

# Education Framework 2019

# Ofsted Inspection Handbook

# 2019

Lincolnshire SACRE

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# Why the change?

- Previously, emphasis on data focused inspections on English and maths (+ science originally) and lots of ‘teaching to the test’ in primary schools - and examinations in secondary schools. Ofsted took its eye off the ‘other’ subjects, i.e. the rest of the National Curriculum and Religious Education.
- There is an obvious danger of equating performance (and learning) with what can be reduced to standardised measurements. ‘Not everything that is important is measureable and much that is measureable is unimportant.’ *The Tyranny of Metrics*, Jerry Z. Muller

# 2019 Education Inspection Framework

This shows a move towards the 'wider curriculum' and a focus on the **intent, implementation and impact** of the curriculum.

Page 13 The four key judgement areas are:

1. the quality of education: where curriculum/RE sits
2. behaviour and attitudes
3. personal development
4. leadership and management

## Sean Harford, National Director, Education at Ofsted:

‘The curriculum is a framework for setting out the aims of a programme of education, including:

- Aims and vision - the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage(**intent**)
- The translation of that framework over time into a structure and narrative (**implementation**)
- Evaluation of what knowledge and understanding pupils have gained against expectations (**impact/achievement**)

**The three Is!**

# What is it like to attend this school?

**‘Inspectors will use all the available evidence to evaluate what it is like to be a learner in the provision.’**



# The new inspection process

- **Top level view - senior leaders:** what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and why these choices were made.
- **Deep dive - middle leaders:** gathering evidence on the curriculum **intent**, **implementation** and **impact** through a sample of subjects.



**Bringing it together:** bringing the evidence together to test whether any issues identified during the deep dives are systemic.

# Is the new EIF good for RE?

Yes, because:

- inspectors are reporting about compliance and where improvements are needed in RE
- even when RE isn't the focus of a deep dive, a lack of provision will be followed up
- school leaders may need to consider giving subject leaders more non- contact time to support their work - if not, can they be held responsible? Highlights difference between primary and secondary structure.

# A new focus: the curriculum



*‘The vast, accumulated wealth of human knowledge, and what we choose to pass on to the next generation through teaching in our schools (the curriculum) must be at the heart of education.’*

Amanda Spielman, Ofsted Chief Inspector

# The deep dive

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# Quote from headteacher

*‘ I had never had so little to do in an inspection.....the deep dives apply the methodology of school improvement with laser precision. Inspectors don’t want this polluted by headteachers, so look to middle and class based leaders to gather and confirm their view.’*

‘We were encouraged to feel like we were working with colleagues, and we did.’



# Church schools and deep dives

- **Voluntary Controlled Church of England/Methodist schools and academies** can have RE as one of their deep dives. This is because the Section 48 Statutory Inspection of Anglican and Methodist schools (SIAMS) does not make a specific comment on pupil progress and attainment in RE. RE may also contribute to the comment on personal development as part of the promotion of British Values and SMSC.
- **Voluntary Aided Church of England /Methodist schools and academies cannot** have RE as one of their deep dives. However, RE may contribute to the comment on personal development as part of the promotion of British Values and SMSC.

# 'Let's see this in action together' - the mantra for deep dives

The purpose of the deep dive is to assess the quality of education. It involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects.

- Samples of evidence need to be broad and triangulated - one deep dive is insufficient to form a view.
- Primary schools: reading + often maths + one or more foundation subject (including RE)
- Secondary schools: 4-6 subjects



Look at the inspection report for Catherine Infant School. Does it provide enough information, compared to previous reports? What does it tell you about RE?

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