Education inspection framework 2019: inspecting the substance of education
Today’s session

- Purpose and background to the consultation
- The proposed framework
- Proposals and some questions for you
- How to respond to the consultation
- Further information
For this event we’d like to use Sli.do to capture your questions.

You can use this on your phones, tablets or laptops.

Go to: [www.sli.do/](http://www.sli.do/)

Once on the site enter the event code which is on your table.

You will be able to type in questions at any time during the event. We also be using polling questions during the presentation. To go to the polling question go to the tab labelled polls on your screen.
The new framework will be one of the main ways in which we implement Ofsted’s strategy.

<table>
<thead>
<tr>
<th>Guiding principle</th>
<th>Core values</th>
<th>Strategic approach</th>
</tr>
</thead>
</table>
| **A force for improvement through intelligent, responsible and focused inspection and regulation** | **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 | **Intelligent**
All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable |
| **Independent**
Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour | **Responsible**
Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear | **Focused**
We will target our time and resources where they can lead directly to improvement |
| **Accountable and transparent**
An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny | **The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.** | **We continue to be clear about our expectations and fight misconceptions.** |
|  |  | **We have removed any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.** |
Every child deserves the best possible start in life
The case for change

- **Accountability** is important, but the system as currently constructed can divert providers from *children’s experience in early education*.

- An industry has arisen around data, and what young children experience and learn is too often coming second to the delivery of *assessment data*.

- This data focus also leads to **unnecessary workload** for early years professionals, diverting them from the reason they chose to enter the profession.

- It is therefore time for Ofsted to stop making separate judgements about children’s *outcomes*. Any conversation about children’s outcomes should be part of a larger conversation about the quality of *education* they receive.
"an evolution, not a revolution"

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

- puts the **curriculum at the heart** of the new framework
- it puts **more emphasis on the quality of education and care as a whole**. It will ensure that we consider **children’s experiences** and how their learning is being developed
- **reduces the focus on data**, particularly internal progress data. We hope this will help reduce unnecessary workload for childcare providers.
The proposed judgement areas
EIF 2019 – proposed inspection judgements

Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and management
What is staying the same

- We will continue to make an **overall effectiveness** judgement
- We will keep the **four-point grading scale** (outstanding; good; RI; inadequate)
- **We will Continue** to inspect the overall quality and standards of early years provision in line with the principles and **requirements of the ‘Statutory framework for the early years foundation stage’ (EYFS).**
- Inspectors will **continue** to make an EY judgement when inspecting the EYFS in schools (Section 5 inspection handbook).
Judgement areas: evolution, not revolution

Overall effectiveness

- Teaching, learning and assessment
- Outcomes
- Personal development, behaviour and welfare
- Leadership and management

Quality of education

- Behaviour and attitudes
- Personal development
- Leadership and management

Consultation on the Education inspection framework 2019
‘Personal development’ and ‘behaviour and attitudes’
Question 1:
To what extent do you agree or disagree with the **proposed separation** of inspection judgements about learners’ personal development and learners’ behaviour and attitudes?
Leadership & management
Judgements: Leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding
Leadership and management: integrity

- We want to make sure that the curriculum for children with particular needs, such as those with high levels of SEN and/or disabilities, is ambitious and meets their needs from birth to five. We want to find out how leaders make sure these children have full access to their entitlement for early education (*off-rolling*).
A continued sharp focus on safeguarding

Our inspection of safeguarding will continue to be built around three core areas.

- **Identify**: how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help**: what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, 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 manage safe recruitment and respond to allegations about staff/other adults?

Inspectors will continue to judge whether safeguarding is effective or ineffective.
The quality of education
A new ‘quality of education’ judgement

Quality of education

<table>
<thead>
<tr>
<th>Intent</th>
<th>Implementation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Curriculum design, coverage and appropriateness (EYFS)</td>
<td>- Curriculum delivery</td>
<td>- Attainment and progress</td>
</tr>
<tr>
<td></td>
<td>- Teaching (pedagogy)</td>
<td>- Knowledge and skills</td>
</tr>
</tbody>
</table>
|                 | - Assessment (formative and summative)              | - Readiness for next stage of education

Consultation on the Education inspection framework 2019
The importance of the curriculum

“The curriculum (or, to use EYFS terminology, the educational programmes) that children experience in their early years is vital... We know that young children are especially receptive between birth and age 5, when their brains develop at the fastest speed and they learn more rapidly than at any other age.

This means that the choices we make for very young children ... are all hugely important.”
The curriculum is at the heart of the proposed new framework – a working definition

- The EYFS (educational programmes) provides the curriculum framework that leaders build on to decide what they intend children to learn and develop (intent).
- Leaders and practitioners decide how to implement the curriculum so children make progress in the seven areas of learning (implementation).
- They evaluate the impact of the curriculum by checking what children know and can do.
Knowledge does not sit as isolated ‘information’ in children’s minds.
Knowledge does not sit as isolated 'information' in children's minds.
Skill (capacity to perform)

Knowledge

Progress
Common questions

**Does this mean you want to see a written plan for our curriculum?**

*No.* Inspectors will want to discuss how leaders and staff decide what children need to learn and why resources are chosen.

**Is there an ‘Ofsted curriculum’?**

*No.* EYFS sets the care and education framework for early years - we support curriculum flexibility. It is for providers to decide how they deliver the EYFS. Different approaches to the curriculum will be judged fairly.

**Should I get advice from a consultant or buy in specific products?**

*No!* There is nothing mysterious here. The quality of education is about providers thinking about the curriculum (EYFS) carefully for themselves.
Sli.do question

**Intent**

The EYFS (educational programmes) provides the curriculum framework that leaders build on to decide what they intend children to learn and develop.

**Question 2:**
I feel confident to talk to an inspector about how, in my setting, we decide what children need to learn and the order to teach it (**intent**).
Implementation

Leaders and practitioners decide how to implement the curriculum so children make progress across the seven areas of learning.

Question 3:

I feel confident that in my early years setting, we design the educational programmes to maximise the likelihood that, overtime, children will remember and connect the small steps they have been taught (implementation).
Impact:
Leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do.

We will want to talk with you about what children know and can do already and how you decide what needs to happen next .......BUT..... that doesn’t mean we want to see lots of paperwork.

Question 4:
Reducing the focus on paperwork will allow practitioners to spend more time on children’s learning and development.
Cultural capital

- Cultural capital is the essential knowledge that children need to be educated citizens.

- Some children arrive at an early years setting with poorer experiences than others, in their learning and play.

- What the setting does, through its curriculum and interactions, potentially makes all the difference.

- It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.
How to respond to the consultation
EY provision in schools

- The EYFS applies to schools, independent schools, maintained nursery schools as well as to provision that is registered on the Early Years Register held by Ofsted.

- The schools handbook, as now, has an EY judgement that applies to maintained nursery schools and any EY provision for 2 year olds and over that is directly managed by the school governing body.

- If you are a maintained nursery school or a nursery within a school you will be judged under the school section 5 or section 8 framework.
The consultation: we want your views

- We want to ensure that the judgements in the education inspection framework 2019 for provision, registered by Ofsted on the Early Years Register, are appropriate for the range of early years settings.
- Do our proposals work for childminders, nurseries, pre-schools and providers who care for children before and after school?
- We will ask you about this in the consultation.
Here is the question

**To what extent do you agree or disagree that the judgements will work well for:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childminders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare on non-domestic premises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare on domestic premises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare settings that offer care exclusively before and after school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We want your views: how to respond to the consultation

- The consultation is now open and runs until **5 April 2019**
- You can respond to the full consultation by:
  - Completing the online questionnaire
  - By completing the form and returning it by email or post – all details are in the consultation document.

Consultation materials for early years

Material published alongside the consultation:

- the **draft** education inspection framework 2019
- the **draft** early years inspection handbook
- a commentary setting out the **research** that has informed the development of the criteria in the framework
- the **draft** equalities, diversity and inclusion statement.
Thank you!
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