

Education inspection framework and workload

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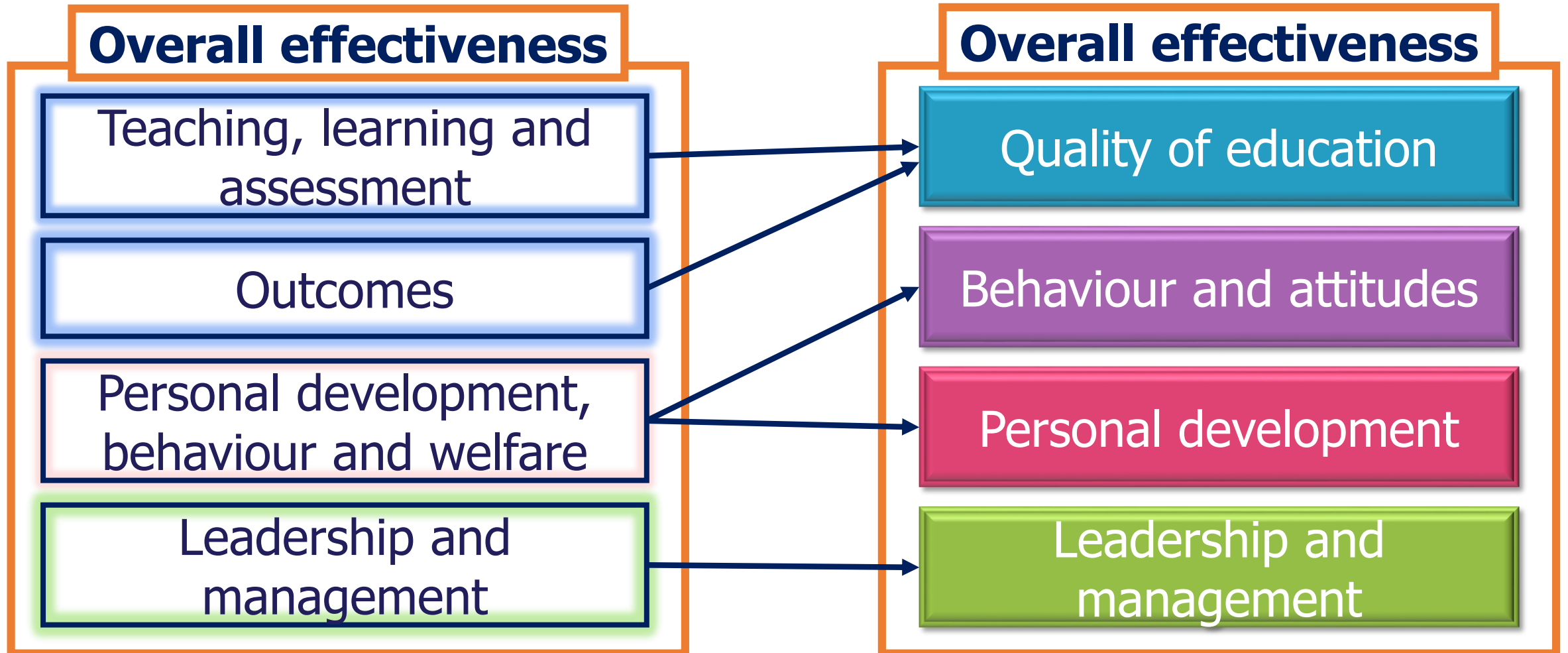
Today's session

- The new framework – the key bits
- Workload in the handbook
- Lessons learned so far
- Questions?

Development



Judgement areas: evolution, not revolution



The Quality of Education



Quality of education judgement

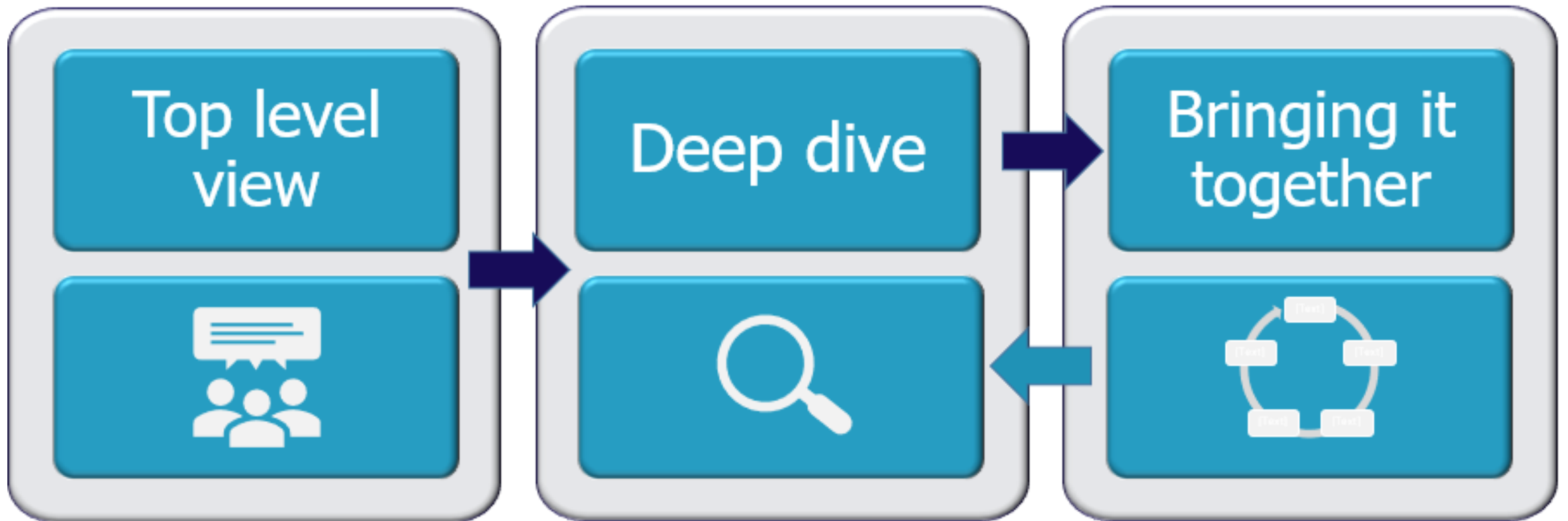
The **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

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.



Inspection model for quality of education



What will be included in the deep dives?



The use of non-statutory internal progress and attainment data





‘Inspectors will not look at non-statutory internal progress and attainment data’

Inspectors will:

- **not** look at schools’ internal progress and attainment data for current pupils
- continue to have **regard to published** national data
- **focus on what is taught** and how it contributes to the school’s intent.

In the handbook



The school's use of assessment

“Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, **but not substantially increase teachers' workloads** by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.”

“The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' **collections of attainment or progress data are proportionate**, represent an **efficient** use of school resources, and are **sustainable** for staff. The Teacher Workload Advisory Group's report, 'Making data work', recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.”

The school's use of assessment

“Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.”

Implementation

“Teachers and leaders use assessment well, for example to help pupils 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 on staff or pupils.”

“Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.”

Grade descriptors for leadership and management



Outstanding (1)

- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

Good (2)

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

Clarifications for schools – lives on!

Ofsted **does not** require schools to provide:

- evidence in any specific format, as long as it is easily accessible for inspectors
- curriculum planning in any specific format
- evidence for inspection beyond that set out in this handbook
- photographic evidence of pupils' work (although inspectors may request to take photographs themselves of pupils' work, which will be anonymised)
- any written record of teachers' oral feedback to pupils
- individual lesson plans
- previous lesson plans...

Clarifications for schools – lives on!

- ...predictions of attainment and progress scores
- assessment or self-evaluation, other than that which is already part of the school's business processes
- performance and pupil-tracking information
- any specific document or plan in relation to the pupil premium other than its pupil premium strategy, and will not require any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps
- monitoring of teaching and learning and its link to teachers' professional development and the Teachers' standards, other than that which is already part of the school's normal activity

Ofsted **does not** specify:

- the frequency, type or volume of marking and feedback

Questions?



Thank you



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