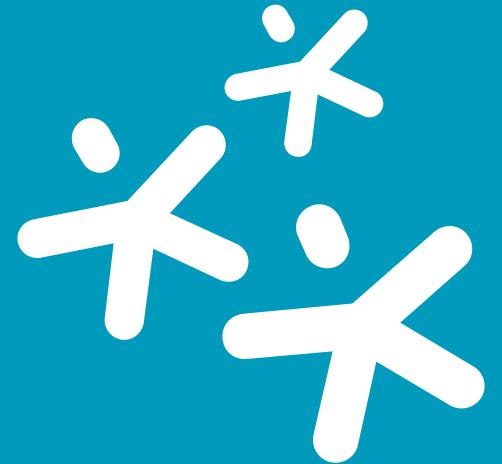
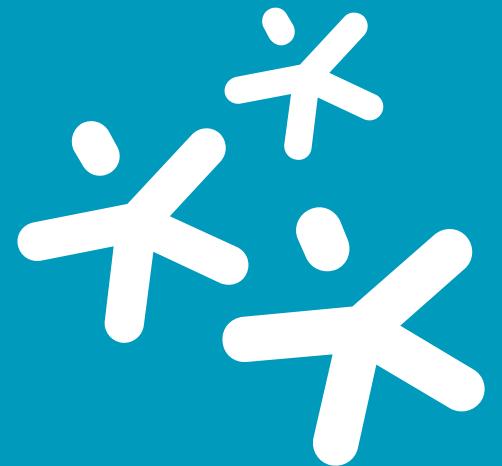


EIF refresher

October 2021



Part 1: From CIF to EIF



From CIF to the EIF – the case for change

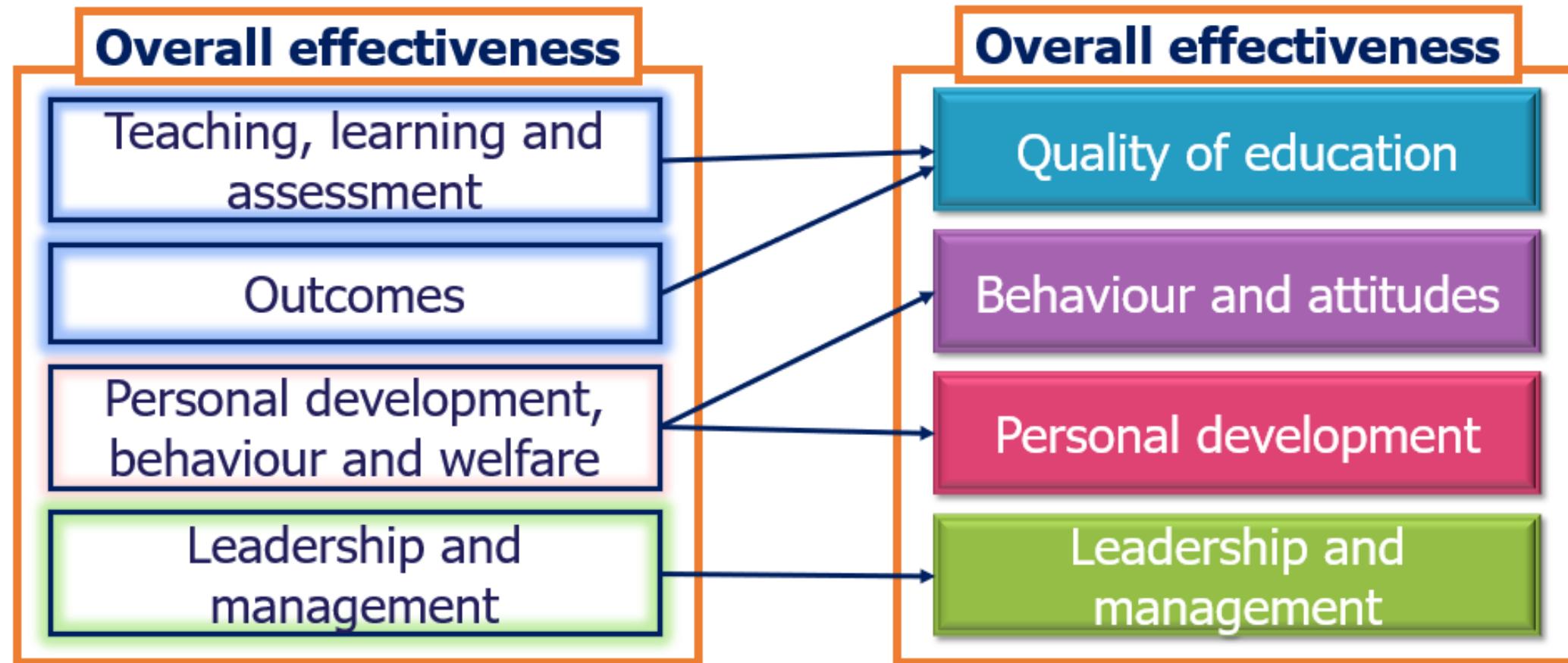
- **Accountability** is important, but the previous heavy focus on data diverted schools from the **real substance of education**.
- An industry arose around data. What young people learnt was too often coming second to delivering **performance table data**.
- This data focus also led to **unnecessary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



Judgement areas



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**).'

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

When the basics are stored in memory...

Composite
For example, learning to paint effectively with colour



Component = understanding basic colour theory (complementary colours/colour mixing)

Component = awareness of the properties of different paints media (oil/watercolour/acrylic)

Component = paint effects (stippling/ layering/ action painting/tonal/ impasto/sgraffito)

Component = ability to understand and use key art-related resources (paper/canvas/ brushes/easel)

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

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.



Progress

Skills

Knowledge

Ofsted's definition of progress.

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



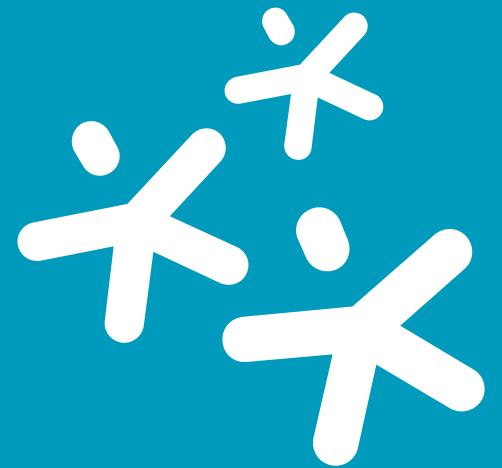
So how does Ofsted use data now?

- 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.

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 draw will continue to draw on **evidence from pupil work and pupil discussions** when considering the impact of the curriculum.

Reading



The reading deep dive

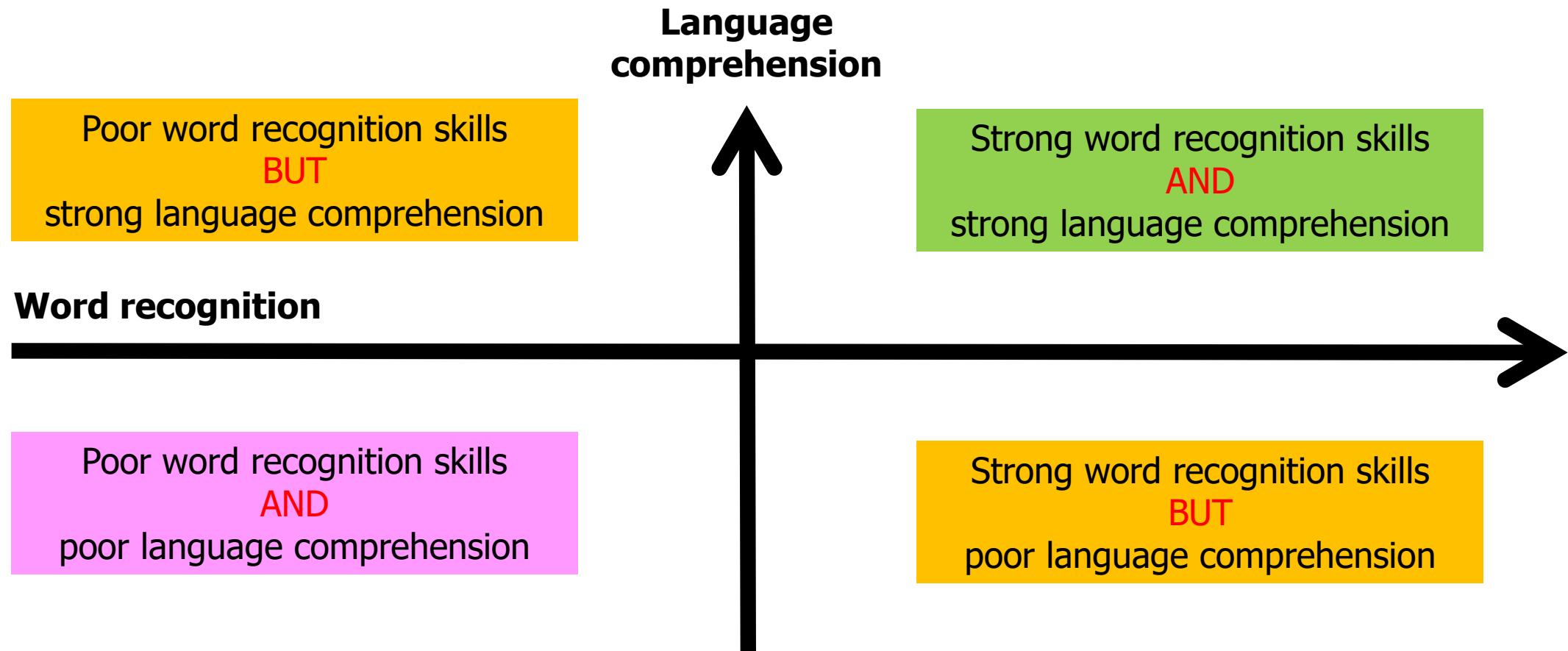


During all inspections of infant, junior, primary and lower middle schools, inspectors will focus on how well pupils are taught to read as a **main inspection activity**. They will pay particular attention to pupils who are reading below age-related expectations (**the lowest 20%**) to assess how well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

What will be included in the deep dive?

- Understanding the curriculum overview.
- Seeing the curriculum in action.
- Finding the evidence of learning.
- Evaluating the impact.

The simple view of reading



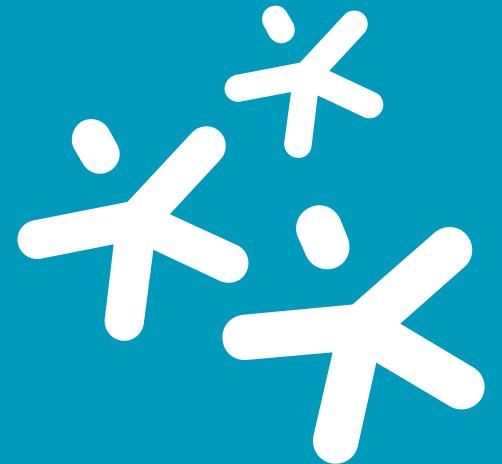
Vocabulary size relates to academic success

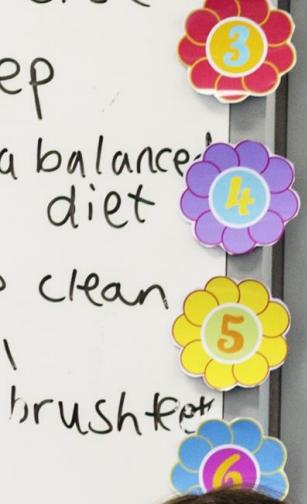
Such correlations between vocabulary size and life chances are as firm as any correlations in educational research.

Simply put: knowing more words makes you smarter!



Part 2: Some specific issues to note





KS3 length



KS3 length

- It is for schools to decide how and when the curriculum is delivered, **no school be judged solely on whether it has a two or three-year KS3.**
- But a shortened KS3 **can** mean that pupils – especially disadvantaged pupils – do not get access to the rich curriculum envisaged by the national curriculum.
- Our inspectors will look closely at the KS3 curriculum offer schools with a shortened KS3 – and we will expect schools to explain their thinking. **Our judgement will be based on whether schools offer pupils a broad and ambitious curriculum** across their time in secondary education – not the length of any stage.

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.



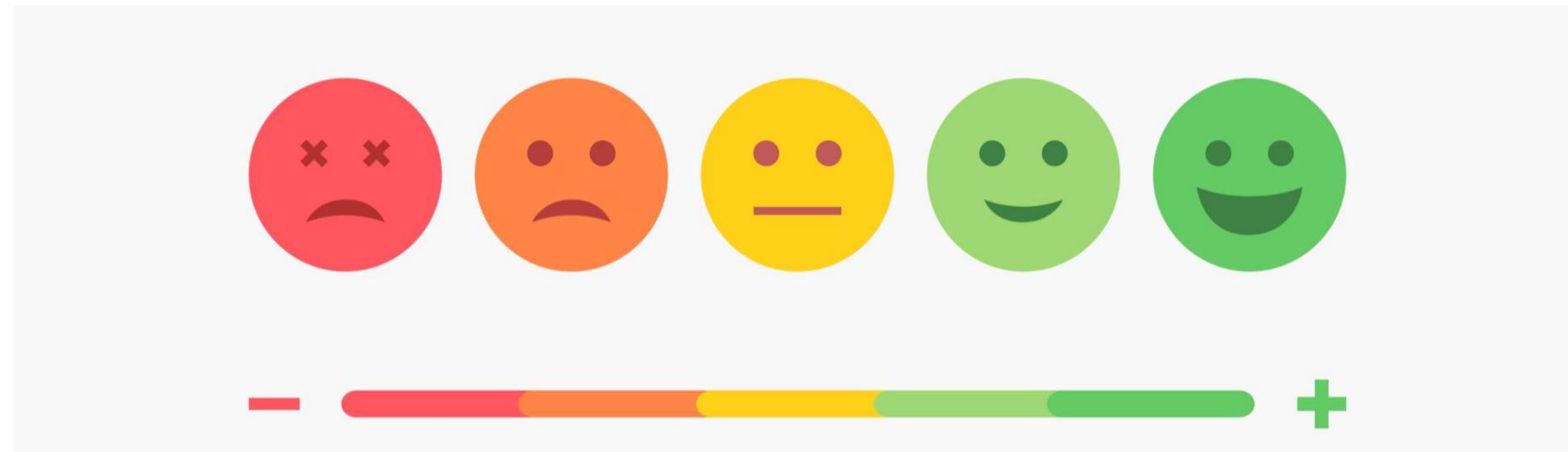
Behaviour and safety

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 schools 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.





Sexual abuse and harm

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

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**.



Off-rolling



Off-rolling (1)

- Ofsted defines 'off-rolling' as:

*The practice of **removing a pupil from the school roll** without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is **primarily in the interests of the school** rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.*

Off-rolling (2)

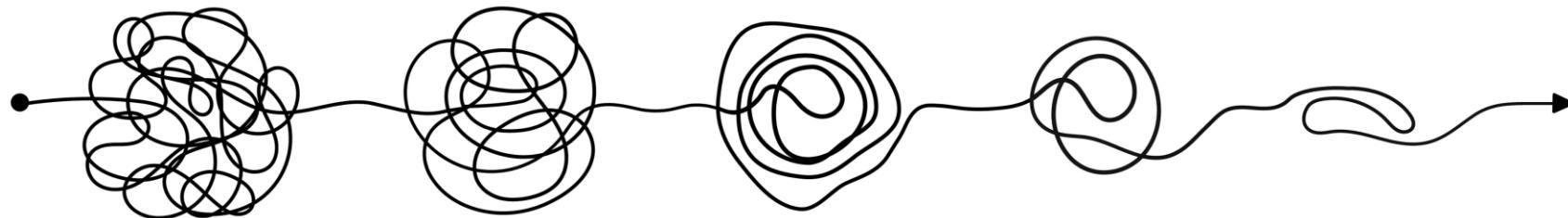
- Where a parent genuinely decides to home educate their child, where the pupil transfers to alternative provision in their best interest or the school put in place a formal permanent exclusion, this is **not** off-rolling.
- Inspectors will be interested in **high numbers of pupils moving off roll**, but this may not in itself mean that off-rolling is taking place.
- We will **always report on off-rolling** and the leadership and management of the school are **likely to be judged inadequate**.

Transition statement



Transition statement (1)

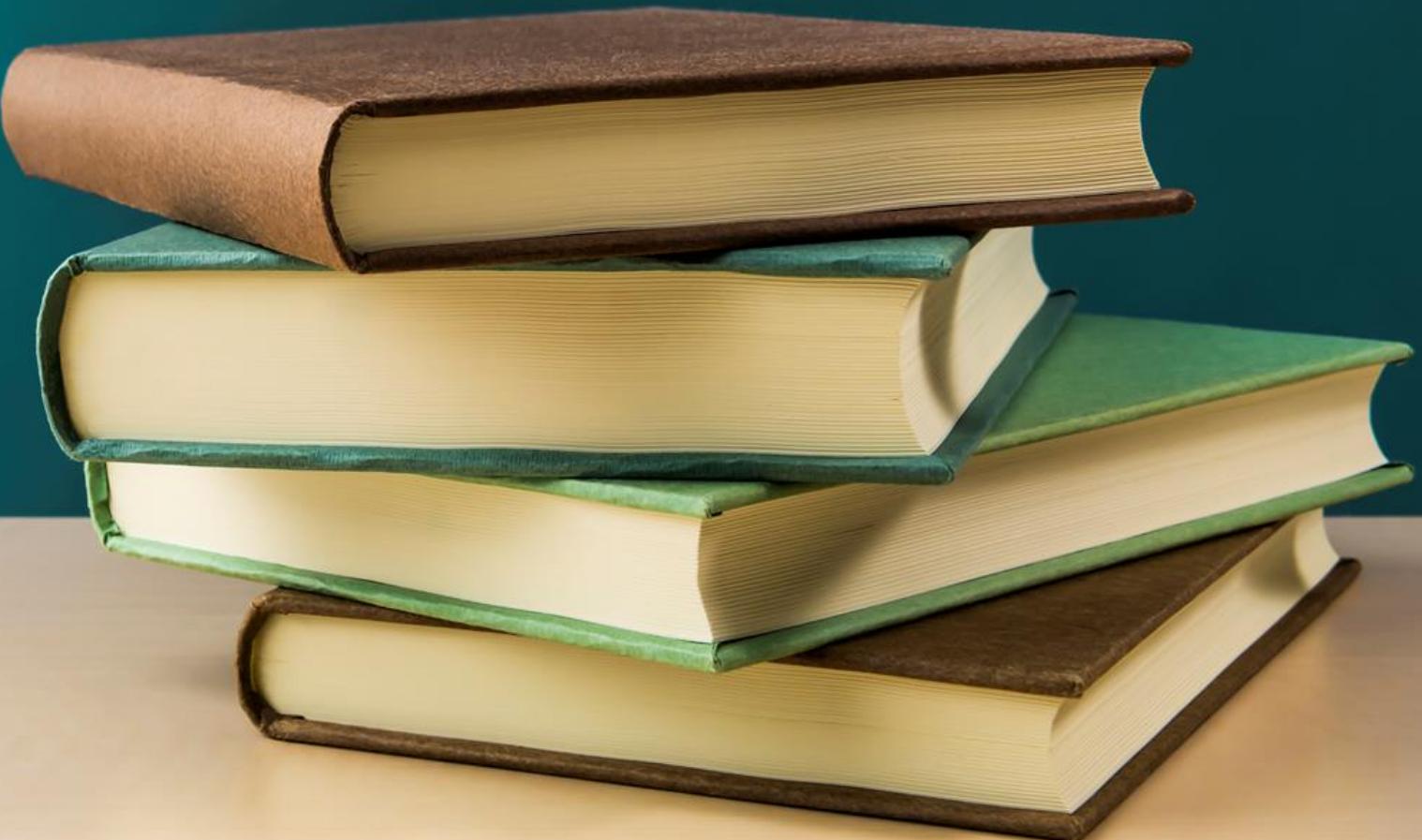
- To support the sector adapt to the EIF, we have included a transition statement in our criteria for good schools.
- This can be found in square brackets [] in the Quality of Education Intent section.
- Please note that the transition statement **does not apply** to the outstanding judgement.



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.

Timings of outstanding school inspections

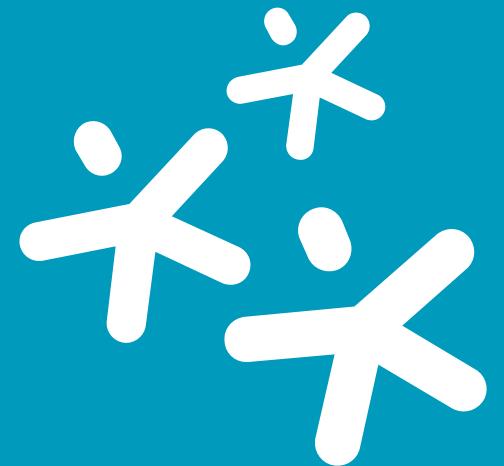


Timings of outstanding school inspections



- 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.

Part 3: Pandemic and recovery



Inspection during pandemic/recovery period

- We have outlined how our approach to inspection **will account for the impact of the pandemic** on schools in our section 5 handbook.
- In this section we will highlight some information, research and resources **that may support you in adapting your curriculum** to address lost learning.
- We will also provide **reassurance around some of the specific areas of inspection** that we know school leaders have questions about.

The timing of inspection

- The requirement for schools to be inspected every five years was paused in March 2020.
- From this September, the requirement is now back and the inspection window is 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.

Curriculum and recovery (1)

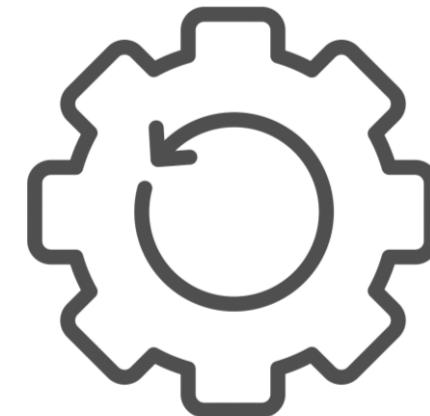
- Inspectors recognise that most schools will have been **unable to implement the curriculum in the usual way** during the COVID-19 pandemic.
- We recognise that schools **were not required by the DfE** to provide education to all pupils from March 2020 to July 2020 due to COVID-19 and may not have been 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.

Curriculum and recovery (2)

- Our Curriculum Unit are releasing a series of research reviews across curriculum subjects that may support you in understanding how to adapt the curriculum as a result of the pandemic.
- These can be found on our **Curriculum Research Review page**.
- The principles that underpin these research reviews can also be found on this page.

Curriculum and recovery (3)

- Our Northeast Yorkshire and Humber region have also released a webinar series on YouTube entitled **“Introduction to Curriculum”** which is freely available.
- In the coming months we will also publish **subject reports** that will draw on the findings from EIF inspections across curriculum subjects.



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.

Remote education

- Ofsted **does not have a preferred model** for remote education.
- Ofsted **will not inspect remote education as a separate area** during the inspection.
- Inspectors may review completed work and teaching materials used for remote education.
- If remote education is taking place during the inspection, then inspector **may observe remote teaching**.
- Inspectors may discuss remote education with teachers/parents/carers/pupils as part of their inspection activities.

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.

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.

Part 4: Recent research



SEND: Old issues, new issues, next steps



Headlines

- Children and young people with special educational needs and/or disabilities (SEND), their families and those who work with them have faced **significant challenges** during the pandemic.
- The extent to which education, health and care providers in different local areas rose to these challenges to meet children and young people's needs led to **hugely varied experiences**.
- Yet, **few of the negative experiences** that many children and young people with SEND and their families had during this time **are new**.

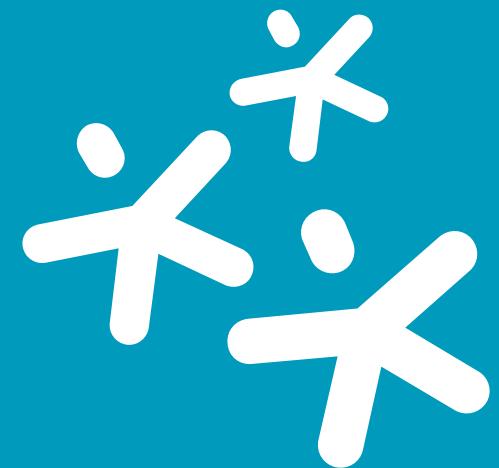
SEND: Old issues, new issues, next steps



Headlines

- There are **long-standing issues** in the SEND system.
- The pandemic has **highlighted and intensified** these issues.
- It has also **deepened the effects** that they have on children and young people with SEND.
- It is evident that children and young people with SEND are now **even more vulnerable** than they were before.

Changes to the schools inspection handbook



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.



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



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.



Ofsted on the web and on social media



www.gov.uk/ofsted

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

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

 www.slideshare.net/ofstednews

 www.twitter.com/ofstednews

