

# The new Education Inspection Framework: an update

- An overview of the framework
- Discussion opportunities and questions to prompt thinking on the future for post 16.

Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance, on the knowledge that we want young people to acquire**, is often lost...

...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Ofsted Chief inspector  
Amanda Spielman

# Some good news....

- On-site preparation plans scrapped – schools will now receive **a notification phone call the day before (10.30am - 2pm)** plus a 90 minute phone call with the lead inspector that afternoon.
- Two-day inspections for schools previously judged good will go ahead – unless your school has 150 pupils or fewer.
- Schools will be given time to review their curriculums – this transitional phase will be reviewed in summer 2020.
- **6<sup>th</sup> form given its own judgement which will contribute to the overall 'quality of education' judgement.**
- No change in the main data source- **IDSR!**



## The education inspection framework

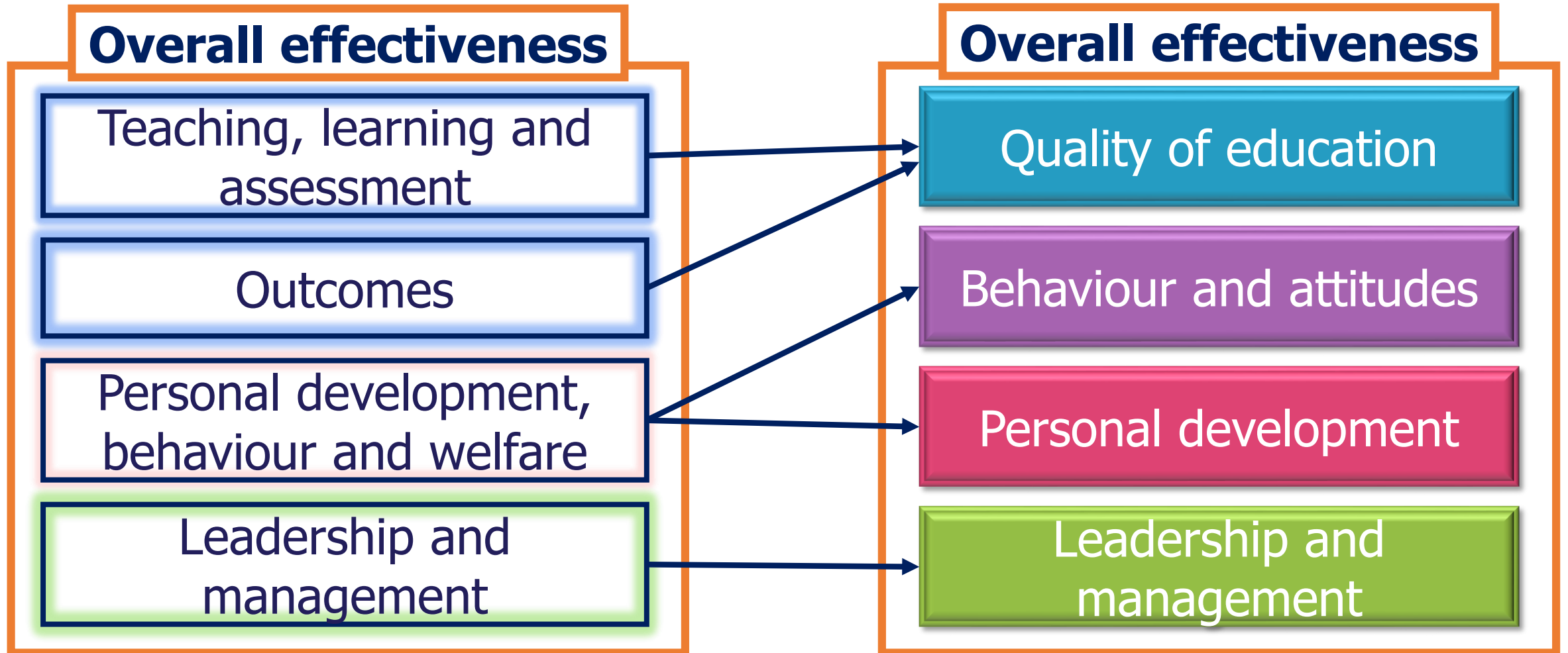
Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

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# Some of the key changes:

- Quality of Education judgement takes a **holistic view** of the students' education (less focus on performance data).
- A **move away from internal assessment** as a driver for inspection grades- inspectors cannot ask for it.
- A **move towards curriculum-** thinking about what is being taught and why? How it meets the needs of the students? Focus on knowledge and understanding, not memorising disconnected facts.
- An increased focus on the importance of **language comprehension** and reading fluency as an enabler
- The **behaviour and the attitudes** learners of all ages bring to learning is best evaluated and judged separately from the provision made to promote learners' wider **personal development, character and resilience**
- Off rolling could lead to inadequate L&M judgement

# Judgement areas: evolution, not revolution



## Vocabulary relates to social class...



Findings of the Hart and Risley landmark study:

- Over four years, researchers recorded that an average child in a professional family accumulated experience of almost 45 million words; in a working-class family, 26 million words; and in a family receiving welfare, 13 million words.



*Hart, B., & Risley, T. R. (1995). 'Meaningful differences in the everyday experience of young American children'. Paul H Brookes Publishing.*

## Focus on reading and vocabulary

Schooling is crucial for increasing the breadth of children's vocabulary



- Around 90% of vocabulary is only really encountered when reading and is not used in speech.
- Much fiction does not give access to the more academic vocabulary and syntax used for high-level GCSE, A level and beyond.
- Academic texts provide exposure to complex **vocabulary** and **ideas** that must be grasped in order to achieve academic success.

*Stanovich, K. E. (1993). 'Does reading make you smarter? Literacy and the development of verbal intelligence.' Advances in child development and behavior, vol. 24, pp. 133–180.*

## Does the curriculum develop a range of vocabulary?

Tier one words	Tier two words	Tier three words
<b>Every day words</b>	<b>General academic and literary words</b>	<b>Subject specific words</b>
Found in every day talk.  E.g. the most common words. Have, I, it, not, on, he, she and	Most often found in academic speech and texts.  E.g. relative, vary, accumulate, dignified, periphery, specificity	Most often found in information texts within a specific subject or field.  E.g. lava, circumference, utility, monarchy

Based on: Bringing Words to Life, Second Edition: Robust Vocabulary Instruction  
Book by Isabel L Beck, Linda Kucan, and M. G. McKeown

# Cultural capital

## Cultural capital

'It is the **essential knowledge** that pupils need to **be educated citizens**, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

***Jenna is keen to get back out on the water but hopes that this time she won't catch a crab.***

What's the image you get? What is the meaning?



***Jenna is keen to get back out on the water but hopes that this time she won't catch a crab.***

Students need to be aware that this is a rowing term in order to get the correct understanding and so it illustrates the need for breadth in the curriculum.

Without having that knowledge this takes on an entirely different meaning.

How well does the curriculum prior to Post 16 allow students to develop this cultural capital and how is it then developed further in post 16 education?



# Judgements:

## Quality of education

### Intent

- Curriculum design, coverage and appropriateness
- Ambitious for all, cultural capital

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- Spiritual, moral, social and cultural development
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage
- High quality pastoral support

## Leadership and management

- Vision and ethos
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

# Quality of Education

Evaluation of:	Definition	Example question
Intent	Sets out the <b>aims of a programme of education</b> , including the knowledge and skills to be gained at each stage	How does the curriculum you offer give your students the knowledge and skills needed for their next steps in life?
Implementation	the <b>way that the curriculum developed or adopted by the school is taught and assessed</b> in order to support pupils to build their knowledge and to apply that knowledge as skills	Is the curriculum for each subject designed, over time, to maximise the likelihood that students will remember and connect the steps they have been taught?
Impact	<b>outcomes</b> that pupils achieve as a result of the education they have received	How well are students learning the content outlined in the curriculum?

# Quality of education- Intent

## Leaders:

How does the Post 16 curriculum offer fit in with the vision of the curriculum for the whole school? What values or skills underpin the decisions for the curriculum?

What is your curriculum offer? Why do you offer those subjects?

## Post 16 Teachers:

How do subjects at Post 16 build on skills and knowledge from KS4?

### **Intent**

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

What are the key skills that are being developed?

How does the curriculum reflect the schools context?  
How does it address gaps in skills or knowledge?  
Do students have enough exposure to the Arts and cultural experiences?

How is the wider curriculum offer planned to develop students for their next steps?

(CEIAG) Advice and guidance programme/Transition programme

Why have the topics been chosen?

# Quality of education- Inspection Activity

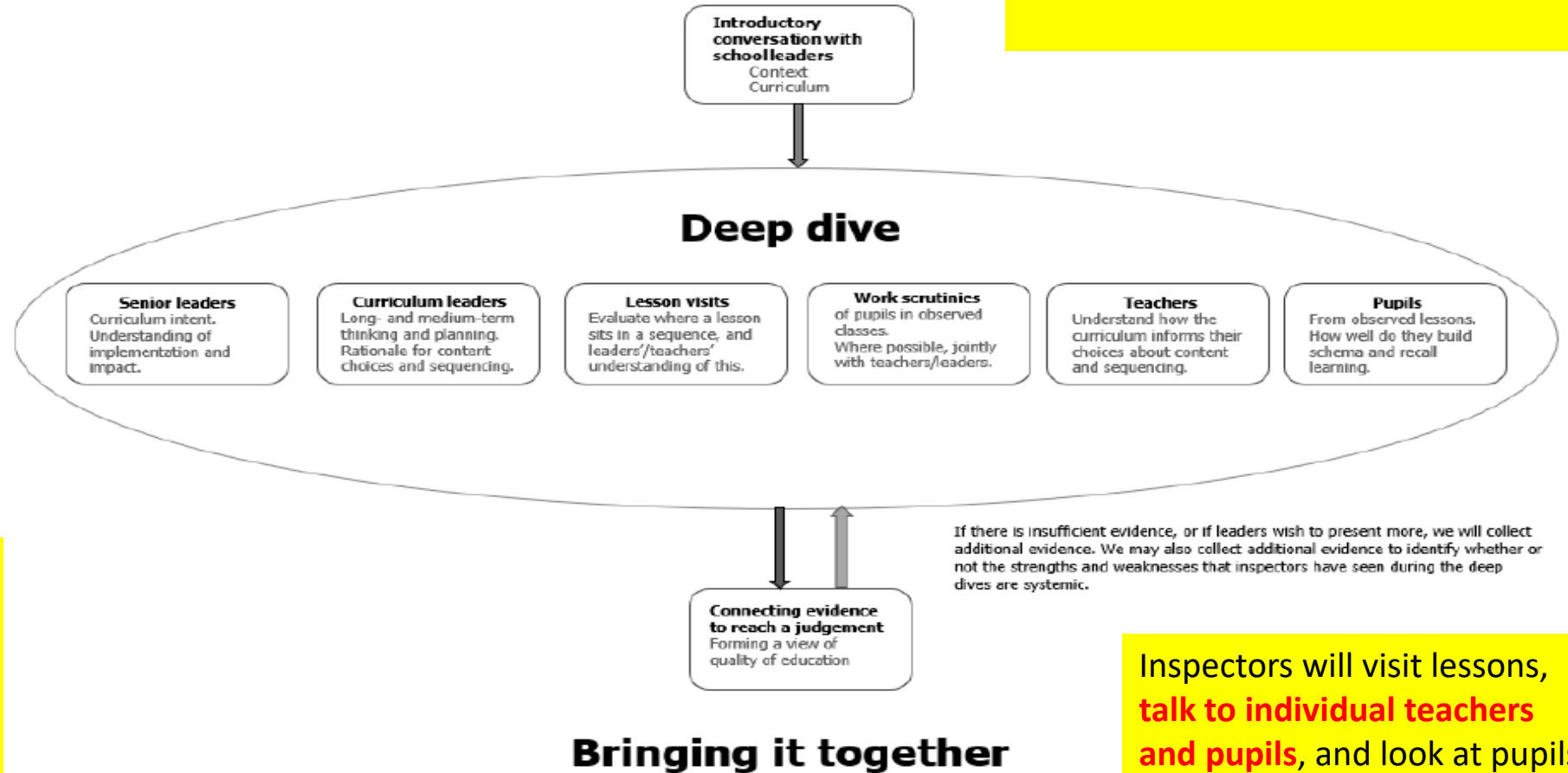
Inspectors will look for 'the connection between different pieces of evidence' (School Inspection handbook)

The lead inspector will invite the headteacher, **curriculum leaders and other leaders** to take part in joint visits to lessons.

Inspectors will **visit several lessons in which the same subject is being taught, including lessons to different year groups**. They will consider how lessons contributes to the school's curriculum intentions.

Feedback from pilots tell us:

Be prepared for deep dives to happen in **any area of the curriculum** e.g. creative subjects.



Inspectors will visit lessons, **talk to individual teachers and pupils**, and look at pupils' work .... To see whether it matches leaders' intentions.

# Quality of education- Implementation

## Leaders:

Are subject/ curriculum leaders able to evaluate the quality of learning effectively?

How does the lesson fit in to the wider curriculum?  
How does it prepare students for their next steps? How does it develop their cultural capital?

## Post 16 Teachers

How is vocabulary learnt and used?

## **Implementation**

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.

Can students make cross curricular connections?

Are subjects staffed appropriately and adequately resourced in terms of time and other resources?

How many assessment points are there? What is there purpose? What feedback do students get? How do students feel about them?

Does curriculum planning and teaching ensure that new knowledge is remembered?

## Quality of education- Impact

What does the IDSR tell you?

What does the DfE data dashboard tell you?

Are students prepared for their next steps?  
How does your A&G programme prepare them?

What does your destination data tell you about the curriculum you offer?  
Have you analysed the data by groups?

### **Impact**

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

What do the students read? Is reading promoted?  
How?

How well does the school develop students' cultural capital?

### **Cultural capital**

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

# Personal development

- How well does the Transition programme you have in place build on skills from KS4 to prepare students for KS5?

What are the completion rates telling you? For DofE for example.

How do students in Post 16 contribute to the wider community?

## Personal development

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by:
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Is your A&G programme planned in advance taking in to account the schools context?

Is it equipping students with knowledge to make decisions about their future?

Does it meet the needs of all the students?

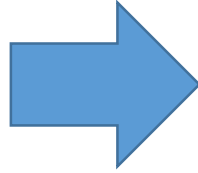
Gatsby 'good'?

Does the PSHE curriculum in Post 16 help students build resilience? Good mental health?

What does the assembly programme address?

# The wider curriculum

- What?
- Why?
- How will the intended curriculum get them ready for their next steps?
- How do we need to develop their cultural capital?
- Sequence?



Subjects delivered and carefully selected topics within them.

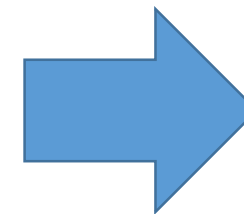
Tutor time and assemblies

Transition programme

Extra-curricular offer

Advice and guidance programme (CEIAG)

PSHE programme



- Outcomes
- Destinations

Intent

Implementation

Impact