

Ofsted Update 2021-2022

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EIF Refresher 2021 *ITTSHW210721A0

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Agenda

- Update on the phased return to inspection
- Education Inspection framework refresher
- Some specific issues to note
- Ofsted review of sexual abuse in schools and colleges
- Question and Answer

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Update on the phased return to inspection



Ofsted – phased return to inspection

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The next phase of inspections - schools

- September 2021 saw routine inspection restarting, and largely a return to normal inspection, with some minor differences.
- A key change is how the pandemic will affect the **timing of inspection**.

Ofsted – phased return to inspection

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The timing of inspection

A key change is how the pandemic will affect the timing of inspection.

- The requirement for schools to be inspected every five years was paused in March 2020.
- When the requirement comes back in September, this window will be extended to **seven years**.
- Schools can expect their first inspection since the pandemic began to be **up to six terms later** than it would have been before the pandemic.
- Once a school has been inspected, its next inspection will be according to normal timescales (for example, a good school will be inspected about four years later).
- Separately, previously exempt outstanding schools last inspected before September 2015 will all receive a section 5 inspection broadly in the order they were last inspected.

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Timings of outstanding school inspections



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Timings of outstanding school inspections



- All outstanding schools are now once again subject to routine inspection.
- All formerly exempt schools must receive an initial inspection under section 5 or section 8 before 1 August 2026.
- They will be inspected in two different tranches that will run simultaneously between now August 2026:
 - Schools that were last inspected under section 5 **before** September 2015 will receive a section 5 inspection as their next inspection.
 - Schools that were last inspected under section 5 **after** September 2015 will receive an initial section 8 inspection.

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Changes to the schools inspection handbook



Ofsted – phased return to inspection

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The next phase of inspections - schools

April
2021

Schools inspection handbook updated:

New section introduced outlining how our inspections have adapted due to the COVID-19 (coronavirus) pandemic and recovery period covering:

- changes to our preparation, planning and processes to take account of COVID-19
- how we would approach understanding a school's curriculum following lockdown
- how we would consider remote education
- how we would use external data, and that we would **not** use teacher-assessed grades or centre-assessed grades
- our expectations for leadership, safeguarding and attendance
- taking account of the lessening of opportunities for personal development during lockdown
- taking account of EYFS requirements.



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April
2021

Other changes include that we:

- outlined how formerly exempt outstanding schools will be inspected
- set out how we will approach DfE's new guidance on RSHE
- updated to reflect Ofsted's new guidance on talking to pupils and the teaching of protected characteristics
- updated to reflect new timescales for the publication of reports.

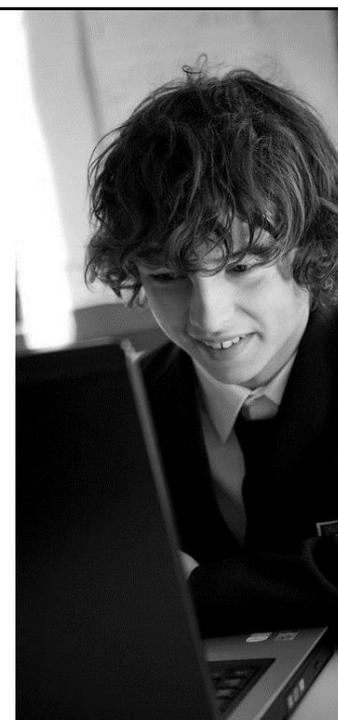
June
2021

Changes to the section 5 handbook:

- set out how we would consider tutoring on inspection
- clarified expectations on schools regarding careers information, education, advice and guidance (CEIAG)
- clarified expectations on schools regarding harmful sexual behaviour
- updated language to reflect the DfE's guidance on early career teachers.

March
2022

Changes to handbook reviewed



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Ensuring inspection safety

The lead inspector will discuss in their initial call:

- the relevant COVID-19 restrictions
- how inspectors can work effectively within the protective measures in place
- the type of activities needed to gather evidence for the inspection
- what impact the restrictions have had on the school and its improvement work.

Leaders may request a deferral as set out in our published guidance.

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EIF refresher



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From CIF to the EIF – the case for change

- **Accountability** is important, but the previous heavy focus on data diverted schools from the **real substance of education**.
- An industry arose around data. What young people learnt was too often coming second to delivering **performance table data**.
- This data focus also led to **unnecessary workload** for teachers, diverting them from the reason they chose to enter the profession.

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From CIF to the EIF – the case for change

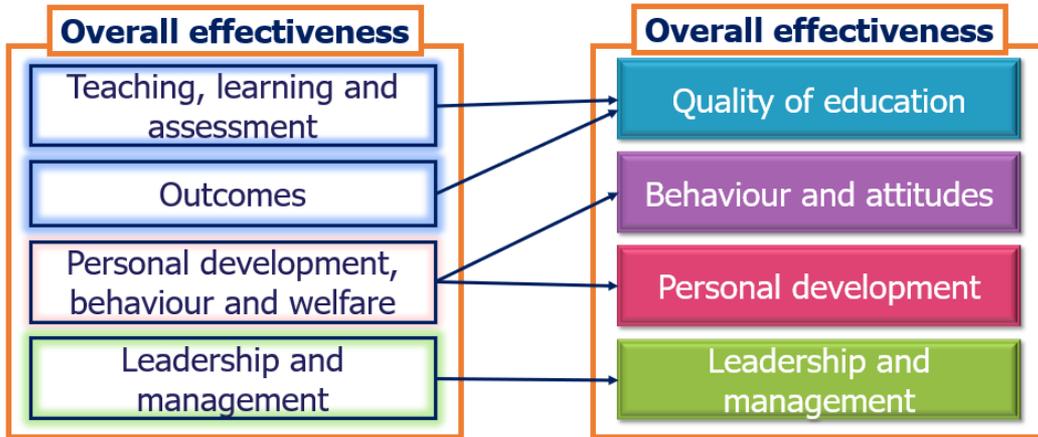
- **Teaching to the test** and **narrowing** had the greatest negative effect on those we care about the most: **the most disadvantaged and the least able children**.
- It was therefore time for Ofsted to stop making separate judgements about pupil **outcomes**. Any conversation about pupil outcomes will now be part of a larger conversation about **the quality of education** they receive.



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Judgement areas



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The importance of acquiring knowledge...



*'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.'*



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The curriculum is at the heart of the EIF

Ofsted's definition:

- '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**).'

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Distinguishing curriculum from teaching and assessment

Curriculum:
WHAT is taught

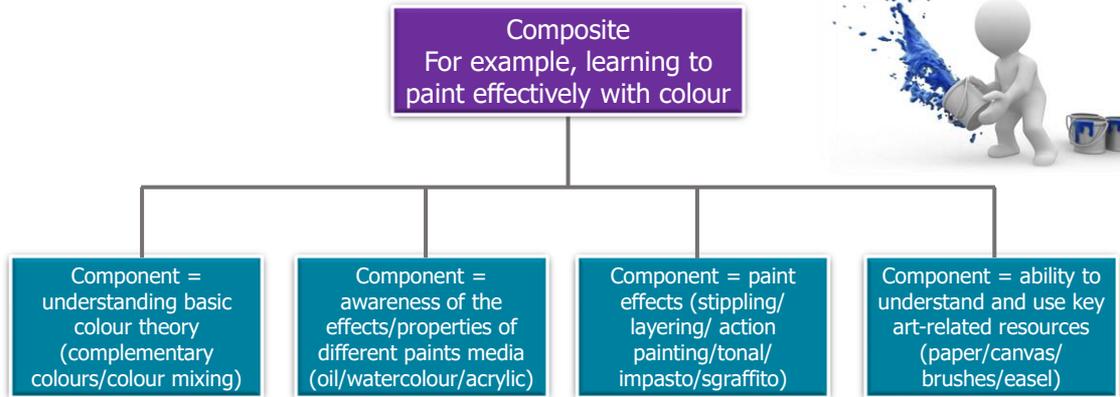
Pedagogy: Teaching
activities or HOW
curriculum content is
taught

Assessment
Desired outcomes and
measures of those outcomes

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When the basics are stored in memory...

Ofsted



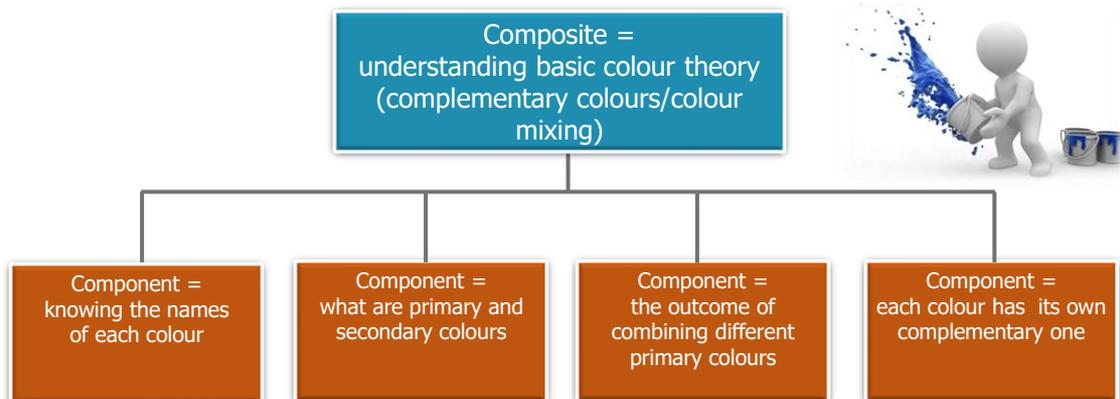
Composite: a performance made up of several parts or components.

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When the basics are stored in memory...

Ofsted



Composite: a performance made up of several parts or components.

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The dangers of missing knowledge

- Knowledge deficits (gaps in learning) accumulate when layered on top of one another in a curriculum sequence.
- This accumulation of dysfluency (knowledge gaps) limits, and may even prevent, acquisition of complex skills.
- This problem is called 'cumulative dysfluency'.



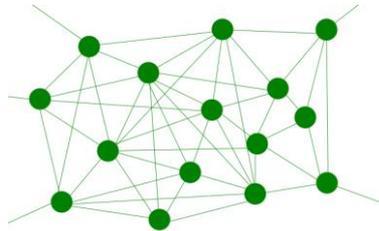
Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). *Handbook of applied behavior analysis*. Guilford Press.

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Weak outcomes are due to knowledge gaps



Schema of a child who would achieve a lower academic outcome...



...when compared to the schema of a child who can achieve a higher outcome

Sources from: <https://learningspy.co.uk/feature/learning-spy-2019-01-10-01>

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Ofsted's definition of progress.



'Progress is knowing more and remembering more of the curriculum.'



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So how does Ofsted use data now?

- Inspectors use our IDSR report, which contains only **published national datasets**, as a **starting point only**.
- We will then need to **see first hand** the quality of education as experienced by pupils to be able to make any judgements.
- Inspectors will **not** look at non-statutory **internal progress and attainment data** on schools inspections.
- That is not to say that we won't be interested in improvements and changes, but we want to **hear the school tell us the story** of the change – perhaps supported my data – rather than to take the internal data alone as evidence.

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Data after the pandemic

- Inspectors will consider **available external data** throughout the inspection.
- However, they will be **mindful of the age of this data**, especially around statutory assessment and qualifications, when making judgements.
- Inspectors will **still not expect or accept internal data** from schools either instead of or in addition to published data.
- Inspectors will continue to draw on **evidence from pupil work and pupil discussions** when considering the impact of the curriculum.

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GOV.UK



Education inspection framework

For information about inspection under the EIF go to:

<https://www.gov.uk/government/collections/education-inspection-framework>

A presentation about the education inspection framework and deep dives is available at:

<https://www.slideshare.net/Ofstednews/eif-and-deep-dives>

Videos on aspects of Ofsted's curriculum research are available at:

<http://ow.ly/frvY30n1Qfm>

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Some specific issues to note



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RHSE (1)

- Relationships education is now **compulsory for all** primary school pupils and relationships and sex education is **compulsory for all** secondary school pupils.
- Health education is also compulsory for all state-funded schools.
- If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development and leadership and management judgements.

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RHSE (2)

- Inspectors will be sympathetic to schools that, as a result of the pandemic, have not been able to fully implement the new curriculum, provided that they have had regard to the statutory guidance, have a good rationale for prioritising what they have implemented and have effective plans to address gaps before the end of the academic year.

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Behaviour and safety

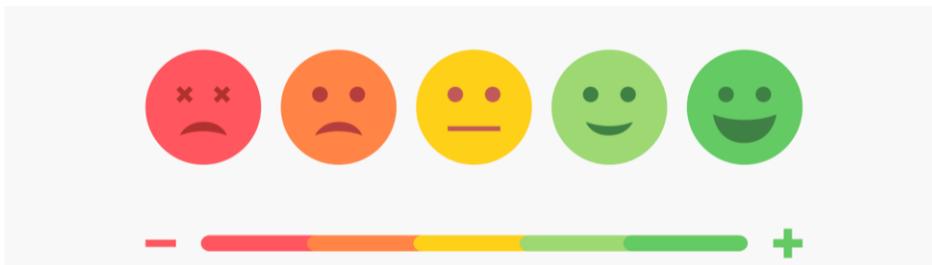
- Our new style of report focuses much more on **what it is like for a pupil to attend the school** – and an important part of that is how safe they feel at the school.
- The behaviour and attitudes judgement considers how leaders and staff create a **safe, calm, orderly and positive environment** in the school and the impact this has on the behaviour and attitudes of pupils.
- To really understand that inspectors will **talk to samples of staff (teaching and non-teaching) and of pupils (from a range of backgrounds)**, to obtain a wide range of views about the schools ethos and environment.

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Behaviour and safety

- **The pupil and staff surveys** also provide valuable information for inspectors about safeguarding, behaviour and discipline, bullying, how respondents feel about the school.



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Transition statement



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Transition statement (1)



- To support the sector adapt to the EIF, we have included a transition statement in our criteria for good schools.
- This can be found in square brackets [] in the Quality of Education Intent section.
- Please note that the transition statement **does not apply** to the outstanding judgement.



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Transition statement (2)

- Outstanding is a challenging and exacting judgement.
- In order to reach this standard, inspectors will determine whether the school meets **all** the criteria for good under that judgement, and does so securely and consistently.
- In addition, further criteria must be met under the outstanding judgement areas.
- Schools will only be judged to be outstanding if they are **performing exceptionally**, and this exceptional performance in that area is consistent and secure across the whole school.

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Ofsted review of sexual abuse in schools and colleges



Ofsted review of sexual abuse in schools and colleges 2021

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Ofsted review of sexual abuse in schools and colleges



Headlines

- Sexual harassment has become 'normalised' for pupils
- Some teachers / leaders underestimate the scale
- In some schools RSHE did not give pupils relevant information and advice
- Many teachers said they do not feel prepared to teach RSHE
- Schools have a key role to play by maintaining the right culture and by providing relevant RSHE
- Leaders should act on the assumption that sexual harassment and online sexual abuse are affecting their pupils even when there are no specific reports

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Question and answer session



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Ofsted on the web and on social media



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<https://reports.ofsted.gov.uk>

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