

**Open Report on behalf of Debbie Barnes, Interim Executive Director for Children's Services**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>20 July 2012</b>
Subject:	<b>New Ofsted Arrangements for the Inspection of Schools</b>

**Summary:**

This report summarises the new arrangements for OfSTED inspection introduced in January 2012 and those additional changes planned for September 2012. It also considers the parallel challenges in the education system that will leave a significant number of our schools extremely exposed.

When the OfSTED changes are combined with developments such as phonics testing, the new assessment criteria that changes in 2012 and again in 2013, the new National Curriculum, the changes in secondary related to removal of contextual value added, examination format, the removal of early entry and many vocational courses, the potential return of norm referencing, and rising floor targets, it means the pressure is extreme.

It is clear that we are entering a period of major challenge in which we need to do everything we can to support our schools.

**Actions Required:**

The Children and Young People Scrutiny Committee is requested to:

1. Receive the report.
2. Clarify any of the points described where necessary.
3. Give support for the proposed response described in Annex 1.

**1. Background**

1.1 The new OfSTED framework introduced in January, 2012:

- Reduces the scope of inspection and the number of judgements required.
- Further increases the proportion of inspectors' time that is spent observing teaching and gathering evidence of learning, progress and behaviour.
- Requires Inspectors will judge pupils' achievement by giving particular attention to:
  - How well all pupils learn, the quality of their work and the progress they have made since joining the school.
  - How gaps are narrowing between different groups of pupils.
  - The standards attained by pupils by the time they leave the school.

- The progress of disabled pupils and pupils with special educational needs.
  - Standards and progress in literacy, particularly reading.
  - Ensures that schools judged “outstanding” are exempt from routine inspection but subject to annual risk assessments. The first risk assessment will take place in the third academic year after the date of the exempt school’s last inspection by OfSTED, and annually from then on.
  - “Good” schools are inspected at least every five years but will also be subject to risk assessment that will take place in the third academic year after the date of the exempt school’s last inspection by OfSTED, and annually from then on.
- 1.2 Since the appointment of Sir Michael Wilshaw as Chief Inspector in January, further changes have been proposed and consulted upon. As a result, from September 2012 OfSTED intends to:
- Require ‘outstanding’ schools to have ‘outstanding’ teaching.
  - Define an acceptable standard of education as being ‘good’.
  - Pay particular attention to how schools are using the pupil premium to improve the achievement of pupils from more deprived backgrounds (pupils who were ever eligible for Free School Meals in the previous six years).
  - Replace the current ‘satisfactory’ judgement with ‘requires improvement’.
  - Replace the ‘notice to improve’ category with ‘serious weaknesses’.
  - Introduce earlier full re-inspection of schools judged as ‘requires improvement’. OfSTED will re-inspect schools judged as ‘requires improvement’ within a maximum period of two years and earlier if required. The timing of the inspection will reflect the individual school’s circumstances and will be informed by what inspectors find at the monitoring visits.
  - Usually limit the number of times schools can be deemed to ‘require improvement’ to two consecutive inspections before they are judged ‘inadequate’ and deemed to require ‘special measures’.
- Schools which have been judged to require improvement will be subject to regular monitoring. A school judged to require improvement will have a full Section 5 re-inspection within a maximum period of two years. If at that inspection it is still judged to require improvement, there will be further monitoring, and another full Section 5 inspection will take place within a further two years. If at this inspection it is still not ‘good’, it is “*highly likely*” that it will be judged inadequate and deemed to require ‘special measures’.
- Shorten the notice given before an inspection. OfSTED will reduce notice periods in order to see schools as they ‘really are’. They reserve the right to inspect without notice, but inspectors will normally contact the school by telephone during the afternoon of the working day prior to the start of the inspection.
- 1.3 Compounding factors for primary schools:
- The introduction of a phonics screening check at the end of Year 1, the results of which will be published in RAISEonline (the dataset used by OfSTED ), will have a significant bearing on OfSTED inspection results. Schools with historically weaker catchment areas, where children enter school with lower baseline performance, or those schools with high proportions of pupils with English as an Additional Language (EAL), are going to struggle to achieve highly in this screening check.

The impact of the changes to the Standard Assessment Tests (SATs) at 11, whilst difficult to assess fully, is likely to lower writing results. These factors, combined with a heightened emphasis on inspection of reading and literacy development, will make it increasingly difficult for some of our schools to improve their standards quickly enough to move to a 'good' OfSTED judgement.

- The coalition government has reclassified the former Floor Targets as Floor Standards and 2010 saw these rise from 55% L4+ to 60% L4+ in English and maths. The new Floor Standard also includes a measure for the percentage of children making expected progress in English and mathematics. There are currently 87% of pupils making 2 levels progress in English and 86% of pupils making 2 levels progress in mathematics. We expect these Floor Standards to rise again, although at this point the government has not indicated a rate for this.
- The Floor Standard presents a particular challenge for our junior schools in weaker catchment areas as they have no determination of their pupils Key Stage 1 results. The progress figures themselves represent the national median and, therefore by definition, half of the schools in the country will not be making this level of progress.
- A new National Curriculum for maintained Primary schools will be introduced in September 2014. This has been deliberately designed to be more stretching and challenging for pupils especially in the core subjects (English, mathematics and science).

#### 1.4 Compounding factors for secondary schools:

- Removal of Contextualized Value Added (CVA); progress calculations are now solely based on each pupil's prior attainment, that is, on raw ability only. Progress data shows that typically it is easier for more able students with fewer obstacles to learning to make good progress than it is for less able students. For example, if we consider the national data for 3 levels of progress in English in 2011, the proportion of pupils with level 3 on entry to secondary school (below average ability) who made 3 levels of progress was 58%, that for level 4 on entry (average ability) was 73%, whereas that for level 5 on entry (above average ability) was 80%. In our grammar schools attainment on entry is much higher than average (predominantly level 4/5) and in our non-selective schools is lower than average (predominantly level 3/4). Because OfSTED judges progress relative to the national average, the new VA measure for 2011 is indicating good pupil progress in many grammar schools and satisfactory progress in many non-selective schools. Before 2011 CVA compensated for contextual issues such as attainment on entry, deprivation and Free School Meals eligibility and so progress in non-selective schools was often indicated as good or better. The new Value Added methodology will require quite phenomenal pupil progress in non-selective schools if overall progress is to be judged as 'good'.
- Similarly, the progress of vulnerable groups (Special Educational Needs and Disabilities, Children Looked After, etc) compared with their peers is of crucial importance to the OfSTED judgement. There is a far greater concentration and volume of such young people in our non-grammar schools.
- The performance tables and RAISEonline are to be changed from 2014 (this September's Year 10). From then on, only a very small number of vocational and non-GCSE qualifications can be included in the crucial 5 A\*-C including English and Maths measure. Those that can will only count as one GCSE regardless of the

time they take up on the timetable. This will adversely affect our non-grammar schools.

- Inevitably, these changes will require a shift to a more 'academic' curriculum. RAISEonline reports show that many of our non-grammars have particular vulnerability around the Humanities, languages or both in addition to English, maths and/or science. Although achievement of the English Baccalaureate (EBacc) is not yet the paramount indicator, improving both capacity to deliver and performance in the EBacc subjects is crucial to improving the new key 'value-added' progress measures.
- All qualifications that count in the Performance Tables and in RAISEonline will have substantially 'end-of-course' assessment from 2014. This means an end to modular courses that have served pupils in our non-grammar schools well.
- The coalition government has reclassified the former 'Floor Targets' as 'Floor Standards' and is systematically raising these from 35% to 40% 5A\*-C including English and maths in 2013 and to 50% in 2015: the year after the changes to the Performance Tables come into effect.
- Until now, we have suggested to schools that they set 'upper quartile' targets so that they aspire to achieve pupil progress in line with the top 25% of schools in a similar context. Many of our schools, including our non-grammar schools, have shown themselves eminently capable of achieving this. To achieve the new 'Floor Standard' of 50% in 2015, most of our non-grammar schools will have to show pupil progress in line with the top 10% of *all* schools (with no allowance for context) or face compulsory academisation with a sponsor nominated by the Department for Education.
- In order to counter assertions about 'grade inflation', the organisation that oversees standards in qualification, OfQUAL, intends to constrain the year on year increase in the proportion of GCSE and A-level entries achieving each grade. This will mean that the overall rise in the proportion of A\*-C grades awarded nationally each year will be capped. Many feel that this is a return to the 'norm referencing' system that used to prevail. It is certain to make it even more difficult for our non-selective schools to show an increase in overall attainment unless they improve the quality and impact of teaching at a rate much greater than the average.
- Recent announcements indicate that the Levels of Attainment on which progress can be measured across Primary and Secondary are likely to be replaced by a grading system in Key Stages 1 and 2 that has no parallel at 16. The effect may be to further focus on attainment as progress will become even more difficult to measure. This will further disadvantage many of our non-selective schools.

## **2. Conclusion**

The support that it is proposed to provide our schools in response to the OfSTED changes is shown in Annex 1. Further support will be provided as the compounding policy changes described above become clearer.

Children and Young People's Scrutiny Committee is asked to support the proposals in Annex 1.

### 3. Consultation

#### Policy Proofing Actions Required

No policy proofing is required for this report.

### 4. Appendices

These are listed below and attached at the back of the report	
Annex 1	Support for Schools in Preparation for Inspection under Recent and Intended Changes

### 5. Background Papers

Responses to OfSTED's consultation 'A good education for all' on maintained schools and academies, including free schools.	<a href="http://www.ofsted.gov.uk/resources/120067">http://www.ofsted.gov.uk/resources/120067</a>
Responses to OfSTED's consultation 'A good education for all' on maintained schools and academies, including free schools – FAQs.	<a href="http://www.ofsted.gov.uk/resources/120067">http://www.ofsted.gov.uk/resources/120067</a>

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## ANNEX 1:

### Support for Schools in Preparation for Inspection under Recent and Intended Changes

#### (i) Primary Schools

##### In the year before OfSTED is due:

- A mock No Notice Inspection in any given 3 month period if requested.

**At the beginning of the year in which the inspection will take place**, the following things will be checked and improvement supported where necessary:

- School Self Evaluation is up to date.
- Clear evidence base of lesson observation.
- Work in pupils' books checked (ensuring it shows clear progress, high standards of presentation and clear marking and feedback).
- Evidence base against each of the key areas is in place.
- School tracking system updated.
- Clear analysis of pupil progress by groups of pupils.
- Chair of Governors is supported to prepare the governing body.
- Safeguarding review by Governor checked.
- Single Central Record checked and up to date.
- Behaviour log up to date.
- Racist incident log up to date.
- School Improvement Plan and milestones up to date.

##### During Inspection:

- Manned helpdesk available.
- School visit available.
- Support for planning at end of day 1 available if necessary.
- Attendance at feedback.

##### Support for establishing systems so that schools are OfSTED-ready:

- Ensure all classes have weekly timetables submitted.
- System to ensure planning is easily locatable.
- Ensure location of evidence in four files against each of the OfSTED strands.
- Ensure that parental views have been gathered in a variety of ways.
- Ensure pupil views have been gathered in a variety of ways.
- Support for vulnerable primary schools.
- The grouping of schools into collaborative partnerships is a key mechanism for being able to provide intensive support to a larger number of schools. It will also facilitate closer cross-school working. The provision of some key staff, will also free time for the headteacher to focus more closely on raising the quality of teaching and learning for all pupils.
- We have already established an intensive in-school coaching programme for the headteachers of our most vulnerable 'satisfactory' schools. We intend to continue this.

- The 1:1 tuition funding is being allocated to schools in line with the new Special Educational Needs formula. This, coupled with pupil premium money, has been used extremely successfully by some schools to offer not only individual tuition, but Summer and Easter School provision. We would wish to support all of our 'satisfactory' schools to do this well, so that pupils' progress can be accelerated.
- Over the last 12 months, we have used Dedicated Schools Budget funding for English Baccalaureate development, to provide high quality training and intensive support to targeted schools for phonics, teaching guided reading and securing age related standards in reading, writing and mathematics. It will be critical to maintain this level of support if at all possible.

**(ii) Secondary Schools**

**In the year before OfSTED is due:**

- A mock No Notice Inspection in any given 3 month period if requested.

**During Inspection:**

- Manned helpdesk available.
- Support for planning at end of day 1 of the inspection if necessary.
- Attendance at OfSTED feedback sessions.

**Support for establishing systems so that schools are OfSTED ready:**

- Ensure location of evidence in four files against each of the OfSTED strands.
- Ensure that parental views have been gathered in a variety of ways.
- Ensure pupil views have been gathered in a variety of ways.

From September 2012, on the basis of additional time for Professional Advisers, we propose to support and challenge vulnerable schools to be fully prepared for OfSTED by:

- Ensuring school self-evaluation is accurate, up-to-date and drives development planning.
- Generating robust evidence to support judgements regarding the quality of teaching and learning.
- Checking the degree of aspiration in pupil targets, regularly evaluating the progress of individuals, pupil groups and subjects, and brokering support as required to maximise attainment.

**Support for Vulnerable Secondary Schools:**

- The 11-19 team proposes intense support by dedicated Professional Advisers for the most vulnerable of our schools. For up to one day a week on average (40 days per year) in these schools, these advisers will ensure robust and regular tracking and intervention and will judge its impact on pupil progress.
- Schools in challenging circumstances that have been successful in securing a step-change in pupil progress have been able to invest heavily in 1:1 and small group diagnostic support for pupils. This requires significant investment in the provision and training of the required personnel.



- The long term and sustainable change that will elevate our non-grammar schools into the required echelons of schools nationally in terms of pupil progress will only be achieved by ensuring that all teaching is good or outstanding without exception. This particularly applies to the core subjects (English, mathematics and science) and to those academic subjects that, in recent years, have not proved as popular with pupils: notably the humanities and languages. The 11-19 team thus proposes a very significant shift in the deployment of EBacc funding to support both capacity and capability in these crucial subjects from 11-16.
- To improve teaching and learning, improve attainment and improve student progress, it is proposed that a range of resources be made available to schools on the basis of plans drawn up in collaboration with Professional Advisers.