



Summary of changes

New report card

A five-point
grading scale

A renewed
focus on
inclusion

New toolkits

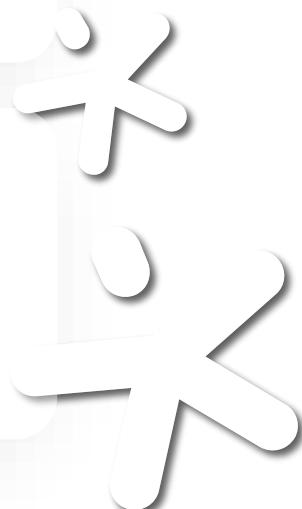
New inspection
methodology

New online
insights platform

A new approach for
monitoring schools
where improvement
is needed

All school inspections
led by HMI

An additional
team inspector
on day 1 of every
inspection





Moving forward: renewed approach

Our new approach



Breaking
barriers to
learning

Improved
reporting

More
collaboration



More
focus on
well-being



Taking
context into
account

Consistent
approach

Providing
constructive
advice



Different by
Design



We have strengthened our approach to inclusion

Breaking down barriers to learning and/or well-being



Focusing on barriers

to learning and well-being especially for those who are disadvantaged, have SEND, or are known to children's social care.

Understanding context

by using contextual information and discussions with leaders to understand their particular community and the opportunities and challenges this brings to their work.

Woven through the framework

Inclusion is woven through evaluation areas, as well as having a standalone inclusion area.



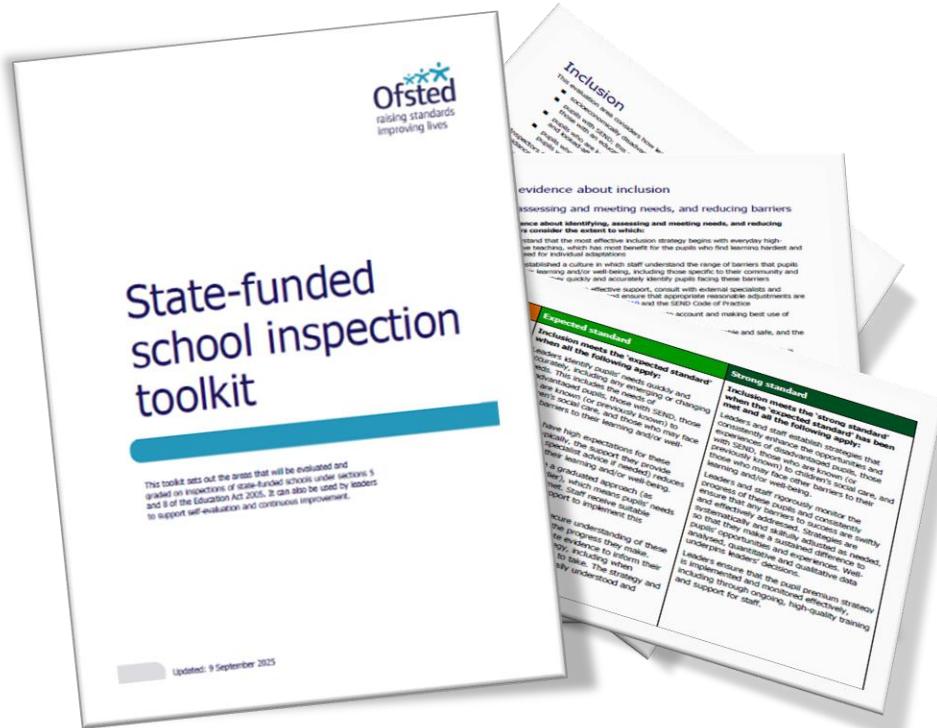
Our strengthened focus on inclusion

- Speaking with leaders about how pupils' needs are identified and met.
- Using discussions and IDSR information to understand the school's context.
- Case sampling to evaluate how support works in practice.
- Learning walks to evaluate inclusion in action.



We will evaluate state funded schools and non-association independent schools against the following:

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being
- Early years (if applicable)
- Post-16 (if applicable)
- Leadership and governance



We will introduce toolkits

- Toolkits show providers and inspectors the **evaluation areas that we will focus** on and how we will evaluate and grade providers.
- Toolkits **include standards that replace grade descriptors** currently in our inspection handbook.
- The **general structure of the toolkit is the same** whatever sector you are working in, but we have **reflected carefully on** how our evaluation areas should apply for different remits.

Toolkit

The toolkit is broken down into different evaluation areas. Each evaluation area starts with a covering page.

Curriculum and teaching

This evaluation area considers whether:

- leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages
- leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to high-quality curriculum and teaching.

These factors are:

- constructing, adopting or adapting a curriculum that is ambitious, broad and balanced, informed by the best available evidence, and designed to give all learners, especially the groups of pupils listed above, the knowledge they need to achieve and thrive in later life
- planning and sequencing the curriculum clearly so that all pupils can access it and gain knowledge and skills incrementally to reach its stated aims
- establishing strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being
- ensuring that pupils have the opportunity to learn in a safe, secure and supportive environment, and that they are supported to make the most of their potential and achieve their best possible outcomes



1. A summative statement of what the evaluation area covers – to help leaders and inspectors to understand what the evaluation area is 'at a glance'.
2. A reminder that our grading standards are based on research, inspection evidence, and statutory and non-statutory guidance set by the DfE.
3. Following that the toolkit sets out the most significant contributory factors that underpin our approaches to evidence gathering and grading.

Toolkit

Considering curriculum and teaching for different ages, phases and provision types

When considering the factors above, inspectors take account of how they apply to different ages and stages of learning, and the needs of different groups of pupils.

During all inspections, inspectors must evaluate how effectively pupils are enabled to secure **strong foundations to access the curriculum**. This involves evaluating how effectively the school supports pupils who are at the early stages of communication and language, reading, writing and mathematics, including older pupils whose development is not at their age-appropriate level.

When evaluating curriculum and teaching, particularly in **small schools**, including those with **mixed-age classes**, inspectors recognise that leaders:

- may share curriculum expertise and/or resources across schools
- may adopt, adapt or construct their curriculum
- may organise their curriculum differently to meet the needs of pupils who are in a class with a mix of different ages

When evaluating provision for **children in the early years**, inspectors will also refer to the 'early years' evaluation area. When evaluating provision for **students on 16 to 19 study programmes**, inspectors will also refer to the 'post-16 provision' evaluation area.

When inspectors evaluate curriculum and teaching for **pupils with SEND in mainstream and specialist settings**, they:

- seek to understand the starting points of pupils with SEND
- consider whether pupils have access to a suitable curriculum that builds on their knowledge and is adapted to their needs

Each evaluation area then has a section to explain how this area is applied in the different phases.

Toolkit

The next part of each evaluation area explains the evidence inspectors will gather.

Theme

Strategic leadership of curriculum and teaching

In gathering evidence about the strategic leadership of curriculum and teaching, inspectors consider the extent to which:

- leaders have a comprehensive understanding of the quality of curriculum and teaching across the school
- the curriculum (whether adopted, adapted or constructed) covers the statutory requirements set out in the basic curriculum (which includes the national curriculum, and relationships, sex and health education, and religious education)¹ and is at least as ambitious in breadth and depth as the national curriculum; this curriculum is an entitlement for every pupil
- the curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- leaders assure themselves that the curriculum is taught well; they identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively
- leaders can explain how they identify significant barriers to teaching and learning and how they take action to reduce those barriers
- leaders deploy staff effectively so that all pupils have access to high-quality teaching

Evidence gathering prompts

Toolkit

Grades we expect to see **most frequently** on inspection

Indicators

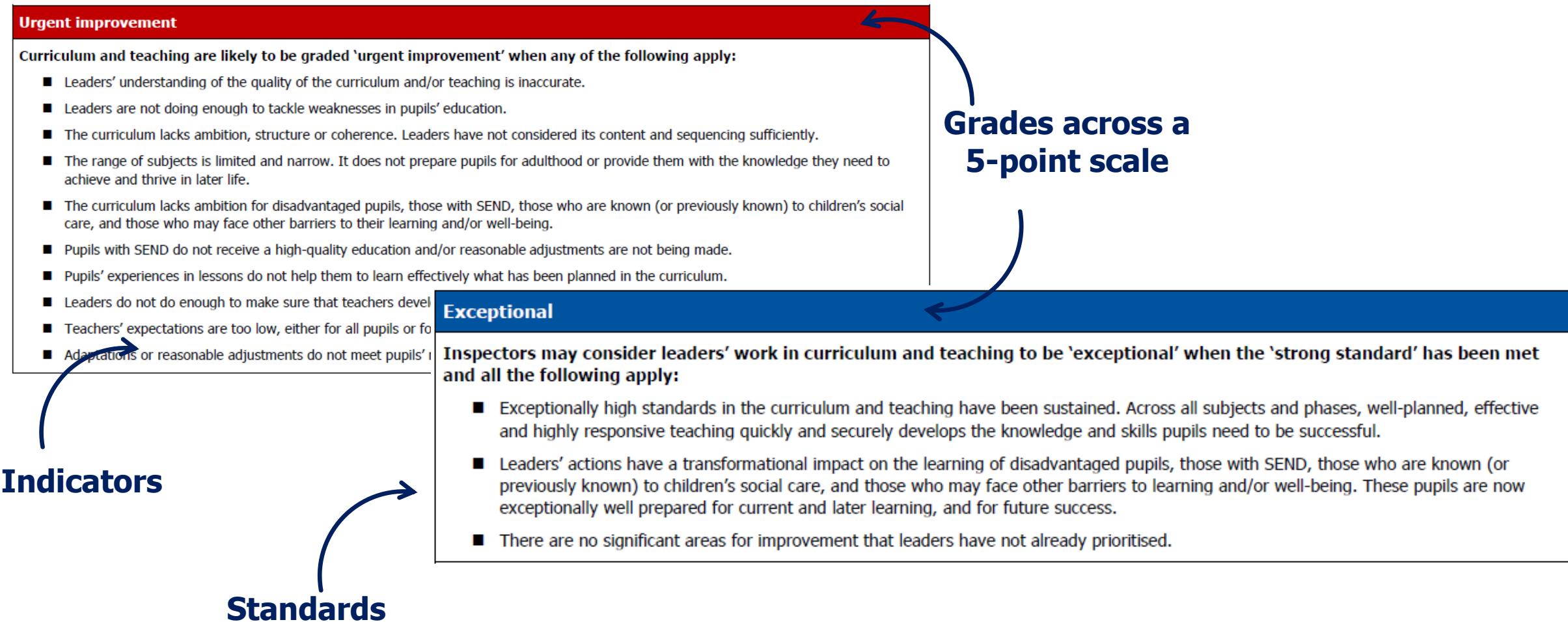
Needs attention	Expected standard	Strong standard
<p>Curriculum and teaching are likely to be graded 'needs attention' when the expected standard has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs. 	<p>Curriculum and teaching meet the 'expected standard' when all the following apply:</p> <p>Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.</p> <p>Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.</p> <p>Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.</p> <p>Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.</p> <p>Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</p> <p>Leaders and staff are particularly aware of pupils who have not yet secured the necessary</p>	<p>Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.</p> <p>Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</p> <p>Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</p> <p>Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.</p>

Grades across a 5-point scale

Grading standards

Toolkit

Grades we expect to see **less frequently** on inspection





Inspections will look and feel different

- **Context** further taken into account.
- A more **collaborative** approach.
- A **consistent** approach to inspection.
- **Constructive** advice with clear recommendations on what to improve.
- A continued **focus on well-being**.

Before an inspector arrives

Notification call

Provider leaders invited to identify an individual(s) to act as **nominee(s)** – not compulsory.



Timetable for inspection

to enable inspectors to gather evidence relevant to the provider's context.



Nominee

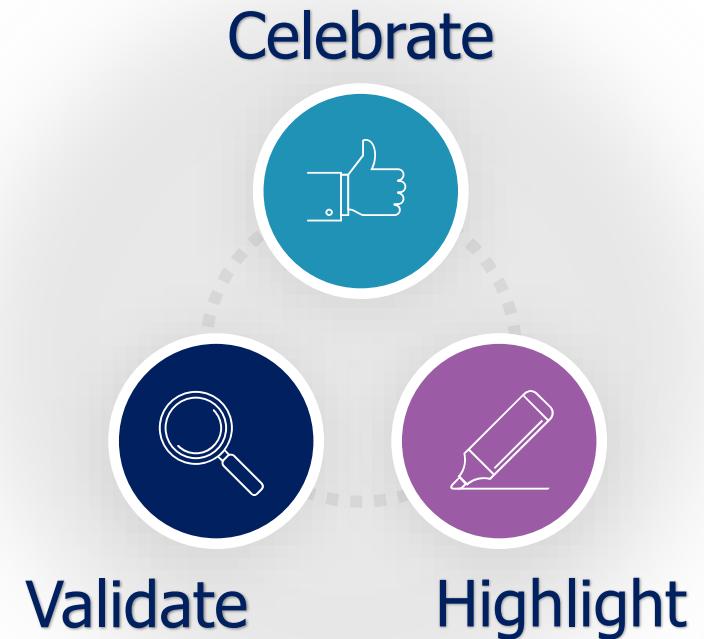
help the inspection process run smoothly and collaboratively through planning, communication and engagement with the inspection team

Planning call/s

the lead inspector will work collaboratively with the nominee(s) and leaders to identify any necessary reasonable adjustments and understand the context

How the inspection will be structured: Day 1

- Single central record will be checked early on day 1.
- Gathering first-hand evidence of pupils' experiences through:
 - discussions with pupils at the start of the day and social times
 - learning walks with leaders (including discussions with pupils and looking at their work)
 - considering, in detail, the experiences of pupils identified for case sampling.
- Learning walks.
- Dedicated reflection meetings with leaders.
- Focused leadership meetings, including safeguarding.



How the inspection will be structured: Day 2

- Begins with a reflection meeting with leaders and nominee.
- May continue to:
 - involve some focused meetings such as governance or speaking to the local authority or diocese
 - gather evidence as confirmed at the end of day 1
 - include reflection meetings with leaders/nominee
 - adapt inspection activity accordingly to explore further as/if required.
- Concludes with a grading meeting followed by a final feedback meeting.
- **Case sampling and learning walks will support throughout.**





Maintained nursery schools



What will this look like for maintained nursery schools (MNS) (1)?

- Inspectors will want to understand how the provision is structured and staffed.
- Time spent across the provision.
- Opportunities to hear from parents at drop-off and pick-up.
- Sensitivity to the unique demands on leaders' time.
- No separate early years grade.



What will this look like for maintained nursery schools (MNS) (2)?

- Good habits of attendance.
- Personal development and well-being linked closely to the early years educational programme for personal, social, and emotional development.
- Characteristics of effective teaching and learning will be considered as part of developing children's character.
- Awareness of governance arrangements and the role of the nominee.



Primary schools



What will this look like for all primary schools?

- Inspectors will prioritise learning walks in EY and KS1 on the day 1.
- The curriculum, teaching and achievement focus will be on 'strong foundations' which is needed for successful learning across the rest of their education.
- An inspector will meet with the SENCo/inclusion leader on day one.
- Other inspectors will carry out learning walks across the school on day one.
- Inspectors will hear some pupils read.

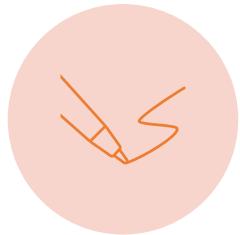
Securing strong foundations for all pupils



ACCURATE AND
FLUENT WORD
READING



SPELLING



EARLY WRITING –
TRANSCRIPTION



EARLY
MATHEMATICS



HIGH QUALITY
INTERACTIONS



What will this look like for small primary schools?

- Inspectors will recognise that published data for small cohorts is likely to fluctuate considerably or that there may be no published data.
- Inspectors will want to understand the school organisation and staffing, including mixed-age classes.
- Inspectors will be sensitive to the demands:
 - on leaders' time
 - of an EYFS/KS1 focus on the morning of day 1.



Secondary schools



An example of what this may look like for a secondary school

- Learning walks will take place in agreed groups of subjects.
- A learning walk will focus on inclusion.
- Inspectors will consider Post 16 provision in relevant inspection activities.
- Inspectors will want to understand the breadth of any alternative provision that the school may use.
- The role of the nominee.



Alternative provision



What will this look like for alternative provision (AP)?

- Inspectors will want to know the context and core purpose of the AP.
- How leaders have identified and taken steps to meet individual pupils' needs.
- Inspectors will review commissioning agreements.
- We will have a sharp focus on safeguarding arrangements.
- Improving pupils' attendance.



What will this mean for alternative provision (AP)?

- Inspectors will spend time:
 - in classrooms and around the school gathering first-hand evidence about how pupils' needs are met
 - focusing on the strong foundations that are relevant to the needs of pupils in the setting
 - carrying out learning walks in agreed groups of subjects linked to the specialised curriculum
 - evaluating the personal development programme.



Special schools



What does this mean for special schools?

- The lead inspector will spend time on the call understanding the school's context, structure and curriculum.
- Inspectors will want to observe at the start of the day.
- Understanding how pupils' needs are met through various pathways/approaches.
- Considering progress, pathways and published data.
- Support for pupils' attendance.
- Personal development and well-being.



What does this mean for special schools?

Curriculum and teaching

Inspectors will:

- **seek** to understand the starting points of pupils with SEND
- **consider** the extent to which pupils have access to a suitable curriculum that builds on their knowledge and is adapted to their needs
- **recognise** that pupils' work can take many forms and discuss this with leaders
- **consider** whether pupils' needs are accurately identified and are met through the design and delivery of the curriculum including the consideration of any reasonable adjustments for pupils with a disability
- **work closely** with leaders and staff to understand their strategies to help pupils communicate and, where appropriate, use these, with support from staff, to gather first-hand evidence.

In summary

- Sharper focus on a school's context.
- Inspectors will prioritise seeing the start of the day accompanied by relevant leaders.
- Learning walks begin in the morning of day 1.
- Case sampling activities.
- Some focused leadership meetings will happen in the afternoon of day 1.
- Leaders are able to join reflection meetings, and hear and contribute to inspectors' discussions of the evidence.



Ofsted

Home > Search > Primary School

Primary School

Address: School Lane, Old Town, Home County, HC4 5DF
Unique reference number (URN): EG12345

Inspection report: 25 June 2024

Category	Findings
Exceptional	Blue
Strong standard	Green (2 dots)
Expected standard	Light green (4 dots)
Needs attention	Yellow (1 dot)
Urgent improvement	Pink

Safeguarding standards met

[Show](#)

Strong standard [What does this mean?](#)

[Curriculum and teaching](#) [Show](#)

[Early years](#) [Show](#)

Expected standard [What does this mean?](#)

[Achievement](#) [Show](#)

[Inclusion](#) [Show](#)

[Leadership and governance](#) [Show](#)

[Personal development and well-being](#) [Show](#)

Needs attention [What does this mean?](#)

[Attendance and behaviour](#) [Show](#)

Report Cards

- Our new report card will make findings clear and accessible.
- The report card will provide a summary overview as well as a detailed explanation for each of the evaluation areas the provider has been evaluated against.
- Colours ranging from red, for urgent improvement, to blue, for exceptional will provide a visual overview.
- The next steps will be written in a constructive way to make clear what the priorities for improvement are for the provider/phase.



School report card – key points

At the end of the inspection, the lead inspector will write a report card which will:

- reflect the evidence gathered
- be clear, concise and focused on what matters most, as informed by the school's context, leaders' evaluation of their school, and the toolkit
- explain the grade given for each evaluation area
- make clear what the school should improve
- be consistent with the verbal feedback given to the school at the end of the inspection.

Post-inspection arrangements

- Arrangements for publishing report cards are the same as under the original EIF.
- We do not normally issue draft or final report cards to schools or publish final report cards on our website during school holidays.
- We will monitor a school if:
 - we have graded any evaluation area as 'needs attention'
 - we have placed it in a category of concern.



The timeline for change





Steady and Assured Start



Ensuring a steady and assured start to inspections

- Making sure providers and inspectors are confident and comfortable with the renewed approach.
- Random sample of providers invited to take part in 'exit interviews' with HMCI, the National Director, and senior Ofsted officials to hear about their inspection experience and reflect on the implementation of the reforms.
- HMCI will also invite sector representatives to a series of roundtable meetings to share their feedback.

Ensuring a steady and assured start to inspections

- During this time, all requests for an inspection deferral will be reviewed by Ofsted's Deputy Chief Inspector to make sure each case is treated with utmost sensitivity and consideration.
- Telephone helpline will be open before, during and after an inspection.
- No inspections in the week before Christmas to allow for further training.





Measuring impact



Programme of evaluation

- An **externally commissioned evaluation** of the renewed inspection framework.
- A **programme of work to measure our consistency.**
- **Engagement with parents and carers, providers, employers and inspectors** about the implementation of the framework.



Resources and further information

- Formal response to consultation
- Toolkits for:
 - early years
 - Schools
 - Further education and skills
 - Initial teacher education
- Supporting research and evidence

www.gov.uk/ofsted





Questions

Thank you

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