

# Towards the Education Inspection Framework 2019

Chris Jones, Specialist Adviser for Apprenticeships



# The curriculum will be at the heart of the new framework



## Ofsted's working definition:

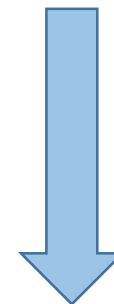
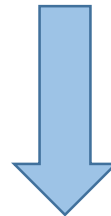
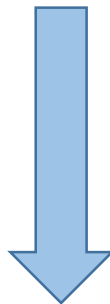
- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'

# What did the curriculum survey find?

Learners not being prepared to progress



Curriculum being confused with assessment and qualifications



Teaching to the test

Curriculum narrowing

Social justice issues

# Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.
- Knowledge is generative (or 'sticky'), i.e. the more you know the easier it is to learn.
- Knowledge is connected in webs or schemata.
- Knowledge is when humans make connections between the new and what has already been learned.



# What will this mean for the new inspection framework?



# 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 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 students to build their knowledge and to apply that knowledge.
- We remain very interested in learners' **wider development** including the attitudes and behaviours they bring to the classroom and the workplace.
- Providers' **leadership and management** are likely to remain key areas of consideration.

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



- Inspection of safeguarding built around three core areas:
  - **Identify:** are leaders and other staff identifying the right children and vulnerable adults 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 sit under L&M and hold the same weight across all remits.

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



- As far as possible, each criterion should feature 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.
- Continue to emphasise safeguarding appropriately.
- Have common key judgements but allow flexibility in how we apply those in different remits (EY, schools, independent schools, FES).
- Reduce focus on data – more focus on how education providers 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 reflection, development and piloting within Ofsted as we look towards the new **Education Inspection Framework 2019**.
- From **September 2018**, we will begin to share the developing thinking with partners across the sectors we inspect and invite their thoughts and views – shaping and influencing what we produce.
- 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**.
- **Research** is ongoing on the curriculum, lesson observation and a wide range of other topics. The findings from this research will feed into the ongoing development of the framework.

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