

Keeping children at the centre of a school

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Access to a rich curriculum



Our focus

'A force for improvement through intelligent, responsible and focused inspection and regulation'

The education inspection framework

- The **curriculum** at the heart of inspection.
- **All** pupils should have access to a high-quality education.



A young girl with brown hair in a ponytail, wearing a blue polka-dot vest over a pink long-sleeved shirt, is blowing bubbles. She is holding a yellow bubble wand in her right hand and a blue bubble container in her left. Numerous colorful bubbles are floating in the air around her. The background is a blurred green park with trees and a path.

The EIF is inclusive

**All parts of the EIF apply to
state-funded and non-maintained
special schools**

School inspection handbook

Inspection judgements



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.

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.



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.'*



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**).'

Quality of education judgement

The **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection. Inspectors will have a connected, educationally focused conversation, incorporating:



- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.

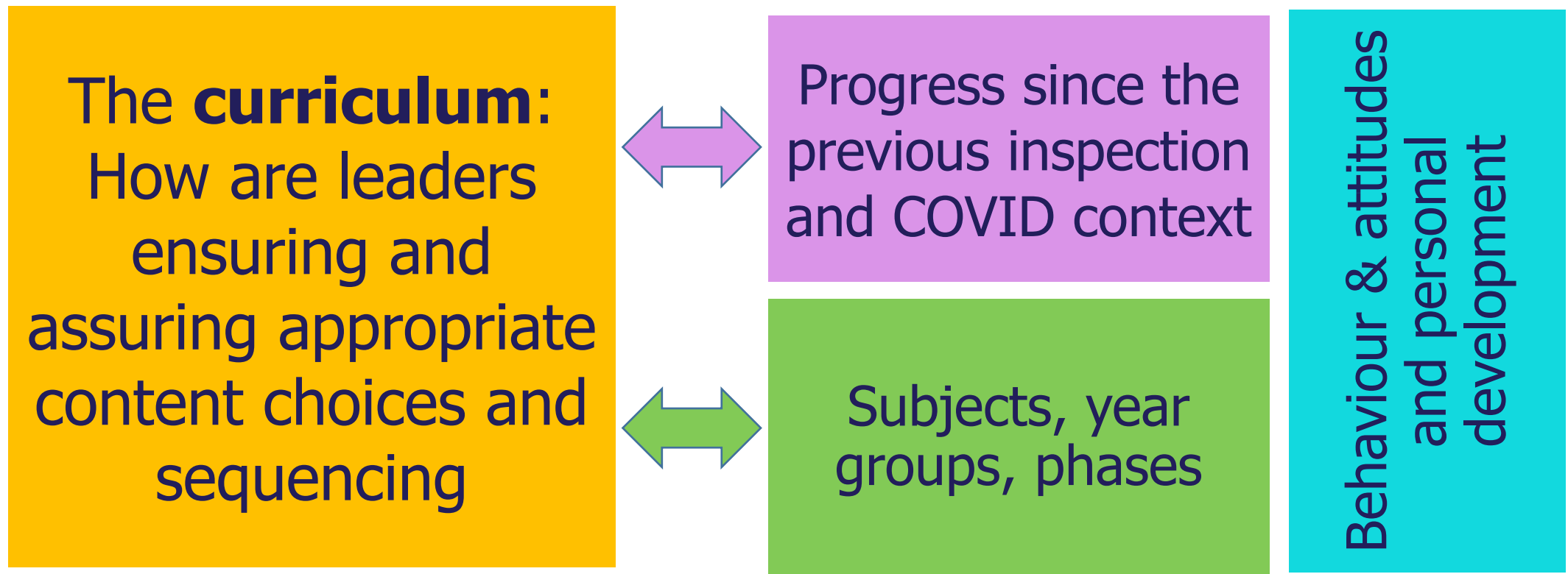
Curriculum and recovery

- Inspectors recognise that most schools will have been **unable to implement the curriculum in the usual way** during the COVID-19 pandemic.
- We recognise that schools **were not required by the DfE** to provide education to all pupils from March 2020 to July 2020 due to COVID-19 and may not have been doing so.
- Through inspection, inspectors will seek to understand how the school **adapted and prioritised** the curriculum from September 2020.
- Resources created by our Curriculum Unit may support you.

Section 5 - Education-focused conversation



Context and challenges



School strategic priorities

- Every school faced disruption as a result of the pandemic so we recognise that the strategic priorities and plans within the school **may have been paused, re-worked** or still to be determined from September 2021.
- Inspectors **will not expect** any specific strategic planning or evaluation documents to be shared with inspectors.
- They will seek to understand the **short, medium and long-term vision** for the school and how these plans are developing to account for the pandemic.

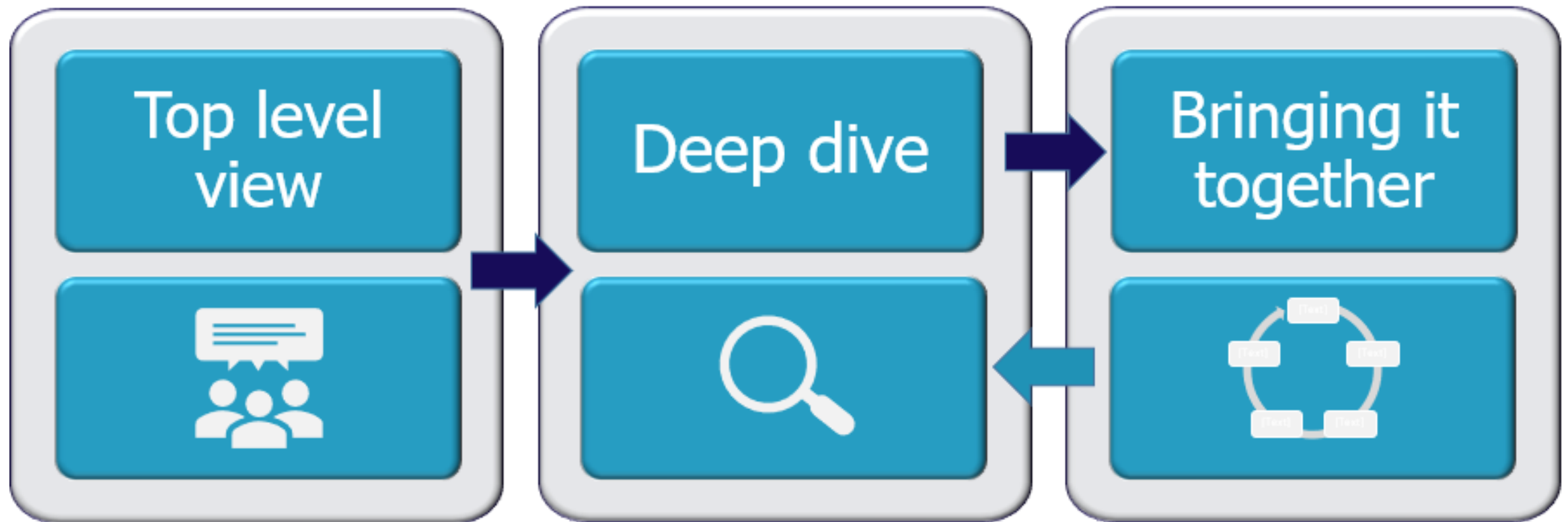
The dangers of missing knowledge

- 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 behaviour analysis*. Guilford Press.

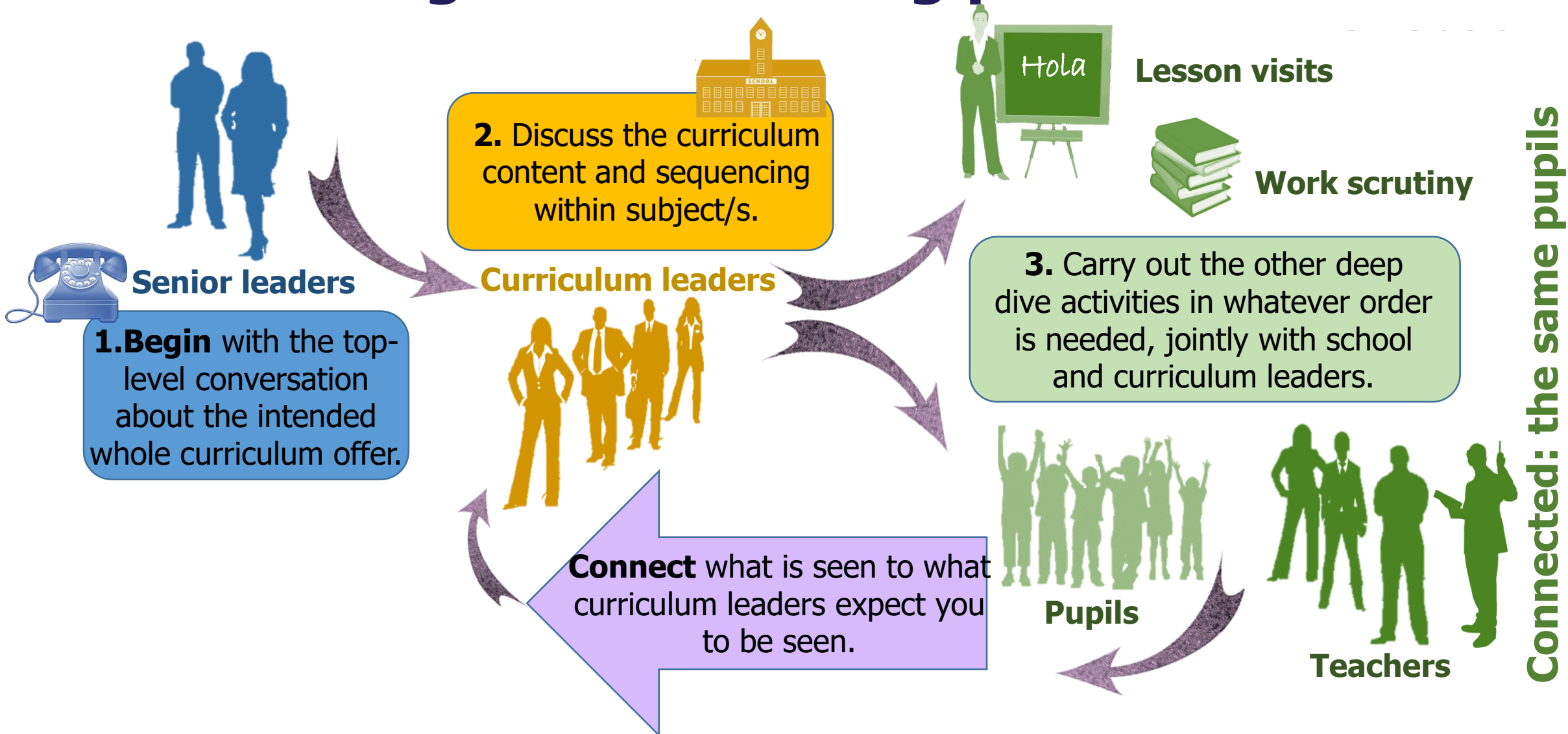
Inspection model for quality of education



What will be included in the deep dives?



Connecting back to the big picture



‘Reading, including the teaching of systemic, synthetic phonics, is taught from the beginning of Reception’

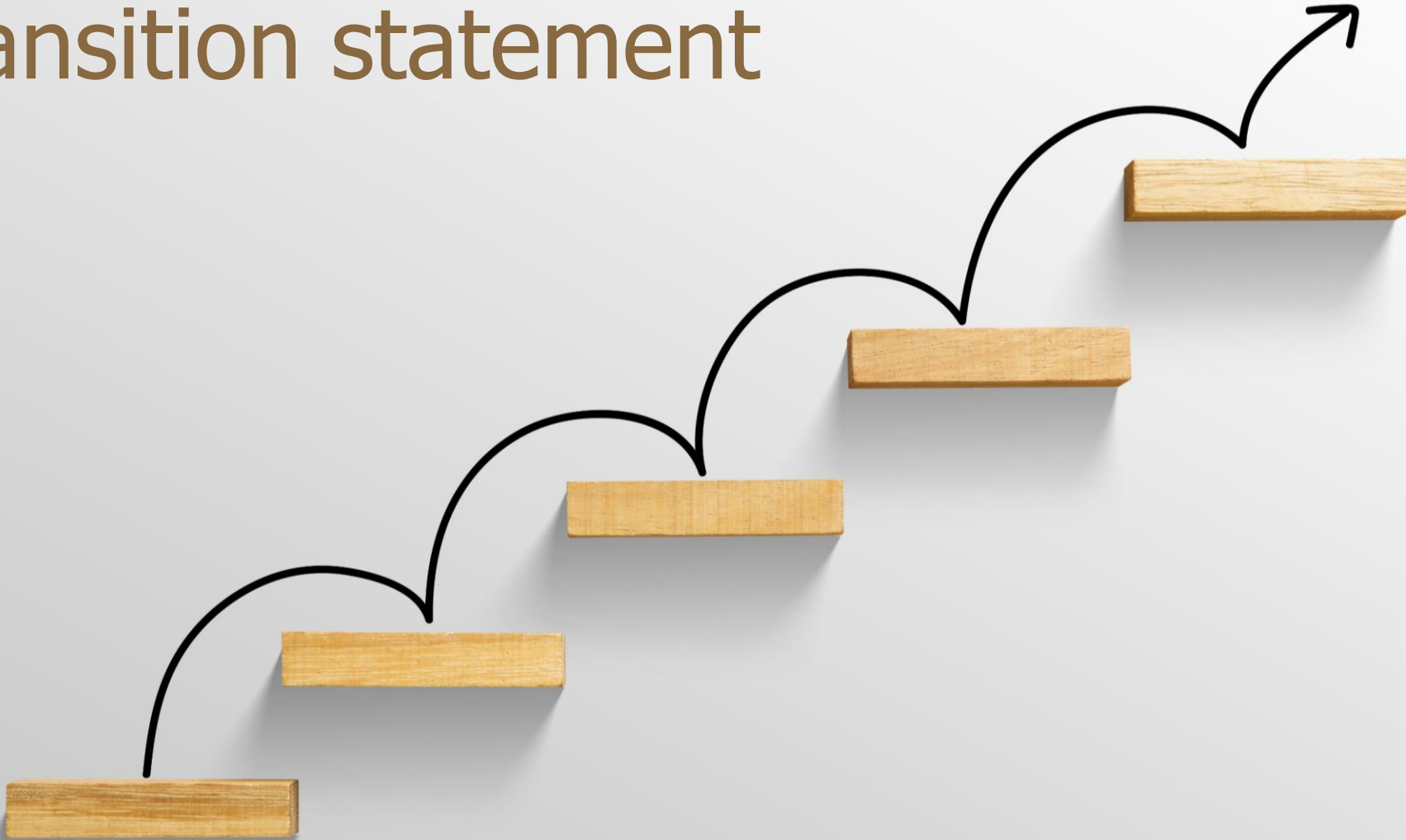
School inspection handbook



School inspection handbook

During all inspections of primary schools, inspectors must focus on how well pupils are taught to read as a main inspection activity. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.

Transition statement



Good grade descriptors

- Leaders adopt or construct a curriculum that is **ambitious** and designed to give **all pupils**, particularly disadvantaged pupils and including pupils with SEND, the **knowledge and cultural capital** they need to succeed in life. This is either the **national curriculum or a curriculum of comparable breadth and ambition**. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]*

Wider aspects to consider

Responsible,
respectful, active
citizens

Fundamental British
values

Equality of opportunity

Promoting an inclusive
environment

Developing pupils'
character

Developing confidence,
resilience and
knowledge to keep
themselves
/physically/SRE healthy

Effective careers
programme

Readiness for the next
phase of education,
training or employment

RHSE



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.

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.



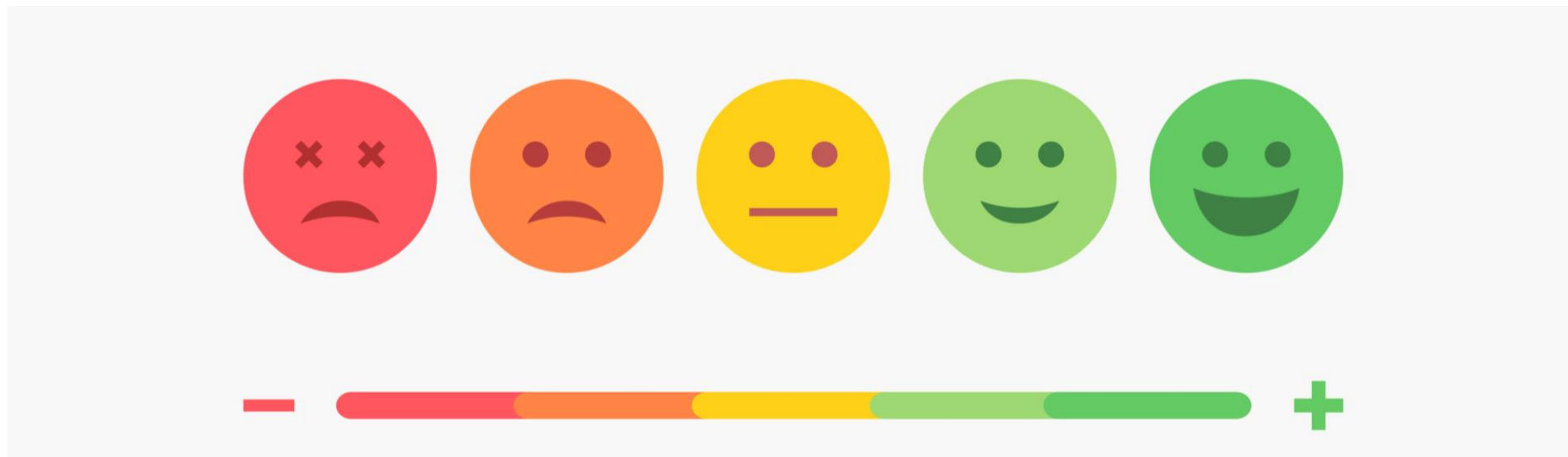
Behaviour and safety

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 school's ethos and environment.

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.



Attendance

- Inspectors will seek to understand how the pandemic specifically affected the individual school.
- They will want to understand how, in the circumstances, the school ensured **the best possible attendance** for those pupils eligible to attend in person.
- Attendance between **March 2020 and March 2021** will not impact on our judgement of the school.
- They will also consider the specific context and the steps school leaders have taken to ensure the **best possible rates of attendance** since the school opened to all pupils in March 2021.



Sexual abuse and harm

Sexual abuse and harm (1)

- As part of assessing safeguarding, inspectors will consider **how the school handles allegations and instances of sexual harassment, sexual assault and sexual violence.**
- Inspectors will also look at how schools work to prevent these, with a **whole school approach** that includes an effective behaviour policy, pastoral support and a carefully planned RHSE curriculum.
- We will expect schools to be **alert to factors that increase vulnerability.**

Sexual abuse and harm (2)

- Inspectors will also seek to understand how **barriers that could prevent a pupil from making a disclosure** are identified and addressed.
- Where schools do have not adequate processes in place, it is likely that **safeguarding will be considered ineffective.**



Leadership and management:

Inspectors will gather and evaluate evidence about:

- whether leaders are **ambitious** for all pupils with SEND
- how successfully leaders **involve** parents, carers and, as necessary, other professionals/specialist services in deciding how best to **support pupils**, including agreeing the approach to **remote education**
- How well leaders **develop and adapt the curriculum** so that it is **coherently sequenced** to all pupils' needs, starting points and **aspirations**
- How well the learning and development of pupils with SEND are **assessed** and whether their **outcomes** are improving.

Safeguarding

- **Identify** children in need of early help?
- **Help:** what timely action do staff within the school take, and how well do they work with other agencies?
- **Manage:** how do governors and staff manage their statutory responsibilities, and, in particular, safe recruitment and how do they respond to allegations about staff and other adults?

Schools

- Interim visits were helpful for school leaders in reflecting on priorities during the pandemic.
- 1/5 the number of inspections in 2020/21 than in 2018/19.
- Autumn 2020: lots of lost school time due to COVID.
- Different regions experienced different proportions of COVID related absences.
- Studies about remote learning show that children, 'did not learn as much when learning remotely.' 'The loss of in-person schooling affected children differently depending on their age and circumstances, and on the level of support they received at home and from school.'
- Primary: summer 2020 – little progress in learning, particularly in reading, including phonics, and maths.
- Secondary: home experiences, 'created greater variability in successful learning.'
- Both: SEND provision hampered due to 'bubble' arrangements.
- The quality of school assessment and curriculum planning was noticeable in summer inspections and this impacted on pupils' recovery.
- Mental health challenges increasing according to NHS.
- By summer term in good and outstanding special schools, the curriculum was usually in good shape, but the extra-curricular provision was still impacted by the pandemic.

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