

Towards the education inspection framework 2019

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Senior Her Majesty's Inspector

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A young child with light brown hair, wearing a brown and white striped t-shirt and blue shorts, is running away from the camera on a dirt path. The path leads towards a large, leafy tree in the distance. The background consists of rolling green hills under a soft, hazy sky. The overall mood is peaceful and hopeful.

Every child deserves the best possible start in life

Towards the Education Inspection Framework 2019

The new framework will be one of the main ways in which we implement Ofsted's strategy



Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement

The new framework will be based on a solid evidence base relating to educational effectiveness and valid inspection practice.

We will continue to be clear about our expectations and fight misconceptions.

We will remove any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.



"an evolution, not a revolution"

Amanda Spielman on the 2019 inspection framework (Wellington Festival of Education, 2018)

Developing the education inspection framework 2019: our approach



The curriculum will be at the heart of the new framework



Ofsted's working 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** children have **gained** against expectations (**impact/achievement**).'

The importance of the curriculum

"The curriculum (or, to use EYFS terminology, the educational programmes) that children experience in their early years is vital... We know that young children are especially receptive between birth and age 5, when their brains develop at the fastest speed and they learn more rapidly than at any other age.

*This means that **the choices we make for very young children ...are all hugely important.**"*



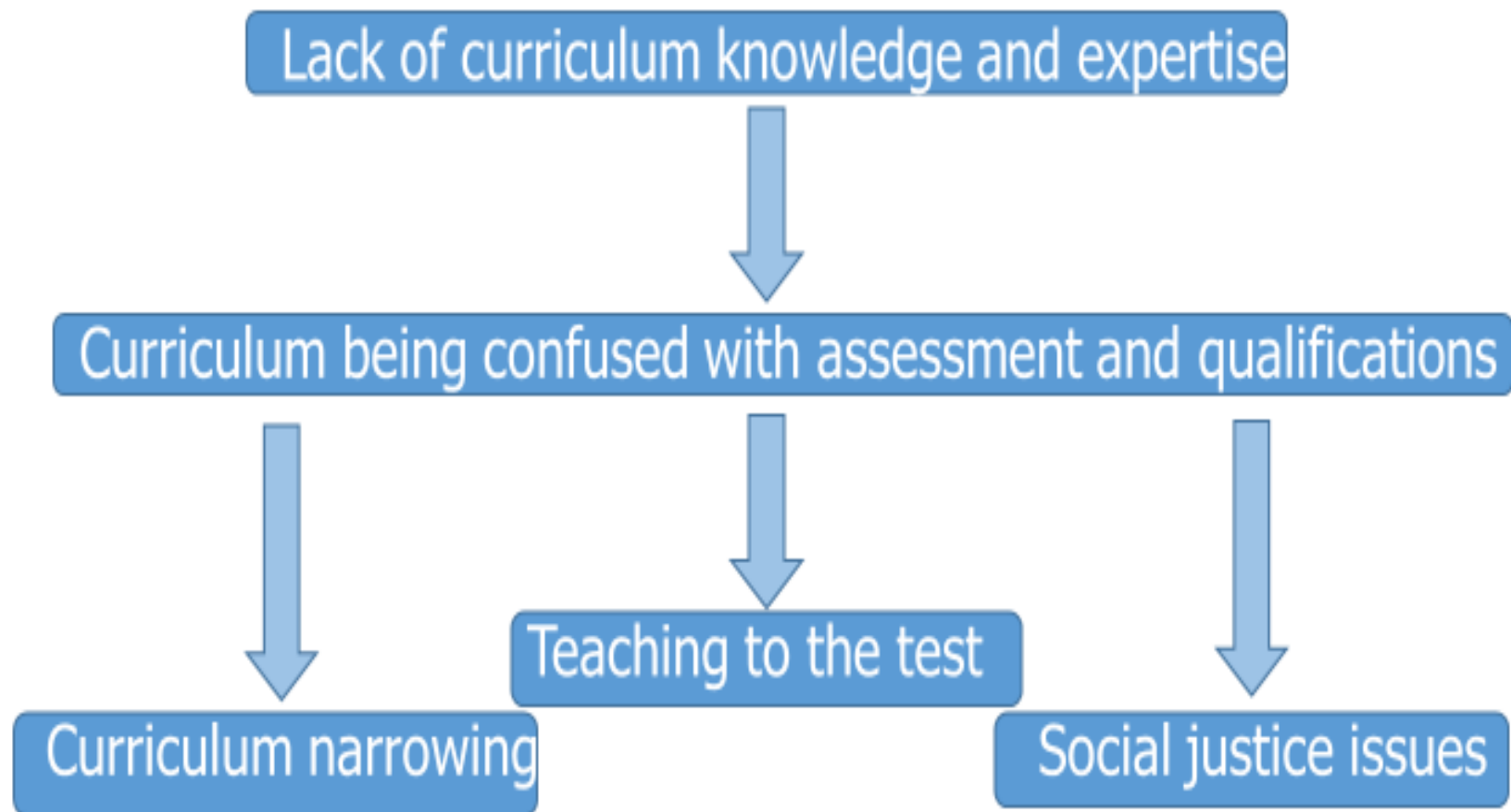


Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.
- Prior knowledge allows learning of new content.
- Knowledge is connected in webs or schemata.
- Vocabulary size relates to academic success, and learning in early years is crucial for increasing the breadth of children's vocabulary.



What did the curriculum survey find?



Thematic surveys 2014–2016



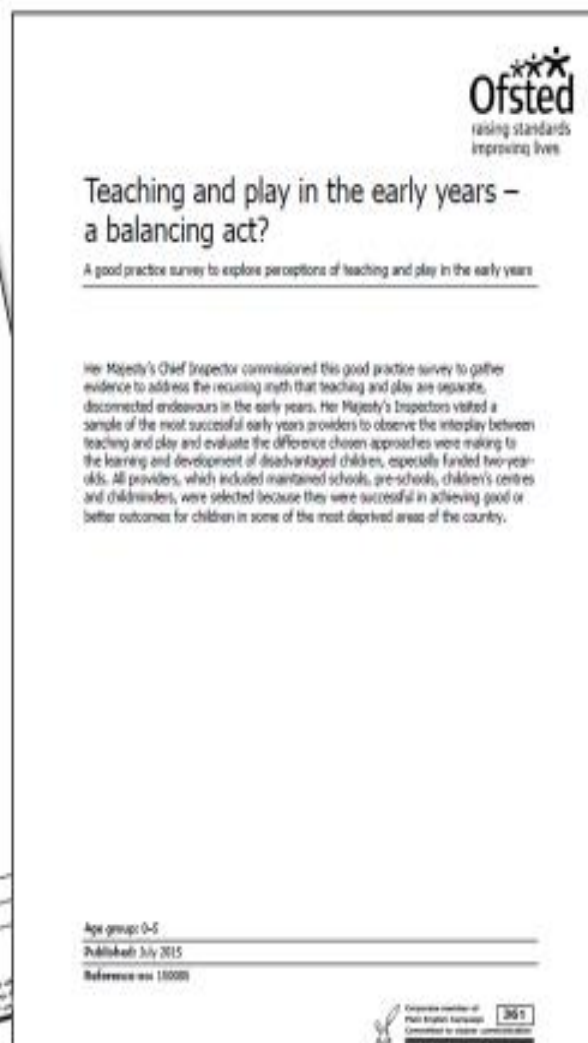
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Are you ready?

Good practice in school readiness

The aim of this survey was to capture how the most successful Early Years providers ensure disadvantaged and vulnerable children are better prepared to start school. Her Majesty's Inspectors visited children's centres, childminders, pre-schools, primary and infant schools providing for pupils within the Early Years Foundation Stage. The providers were selected because they were successful in achieving good outcomes for children in deprived areas.

Age group: 0-5
Published: April 2014
Reference no: 150016



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Teaching and play in the early years – a balancing act?

A good practice survey to explore perceptions of teaching and play in the early years

Her Majesty's Chief Inspector commissioned this good practice survey to gather evidence to address the recurring myth that teaching and play are separate, disconnected endeavours in the early years. Her Majesty's Inspectors visited a sample of the most successful early years providers to observe the interplay between teaching and play and evaluate the difference chosen approaches were making to the learning and development of disadvantaged children, especially funded two-year-olds. All providers, which included maintained schools, pre-schools, children's centres and childminders, were selected because they were successful in achieving good or better outcomes for children in some of the most deprived areas of the country.

Age group: 0-5
Published: July 2015
Reference no: 150009



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Unknown children – destined for disadvantage?

Her Majesty's Chief Inspector commissioned this survey to evaluate the effectiveness of local authorities and early years providers in tackling the issues facing disadvantaged families and their young children. Her Majesty's Inspectors paid particular attention to the implementation and impact of national and local policies on the day-to-day practice of early years providers in some of the most deprived areas of England.

Age group: 0-5
Published: July 2016
Reference no: 160044

Bold beginnings

In November 2017, we published a thematic survey report about the **reception curriculum** in good and outstanding schools.

This report is one part of Ofsted's ongoing work around the intention, implementation and impact of the curriculum in England.



What will this mean for the new inspection framework?



The case for change

- **Accountability** is important, but the system as currently constructed can divert providers from **children's experience in early education**.
- An industry has arisen around data, and what young children experience and learn is too often coming second to the delivery of **assessment data**.
- This data focus also leads to **unnecessary workload** for early years professionals, diverting them from the reason they chose to enter the profession.
- It is therefore time for Ofsted to stop making separate judgements about children's **outcomes**. Any conversation about children's outcomes should be part of a larger conversation about **the quality of education** they receive.

Judgement areas: our working hypothesis



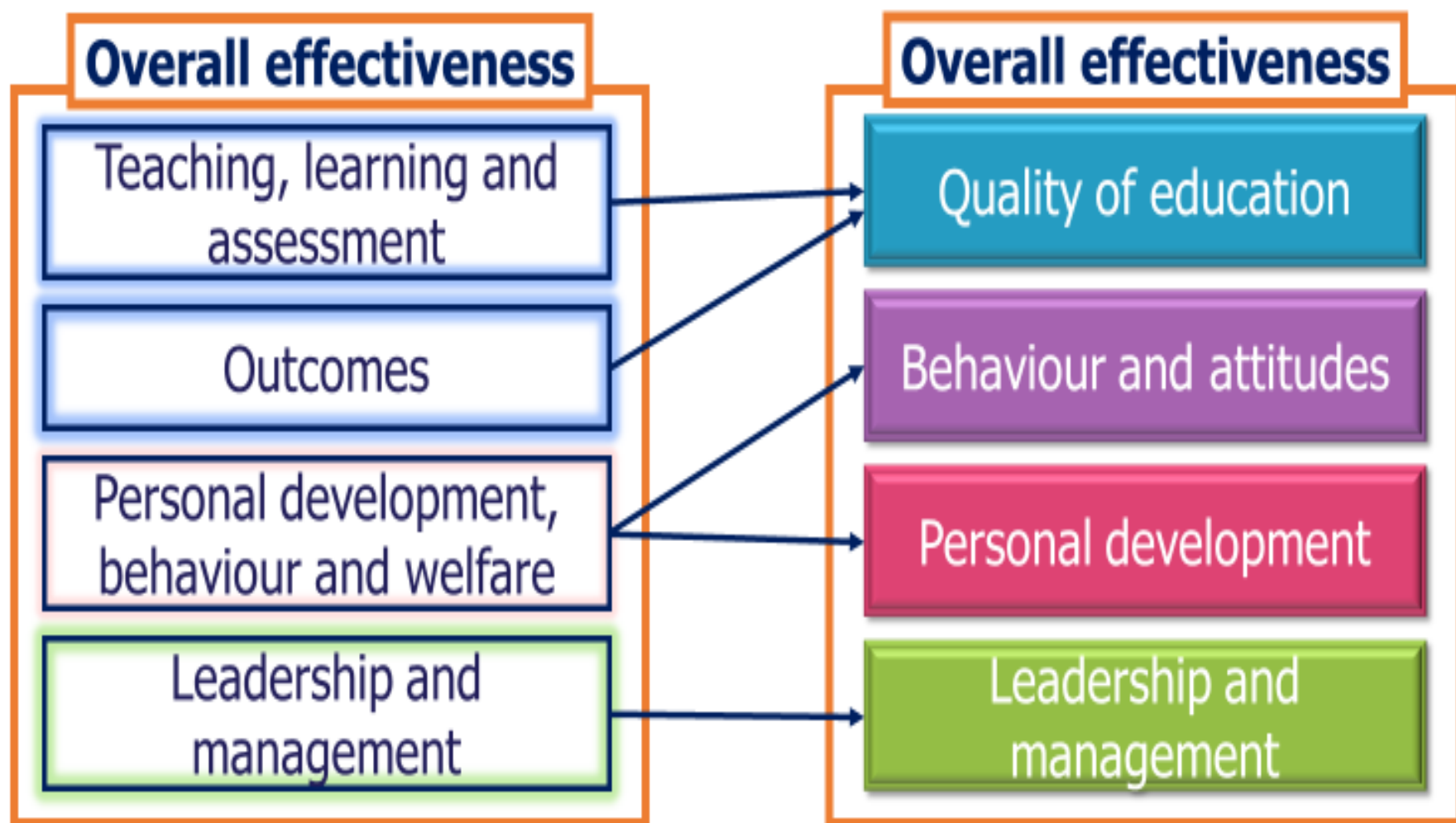
Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Judgement areas: evolution, not revolution



Our working **hypothesis** in detail – all remits

Quality of education

Intent

- Curriculum design, coverage and appropriateness (EYFS)

Implementation

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

Impact

- Attainment and progress
- Knowledge and skills
- Readiness for next stage of education

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Respect
- Attendance

Personal development

- Health and wellbeing
- British values
- Equality & diversity
- Preparation for next stage

Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Off-rolling (exclusions)
- Governance / oversight
- Safeguarding

Keep our focus on safeguarding, reflecting Ofsted's latest thinking



Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** are leaders and other staff identifying the right children and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?

Safeguarding will hold the same weight across all remits.

Key principles as we develop new judgement areas and criteria

- Criteria will be based on **educational effectiveness**
- Continue to make an **overall judgement** about a provider
- **Common key judgements** but allow **flexibility** in how we apply those in different remits
- **Reduce focus on data** – more focus on how providers are achieving results; less pressure to produce assessment information
- Likely to retain the current **four-point grading scale**
- **Reduce workload** for practitioners, leaders and inspectors.

What next?

- We are undertaking testing and piloting as we look towards the new **Education Inspection Framework 2019**.
- **This term**, we are beginning to share the developing thinking with partners across the sectors we inspect and invite their thoughts and views – this shapes and influences what we produce.
- **Research** continues on the curriculum and the findings are feeding directly into the draft framework.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.

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