

Towards the Education Inspection Framework (EIF) September 2019 - - Through a Curricular Lens

Liverpool Archdiocese Secondary Headteachers' Conference

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Objectives for the session

- For those in attendance to understand:
 - how research is supporting Ofsted's thinking about the curriculum
 - how a renewed focus on curriculum can provide additional impetus to address issues of social inequality
 - the key principles that are underpinning the development of the EIF
 - the role of leaders

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



Guiding principle	<p>A force for improvement through intelligent, responsible and focused inspection and regulation</p>		
Core values	<p>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</p>	<p>Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour</p>	<p>Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny</p>
Strategic approach	<p>Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable</p>	<p>Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear</p>	<p>Focused We will target our time and resources where they can lead directly to improvement</p>
	<p>The new framework will be based on a solid evidence base relating to educational effectiveness and valid inspection practice.</p>	<p>We will continue to be clear about our expectations and fight misconceptions.</p>	<p>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.</p>

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** pupils have **gained** against expectations (**impact/achievement**).

The importance of the curriculum

*"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.**"*



Curriculum: ensuring a focus on the real substance of education



Purpose of the curriculum study

Purpose 1: Influence wider thinking on the role and importance of the curriculum in education by:

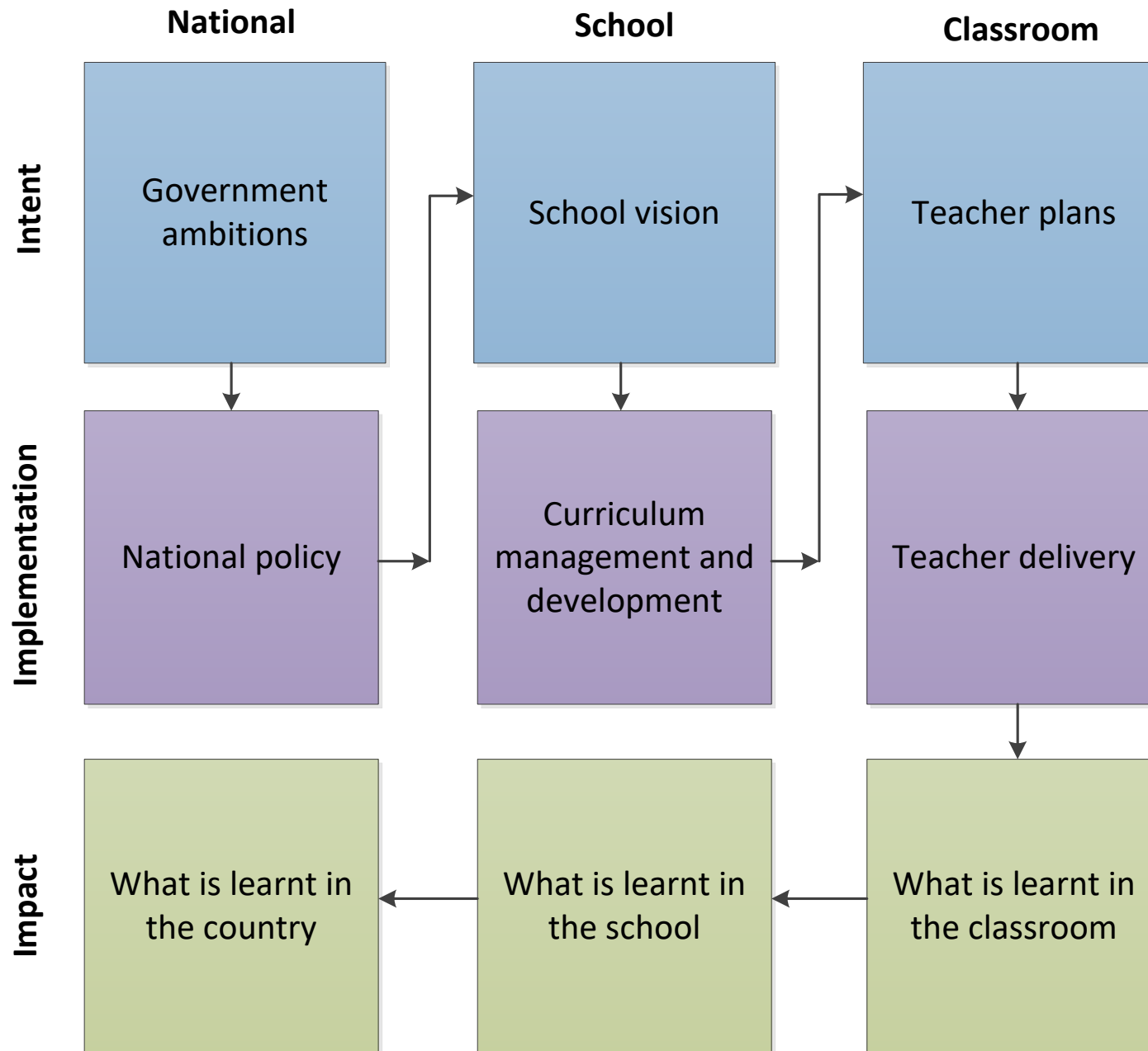
- developing a rigorous evidence base on the relative importance of the curriculum in outcomes
- identifying linkages between the curriculum and increased social mobility

Purpose 2: Inform inspection policy by:

- understanding the current impact of inspection policy and practice on the curriculum in schools
- understanding the drivers of strategic decision making in schools and how to deploy inspection effectively in this context
- identifying the characteristics of an outstanding curriculum that is underpinned by evidence of successful outcomes for pupils

Purpose 3: Inform policy making in the DfE by:

- testing the extent to which the curriculum at school and classroom level is influenced by national policy levers or other factors



Findings from the curriculum research (phase 1)

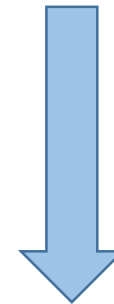
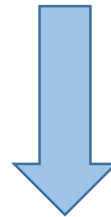
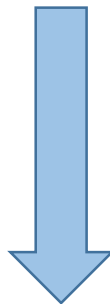


What did the curriculum survey (phase 1) find?

Lack of curriculum knowledge and expertise



Curriculum being confused with assessment and qualifications



Teaching to the test

Curriculum narrowing

Social justice issues

Findings from the curriculum research (phase 2)



Across the schools we visited we found several factors that may be linked to curriculum quality

- Focus on subject disciplines even when topics are taught
- Considering depth and breadth of curriculum content
- Seeing the curriculum as the progression model
- Having a clear purpose for assessment
- Reviewing and evaluating curriculum design
- Clear curriculum leadership (often distributed) and ownership
- Considering local context and filling gaps from pupil backgrounds

The next phase of curriculum research is informing the developing framework



- We recently published the second phase of the curriculum research.
- In this phase we tried to **learn lessons from schools** that are particularly invested in curriculum design, with a view to developing indicators around curriculum intent, implementation and impact.
- We aim to use this evidence to turn the **common curriculum factors** leaders told us about into quality indicators, which will inform the draft **evaluation criteria** for the framework.
- We are now **testing** these indicators in schools to refine them.

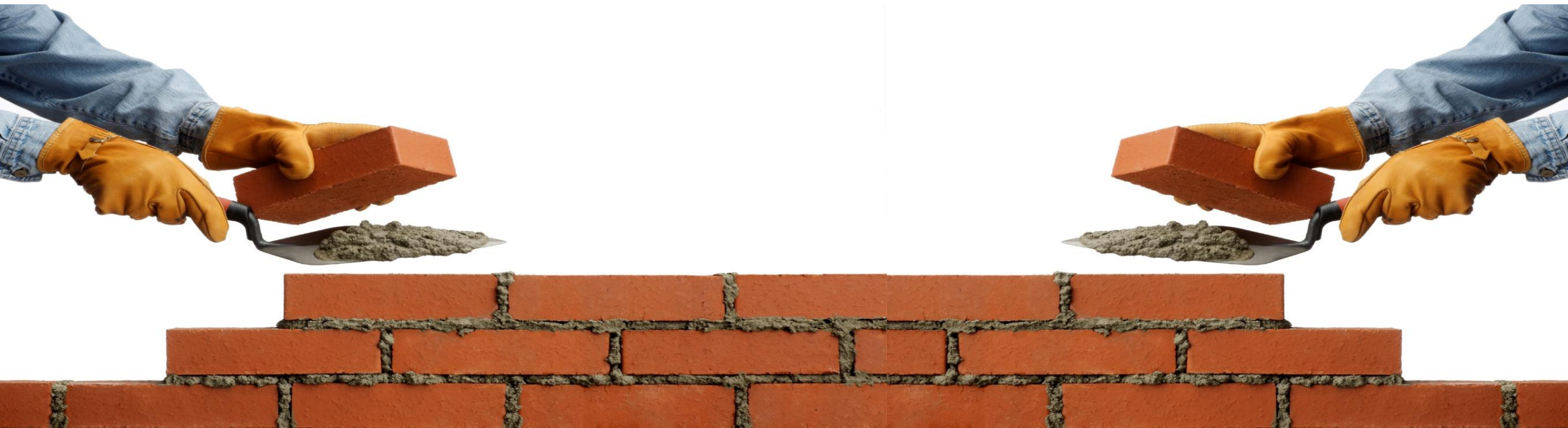
Ongoing research – phase 3



What do we mean when we talk about progress?

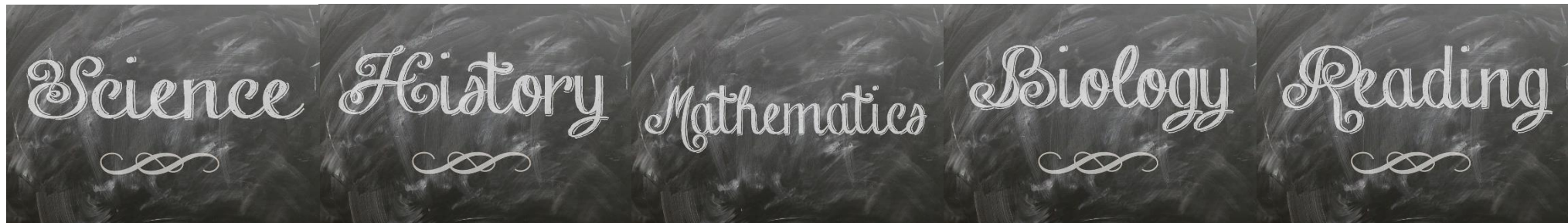


What does it mean to 'get better' at languages, mathematics, history or English?



Has the content of the curriculum been learned long term?

*'Learning is defined as an alteration in long-term memory.
If nothing has altered in long-term memory nothing has
been learned.'*



Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.

Concepts that matter when discussing the curriculum

- Progress means knowing more and remembering more.
- Knowledge is generative (or 'sticky'), i.e. the more you know easily you can learn.
- Knowledge is connected in webs or schemata.
- Vocabulary size relates to academic success, and schooling is crucial for increasing the breadth of children's vocabulary.



How a focus on curriculum can provide additional impetus to address issues of social inequality



There is no doubt that the leadership challenge facing some schools is great. But progress is possible and we should all be wary of using the makeup of a school community as an excuse for underperformance.

I do find myself frustrated with the culture of 'disadvantage one-upmanship' that has emerged in some places. Fixating on all the things holding schools back can distract us all from working on the things that take them forward. Instead what is needed is greater support and leadership from within the system. That means making sure the system has the capacity to provide this support.

And this isn't about just about incremental 'interventions' or 'challenge'. Good schools teach a strong curriculum effectively, and they do it in an orderly and supportive environment: getting this right is the core job of any school. That is what we need to help these problematic schools to deliver.

Amanda Spielman HMCI, December 2017

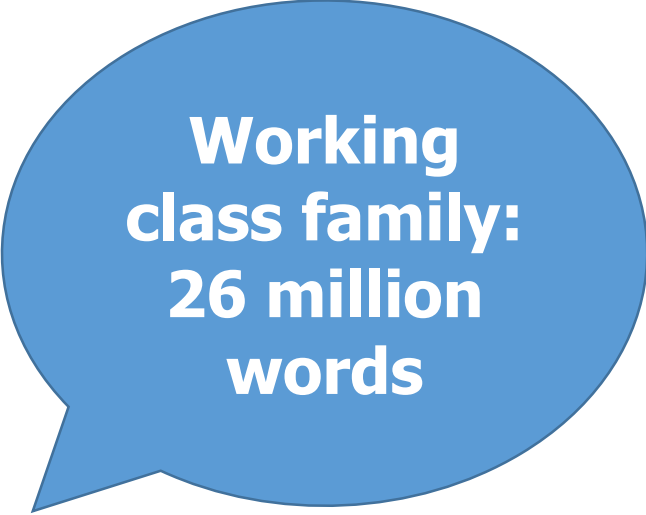


Vocabulary size matters


Findings of the Hart and Risley landmark study:
Over four years, researchers recorded the accumulated number of words an average child experienced.

A blue speech bubble containing text.

**Family
receiving
welfare:
13m words**

A blue speech bubble containing text.

**Working
class family:
26 million
words**

A large blue speech bubble containing text.

**Professional
family:
45 million
words**

Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Paul H Brookes Publishing.

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

- Around 90% of vocabulary is only regularly encountered in writing and is not commonly used in speech.
- Teen fiction does not give access to the more academic vocabulary and syntax used for high-level GCSE, A level and beyond.
- Academic writing provides exposure to complex **vocabulary** and **ideas** that must be grasped for academic success.

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

What would it take for education to counter the 30 million word gap identified by Hart and Risley, already predicting the educational trajectory of some children when they are four years old?



Vocabulary size relates to academic success

- The reason is clear: vocabulary size is a convenient proxy for a whole range of educational attainment and abilities — not just skill in reading, writing, listening, and speaking **but also general knowledge of science, history, and the arts.**
- If we want to reduce economic inequality, a good place to start is the subject classroom.



Curriculum leadership



The importance of the curriculum

"There need be no tension between success on these exams and tests and a good curriculum. Quite the opposite. A good curriculum should lead to good results. However, good examination results in and of themselves don't always mean that the pupil received rich and full knowledge from the curriculum. In the worst cases, teaching to the test, rather than teaching the full curriculum, leaves a pupil with a hollowed out and flimsy understanding."

HMCI's curriculum commentary, 11 October, 2017



Whose knowledge?

In some subjects, like history, the selection of content can be controversial with heated debate over content choices. Are leaders choosing the curriculum content with thought and care?





What happens when pupils don't learn the knowledge they need?

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

Key questions for leaders

- What is it important for your pupils to know, understand and be able to do by the time they leave (given the school's context)?
- How do you develop the curriculum within the context of national policy?
- How do you ensure that the curriculum alleviates the potential impact of disadvantage rather than perpetuate it?
- How do you ensure that staff share a common understanding of the school's curriculum?
- How do you structure the curriculum in each discipline to facilitate progress (knowing more and remembering more)?
- How do you structure the curriculum so learning in each discipline helps pupils to construct interconnected webs of knowledge (schema)?
- How do you evaluate the impact of the curriculum in light of your intentions?
- How do you develop the curriculum in light of your evaluations?
- How do you minimise the potential risks of any unintended consequences of your curriculum?

Questions to help consider curriculum quality



Intent

- How far do school leaders consider the quality of the curriculum in each subject as a driver of progress?

Implementation

- How effectively do school leaders/teachers consider the content and sequencing of the curriculum in each subject?

Impact

- How well are pupils learning the content outlined in the curriculum?

Until the EIF is introduced, inspectors will continue to inspect using the current handbook



When judging the effectiveness of leadership and management, inspectors will consider:

- The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal development, behaviour, welfare
- How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

Update on the development of the Education Inspection Framework - September 2019



"an evolution, not a
revolution"

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



Towards a 2019 inspection framework – what aspects will we need to judge?



- We are clear that we need to take a rounded view of the **quality of education** offered by schools and providers.
- The **curriculum** will be at the core, recognising the close connection between curricular content and the way that this content is **taught** and **assessed** in order to support children to build their knowledge and to apply that knowledge.
- We remain very interested in children and learners' **wider development** including the attitudes and behaviours they bring to the classroom.
- Schools' and providers' **leadership and management** are likely to remain key areas of consideration.

Reduce the duplication in the current CIF judgements

Leadership & management

- Leadership
- Governance
- **Teaching**
- **Progress**
- Attitudes and ethos
- **Safeguarding**

Teaching, learning & assessment

- **Teaching practice**
- **Behaviour**
- Homework
- Classroom and resource organisation
- **Reading**
- Information to parents

Personal development, behaviour & welfare

- Pupil attitudes
- Careers guidance
- **Behaviour**
- Bullying
- **Preparation for next stage of learning, employment, or training**
- Attendance
- **Safeguarding**

Outcomes

- **Progress**
- Attainment
- **Reading**
- **Preparation for next stage of learning, employment, or training**

Eliminate the conflation in current CIF judgements

- Multiple issues are also conflated into individual criteria and some cover elements addressed in other judgements. This issue is replicated across all four judgement areas and in all remits.

Teaching, learning & assessment

- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

It is clear that the current handbook considers a **lesson** as the primary unit of organisation. Really we are concerned with how effectively the **curriculum** is planned across the **whole course of study**.

What does the use of time and resources in an individual lesson tell us about the quality of teaching across a school?

This is typical of the current criteria, many include fugitives from other judgement areas.

Judgement areas: our working **hypothesis**



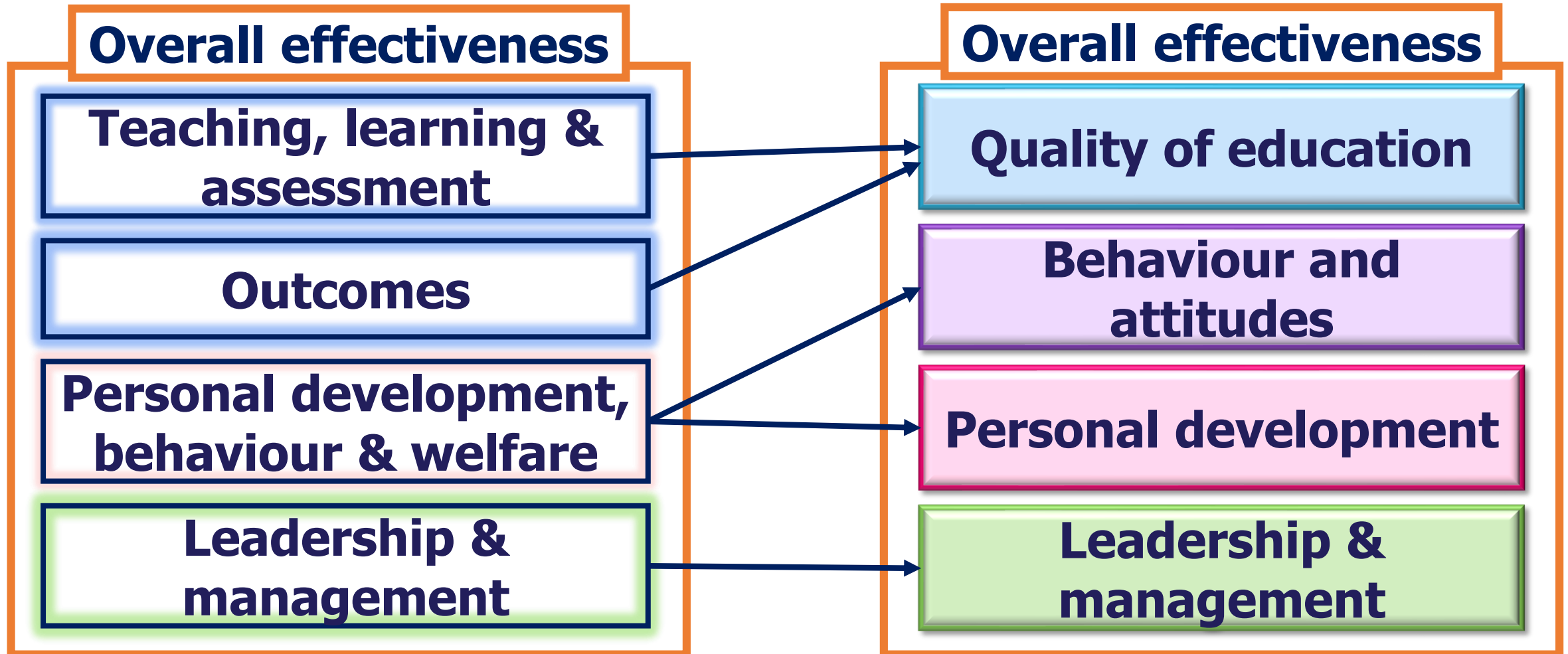
Quality of education

Behaviour and attitudes

Personal development

**Leadership &
management**

Judgement areas: evolution, not revolution



Judgements: our working hypothesis in detail

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

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

Impact

- Attainment and progress (incl national tests & assessments)
- Reading
- Destinations

Behaviour and attitudes

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

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

Leadership & management

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

An **evolution**, not a revolution

The new framework draws on the **knowledge built up through our inspection history** as well as **wider research**.

There is **continuity**, but also a **sharper focus** on:

- **Quality of education** rather than on data
- **Workload for teachers and leaders**
- **Off-rolling**



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?

The grading structure

- We are likely to keep the **same four level grading structure** including requires improvement and inadequate.
- We have said that we will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- To ensure public confidence in the grading, we'd like to see the **removal of the outstanding exemption**.
- This will be subject to agreement the **DfE** on funding and the **will of parliament**.



In summary: key principles as we develop new judgement areas and criteria



- As far as possible, aim to feature each criterion in only one judgement area
- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Have common key judgements but allow flexibility in how we apply those in different remits (EY, schools, independent schools, FES)
- Continue to emphasise safeguarding appropriately
- Reduce focus on data – more focus on how schools are achieving results; less pressure to produce assessment information
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, leaders and inspectors.

What next?

- We are undertaking a process of testing and piloting within Ofsted 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, lesson observation, work scrutiny and a wide range of other topics. 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**.

Until the EIF is introduced, inspectors will continue to inspect using the current handbook



From the L&M outstanding descriptor:

'The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.'

Clarification statements

Current handbook, in the clarification for schools section:

“Inspectors **will** discuss with school leaders their curriculum vision and ambitions for their pupils, including consideration of Ebacc subjects as part of their curriculum offer.”

“There is no benchmark or single route to the successful implementation of a curriculum with the Ebacc at its core, although inspectors will evaluate how a school’s curriculum plans contribute to the government’s ambition.”

In summary: key points from today

- The EIF will be based on a solid evidence base of what works well in schools.
- The curriculum, as the real substance of education, will be at the heart of the EIF.
- Inspectors will look closely at the intent, implementation and impact of the curriculum.
- Ofsted does not endorse any particular curriculum.

Any questions?



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