

Ofsted- November 2021

Eric Halton- County Education Manager

Primary and Early Years

A return to “normal” inspections but not in normal cycle

- Delays due to Pandemic pause in inspections
 - For **Good schools**, normally within 5 school years from the end of the year in which the last inspection took place
 - Now **monitoring** inspections (Section 8) may have an additional 6 terms extension
 - For **Requires Improvement** schools, section 5 should take place 30 months after report publication
 - Now **Full** inspections (section 5) may have a possible extension of 6 terms



Outstanding settings no longer exempt from routine inspections

- Formerly exempt outstanding schools will have a section 5 or 8 inspection by August 2026
 - If previous inspection was before 2015 it will be a full section 5
 - If post 2015 – section 8 monitoring inspection with a subsequent section 5 within a year **if** it is believed the school **may** not be deserving of its previous outstanding judgement.



Ofsted

In Hampshire

19 inspections first half of Autumn Term

- 8 'Outstanding' schools
- 9 'Good' schools
- 2 'Requires Improvement' schools

Phase breakdown

- 8 Infant – 6x previously outstanding
- 3 Junior – 1x previously RI
- 6 Primary – 1x previously outstanding, 1x previously RI
- 2 Secondary

Driven by date of last inspection?

- 6 Outstanding schools (Jan – May 2007)
- 2 Outstanding schools (Dec '15 and Jan '16)
- 9 Good schools (all Feb – Oct 2016)
- 2 RI schools (Nov 17 and Feb 2018)

Type of Inspection

- 11x 'Section 5' inspections
- 8x 'Section 8' inspections



Ofsted

National - From Perspective (Watchsted)

Last 100 Primary inspections (up to 31st October 2021)

- 2 schools judged to be outstanding
- 88 schools judged to be good
- 8 schools judged to be RI
- 2 schools judged to be inadequate

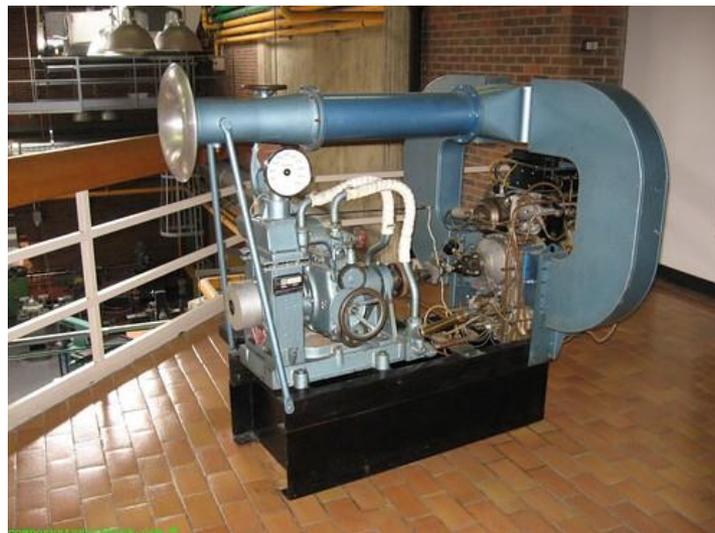
Last 100 Secondary inspections (up to 31st October 2021)

- 2 schools judged to be outstanding
- 67 schools judged to be good
- 24 schools judged to be RI
- 7 schools judged to be inadequate



Three lenses are used to evaluate the Quality of Education Intent, Implementation and Impact

'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



There are other educational intentions of a curriculum

The aims of the curriculum should be to

- develop students who can work co-operatively, with initiative, independence, perseverance and flexibility;
- who can move easily in the emotional domain;
- who can communicate effectively;
- tolerate ambiguity; reason sensibly;
- plan and solve problems; who can obtain and use information;
- learn how to learn; evaluate themselves and others;
- possess perseverance; tolerate difference and have an ability to work in multicultural setting.



What is Ofsted's intention?

- Return to the “normal” inspection rounds focuses on the **curriculum** - a very big change to previous frameworks.
- “**Deep Dive**” methodology of selected subjects is to enable inspectors to judge the Quality of Education
- Enhanced focus on **Personal Development, Relationships, Sex, Health and Education (RSHE), Special Educational Needs & Disabilities (SEND) and vulnerable pupils**, as well as those with **protected characteristics**.
- Clarity of all **staff awareness** of these aspects and their **skills to implement**
- **Safeguarding**, a key and “limiting” judgement in all inspections



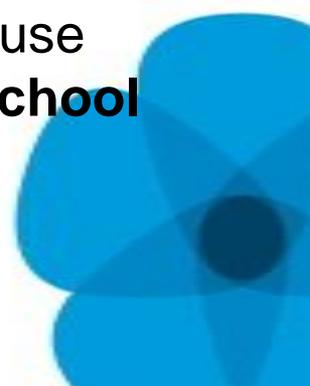
Judging the curriculum

- INTENT- not just the ambition but the **curriculum design, coverage and appropriateness** taking into account the specific context of the school.
- IMPLEMENTATION- the **teaching approaches** that ensure the curriculum is **sufficiently acquired by all pupils**.
- IMPACT- Pupils “**knowing**” the curriculum is the model for **progress**. Public Examination outcomes 2019 are a starting point. Internal data will not be reviewed.
- Quality of Education ‘Good’ Implementation grade descriptor: leaders should provide **effective support for those teaching *outside* their curriculum expertise**.
- Quality of Education **overall judgement** cannot be better than key elements of the curriculum and reading



Judging RSHE and Personal Development

- RSHE and schools will be expected to have **started delivering this and to have an updated policy** in place including having consulted parents about the whole curriculum for relationships and sex education.
- How have schools moved forward in terms of **supporting Personal Development** and re-establishing the previous good practice now that pupils are back on site. A key part of this judgement is to establish **how well schools are enabling pupils to engage with well-balanced views**. Inspectors may spend a bit more time interviewing pupils.
- Leadership and management 'Good' grade descriptor: new section about Ofsted's position on **harmful sexual behaviour**. Highlights the June 2021 review of sexual abuse in schools and colleges.
- Senior leaders should **assume** that sexual harassment and abuse happening in their school and that they should have **a whole school approach in place to respond to these issues**.



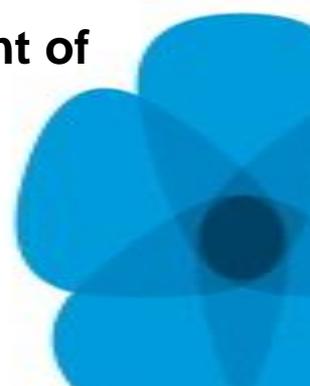
Phonics as an important foundation for early reading

The DfE is clear that schools must ensure their phonics programme is **rigorous, systematic and used with fidelity**. Phonics enables children to decode letters into their respective sounds, a skill that enables them to read unfamiliar words by themselves. It is not the same as reading, whether for pleasure or study, which involves the comprehension of meaning.

They believe the easiest way to achieve this is to use a full **Systematic Synthetic Phonics** programme from the validated list, but this is not mandatory.

If the school has developed a rigorous, systematic programme, with clearly aligned resources, that are used with fidelity and **it works for all pupils**, including the most disadvantaged – then no reason for immediate change.

Focus on reading skills, particularly of the **lowest attaining ten percent of pupils**, is a critical feature of inspection judgements in all phases



Safeguarding

Schools need to anticipate Ofsted's evidence trail:

- Have a secure and evidenced systematic **monitoring schedule** (activities and dates) based on Annual Safeguarding return/ KCSIE/ stakeholder surveys
- Include regular reviews of **case studies and SRC**
- **Watch language** - safeguarding records need to be coherent, followed through, use professional and factual language and avoid unhelpful emotive terms
- **Act** upon monitoring findings and check for change/impact
- **Governor minutes** indicate that questions, and governor monitoring activity, are based on the monitoring schedule and its evidence
- **New Headteachers** - check safeguarding records for historic not just open or on-going cases and for children open to social care involvement and contact LADO re staff/adult concerns so you know what has gone before (assume nothing)
- **Peer on Peer** incidents are CP concerns- always investigate robustly and respond
- Know that **record keeping is robust** and be able to **demonstrate action was taken**



Questions about Ofsted's implementation of the framework

- Where is the recognition of the pandemic response by schools?
- Has Ofsted misjudged the ongoing impact of COVID on leadership capacity and teaching capacity?
- Can Ofsted reliably evidence the impact of the curriculum teaching in a post pandemic period and without performance data indications from 2020?
- Ofsted assert the framework drives a research based approach to judge schools but there is no research on the impact of a pandemic - discuss
- All “new” frameworks take time to develop into consistent inspection implementation - is the current implementation too formulaic?



Ofsted 2021- impact?

Amanda Spielman
Her Majesty's Chief Inspector

Institute for Government (IfG)

- **Think of inspections as a 'root canal' treatment**

While acknowledging the return was sometimes discussed with anxiety, she advised: "I sometimes think the best analogy for an inspection is a root canal treatment at your dentist. You don't look forward to it with joy, but once it's done you're actually pretty glad it's been done."

Dame Alison Peacock, Chartered College of Teaching

- Ofsted has been accused of conducting a "reign of terror" in schools and wanting teachers to act like robots. Dame Alison Peacock, head of the professional body for teaching, said teachers faced pressure to "stick to the script" in classrooms when they should be "inspired" and "joyful".



Ofsted – updated guidance

- <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>
- <https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif/school-inspection-handbook-section-8>

