

Engaging with the New Framework

Adrian Gray

Agenda

Guidance on what areas inspectors will look at to gather evidence

The importance of inclusion and how it runs across all areas

The new idea of 'standards', and how inspectors will use these to make their decisions

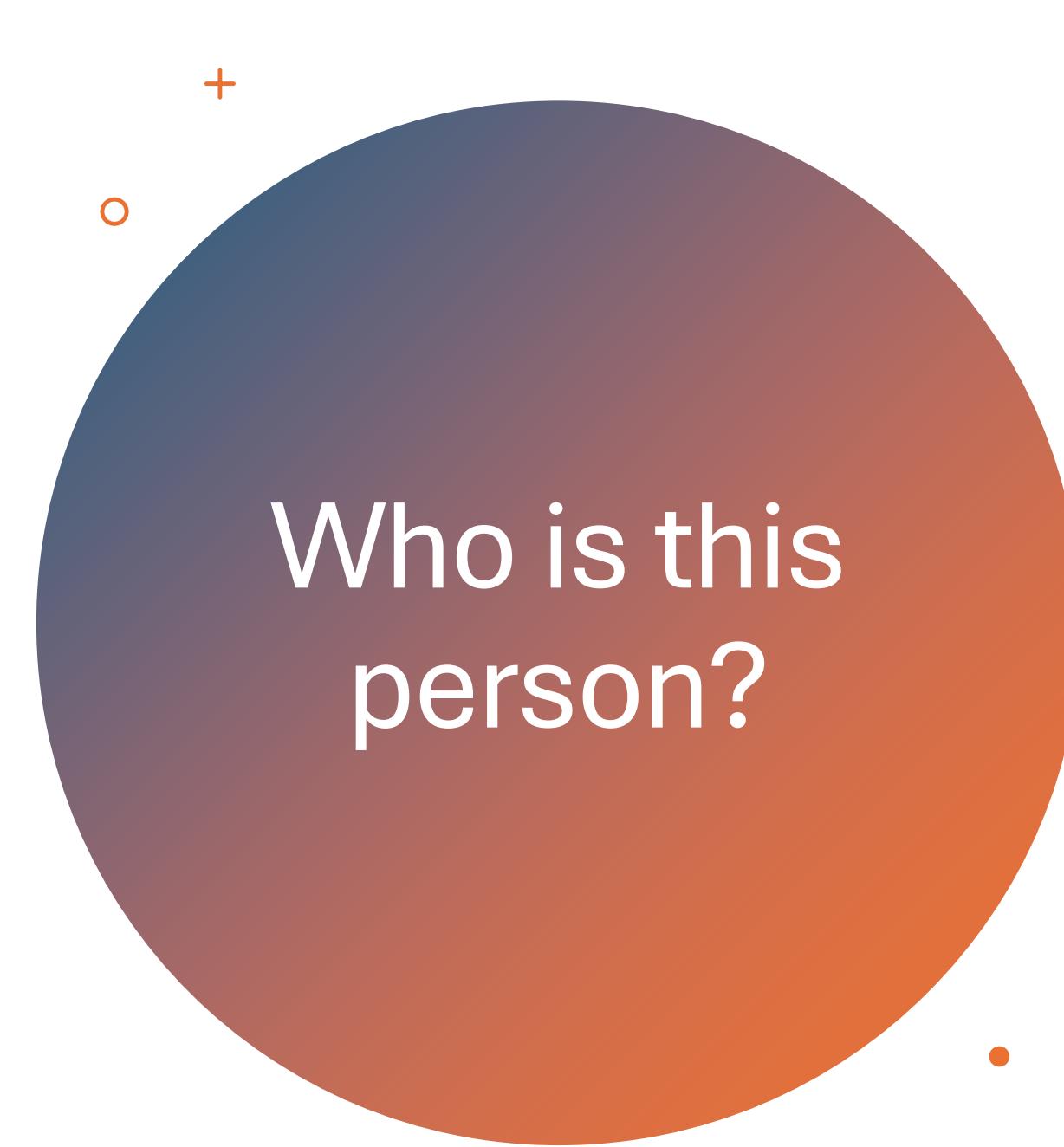
How urgent Improvement and needs attention fit in....

What has NOT changed – eg sequencing

The new 'case sampling' approach and how you need to prepare

Role of nominee

Evidencing your work

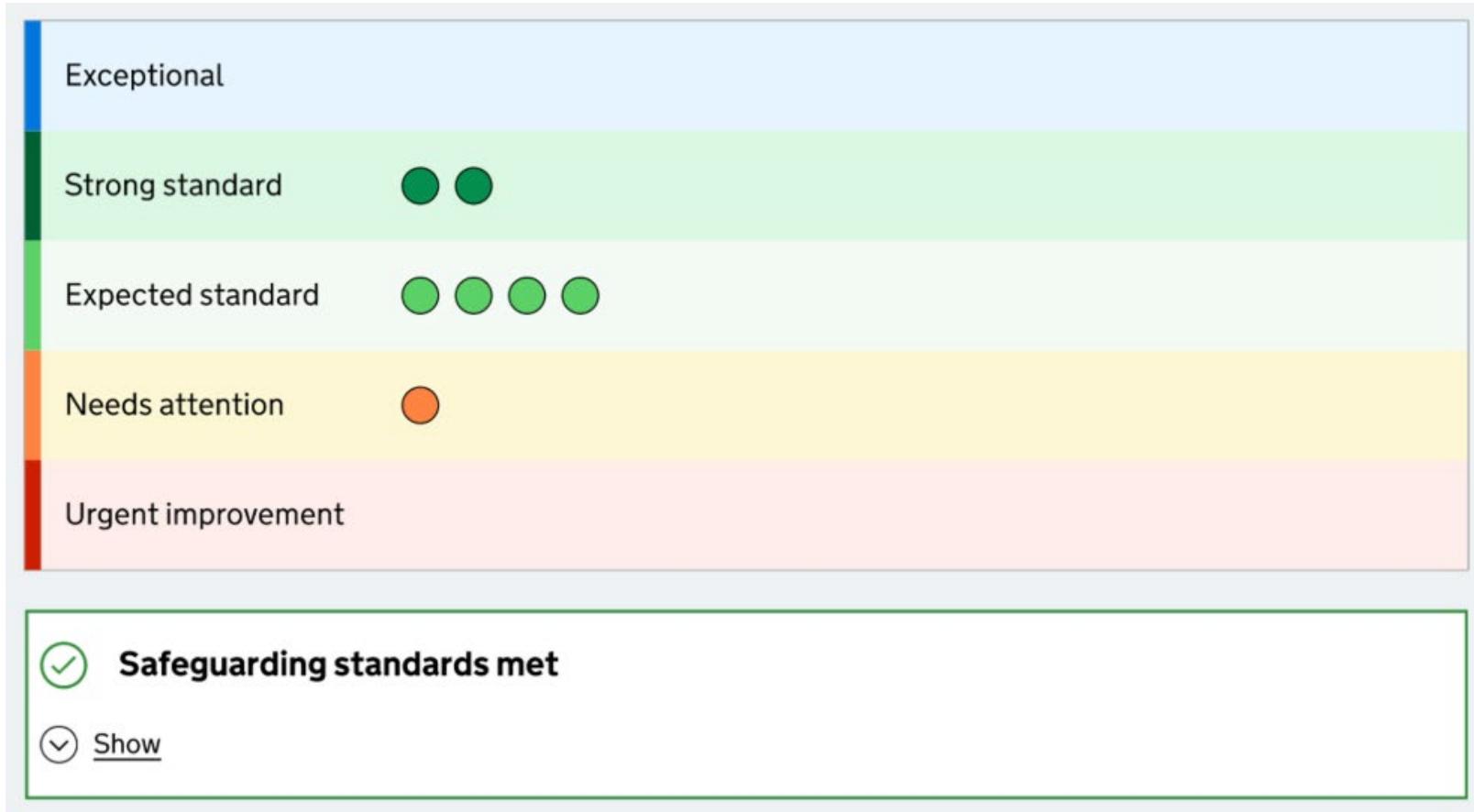


Who is this person?

- HMI for 12 years
- Senior roles in Ofsted included schools policy and guidance; internal self-evaluation across all types of inspection framework; led on research and analysis
- Executive committee of European Standing International Conference of Inspectorates; Author of 'European School Inspection and Evaluation'
- Consultancy for LAs and Trusts
- Multiple webinars for National College about inspection, planning and evaluation
- Advised Government of Azerbaijan on inspection framework
- Advisor to Parliamentary Education Select Committee on Ofsted, 2024
- Worked on the 'Alternative Big Listen'
- Assessor for King's Award on Promoting Opportunity

+: The Main Points
o:
- refresh

The new pattern of Grades

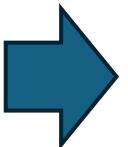


The new pattern of judgements

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement.....
- Attendance and behaviour
- Personal development and well-being
- Early years
- Post-16 provision
- Leadership and governance.....

The centrality of 'expected standards'

When you have collected reliable evidence in an evaluation area to support an indicative grade, as set out in the 'gathering evidence about' sections of the toolkit, consider whether all the expected standards are reached (a secure fit). If this is the case, consider whether all the strong standards have also been reached securely. At this point, you might have enough evidence to consider the 'exceptional' grade. This is summarised in the following table. You should call the duty desk when an 'exceptional' grade is likely.



Step	Question	Resulting grade
1. Expected standard	Does the school reach all the expected grading standards for this evaluation area?	If no, go to 'Where the evaluation standards are not reached' section. If yes, go to Step 2.
2. Strong standard	Does the school also reach all the strong grading standards?	If no, grade as 'expected standard'. If yes, go to Step 3.
3. Exceptional	Is there clear evidence of the additional standards that define exceptional practice?	If yes, grade as 'exceptional'. If no, grade as 'strong standard'.

- The **expected standard** is the pivotal grade. Inspectors will focus first on whether you meet **ALL** the expected standards, and then diverge from there according to what they find.

If standards are NOT reached....



Where the evaluation standards are not reached

Needs attention

An evaluation area is likely to be graded as 'needs attention' when:

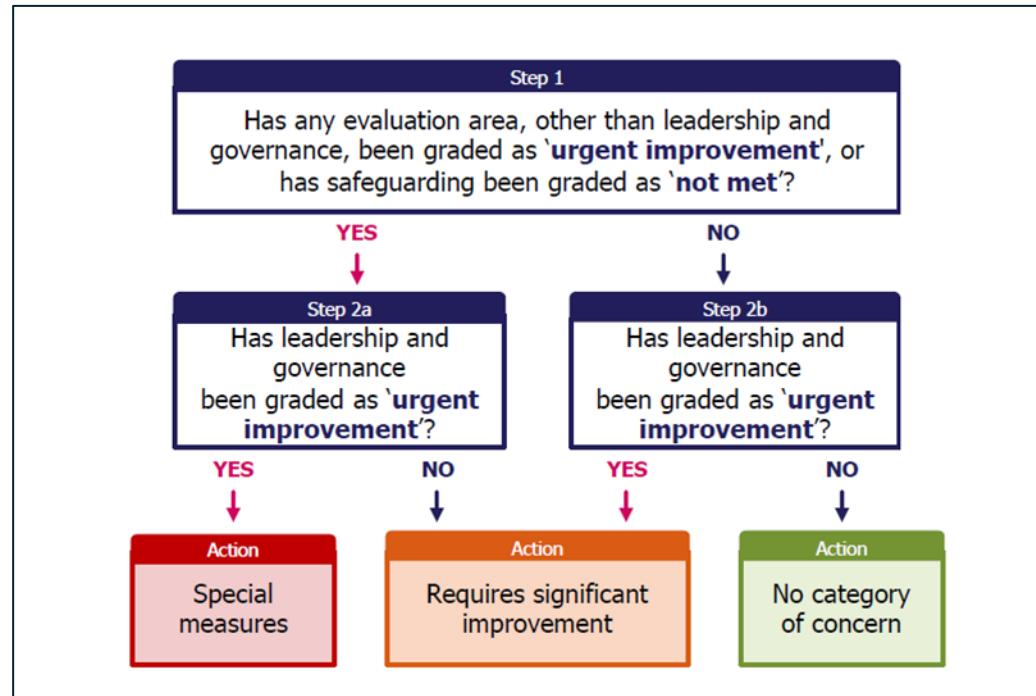
- the 'expected standard' grade has not been reached, and
- no 'urgent improvement' indicators apply

Use the indicators for 'needs attention' to explain the grading and outline the next steps. These should be based on the expected standards that have not been evidenced during the inspection, and the associated prompts in the 'gathering evidence' section of the relevant evaluation area.

Urgent improvement

If any of the 'urgent improvement' indicators apply, the evaluation area is likely to be graded as 'urgent improvement'. You should call the duty desk when an 'urgent improvement' grade is likely.

Next stop..... ‘Urgent Improvement’



Urgent improvement

Curriculum and teaching are likely to be graded ‘urgent improvement’ when any of the following apply:

- Leaders’ understanding of the quality of the curriculum and/or teaching is inaccurate.
- Leaders are not doing enough to tackle weaknesses in pupils’ education.
- The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.

The legal language....

- ‘If any evaluation area other than leadership & governance is graded urgent attention, inspectors will conclude that the school is failing to give an acceptable standard of education.’

Are there any circumstances when L & G is ‘urgent attention’, but nothing else is?

New emphasis within safeguarding

- This section has clear implications for how **you** evaluate safeguarding; it is important to track every new case or referral, and especially to record whether it was your school or someone else who first noticed the problem.
- Especially with the inclusion agenda, inspectors may look at how you ensure the safety of specific types of pupil such as SEND, and also those who are often absent
- Also, remember that inspectors can ask any member of staff about this topic



Some of the safeguarding 'standards':

- The processes of keeping young people safe are far more central than 'safer recruiting'
- Learning from incidents is critical
- What analysis do you have of any incidents of concern – raised by yourselves or others?



Is paragraph
a 'standard'
or each
sentence?

Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.

Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.

All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.

Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).

Safeguarding – the same but different

- There is a heavy emphasis on child-on-child violence, but you might also want to be aware of issues such as domestic abuse
- In the met section Ofsted clarify what they mean by an ‘open culture’ – that is that all staff see themselves as having responsibility in this area
- Be aware also of the guidance to inspectors on minor safeguarding failings arising during an inspection, and when an inspection can be suspended to allow a school to deal with them.

Some things are still there – eg sequencing in Curriculum & Teaching

These factors are:

- constructing, adopting or adapting a curriculum that is ambitious, broad and balanced, informed by the best available evidence, and designed to give all learners, especially the groups of pupils listed above, the knowledge they need to achieve and thrive in later life
- planning and sequencing the curriculum clearly so that all pupils can access it and gain knowledge and skills incrementally to reach its stated aims
- establishing strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being
- making sure that teachers have expert knowledge of the national curriculum, the early years foundation stage (EYFS) and 16 to 19 study programmes as appropriate, and the subjects/phases they teach
- making sure the curriculum is implemented in line with leaders' intentions and that teachers teach the subject curriculum effectively, focusing on the most important knowledge or concepts, presenting information clearly, checking pupils' understanding systematically and adapting their teaching appropriately
- using assessment effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently and develop their understanding

Inclusion

MAIN AREAS OF FOCUS:

- Identifying, assessing and meeting needs, and reducing barriers
- Supporting disadvantaged pupils
- Supporting pupils with SEND
- Supporting pupils who are known (or previously known) to children's social care

- This will be a key part of the pre-inspection discussion
- You need to be able to explain your **STRATEGY**
- Make sure you connect your strategy to an explanation of your **CONTEXT**
- **ALL** staff need to engage with this....
- One standard is that 'The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.'

Curriculum & Teaching

THE FIVE MAIN AREAS OF FOCUS:

- Strategic leadership of curriculum and teaching
- Securing strong foundations for all pupils
- School and subject curriculum
- Teaching
- Inclusive curriculum and teaching

- One line is 'leaders assure themselves that the curriculum is taught well'. As leaders, then, you must KNOW about any quality issues across the full range of subjects.
- The 'strong foundations' section covers ground primary schools will be familiar with – 'the curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics.' But it also mentions extending pupils' vocabulary, an aspect of work that is not always so explicit. Reading is mentioned of course, but alongside spoken language.

Achievement

THREE MAIN AREAS OF FOCUS

- Foundational knowledge
- Inclusive achievement: national tests and examinations
- Inclusive achievement: across the curriculum

- In the detail, we see that inspectors will be ‘Considering achievement for different ages, phases and provision types.’
- There are multiple references here to published data, but also some awareness that there can be limitations to what this can tell you.
- For primaries, there are various references to how pupils are supported to make the best possible start. Then, ‘the extent to which pupils in key stage 2 have developed the knowledge and skills across the wider curriculum to prepare them for later study.’ As there is no national data on this, it should form an important area for your own self-evaluation so that inspection does not bring any surprises.

Attendance & Behaviour

FIVE AREAS OF FOCUS

- Strategic leadership of attendance and behaviour
- Attendance
- Behaviour, including bullying
- Attitudes to learning
- Inclusive approaches to attendance and behaviour

- You will probably recognise from this that 'strategic leadership' and 'inclusive approaches' appear across all these judgement areas.
- This should make you aware of how important these are, because getting an aspect of that wrong might set the dominoes tumbling. Robust and watertight monitoring and self-evaluation are necessary!

Personal Development and Well-Being

FIVE AREAS OF FOCUS:

- Strategic leadership of personal development and well-being
- The personal development programme
- Careers education
- Pastoral support
- Inclusive personal development and well-being

- None of this should be a surprise to schools; they include typical issues such as 'enabling pupils to recognise online and offline risks to their well-being'. Note emphasis is on what schools are DOING.
- PDWB should have a strategy, a programme, and evidence. Avoid this becoming a collection of pieces – a senior leader needs to have the overview of all that is going on here.
- Once again inclusion is important but spend time looking at the details. For example: 'all pupils have equal access to and participate in interesting and relevant extra-curricular activities.' Do all pupil groups participate in your school? *Do you have evidence about this?*

Leadership & Governance

FIVE AREAS OF FOCUS

- Strategic leadership
- Governance
- Staff well-being and workload
- Professional learning and expertise
- Parental, professional and community engagement

- Leadership runs across all areas, notably inclusion
- Perhaps the most interesting of these areas is the professional learning section – a lot of detail here sets quite high benchmarks. For example, ‘draw on the best available evidence, including high-quality research and expert provision from beyond and within the school.’
- This may not be easy for small schools, so co-operation will be vital.

But who defines
‘high quality
research’?



Response Session

Could be an opportunity for us:

1
2
3
4

Could be a challenge for us:

1
2
3
4

Inclusion is
everywhere...

Inclusion categories are obvious and should not be a threat

This evaluation area considers how leaders and staff identify and support:

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

One of the biggest risks here is staff consistency about what they KNOW. Inconsistent application of plans/targets has been a common fault in the 2019 framework. How confident are you? This is the 'needs attention' comment:

- Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils.

‘Known to social care’ – but what difference does this make in the classroom?

What is meant by 'known to children's social care'?	
Category	Description
Children in receipt of targeted early help	In receipt of early help with a plan and lead practitioner
Children in need (CIN)	In need of support to maintain health or development. Usually on a child in need plan.
Children with a child protection plan (CPP)	Assessed as being at risk of significant harm
Looked after children (LAC)	In the care of the local authority
Children in kinship care	Cared for by relatives or family friends
Previously looked after children (PLAC)	Left care via adoption, special guardianship order, or child arrangement order
Care leavers	Young people aged 16–25 who were previously looked after or preparing to leave care

Would all staff KNOW who is in what category and be able to explain how they (and the school) support the specific needs of that pupil if asked by an inspector?

Grading Inclusion:

There are EIGHT standards to meet here. Some, like the second, are possibly ‘hard to evidence’.

Grading inclusion

Needs attention	Expected standard	Strong standard
<p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none">■ Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being.■ Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils.■ Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being.	<p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</p> <p>Leaders take a graduated approach (as</p>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to</p>

- At present, how would you provide convincing evidence that you meet the second standard here?

Inspectors must focus on ‘leaders’ approach to inclusion’:



Leaders' approach to inclusion

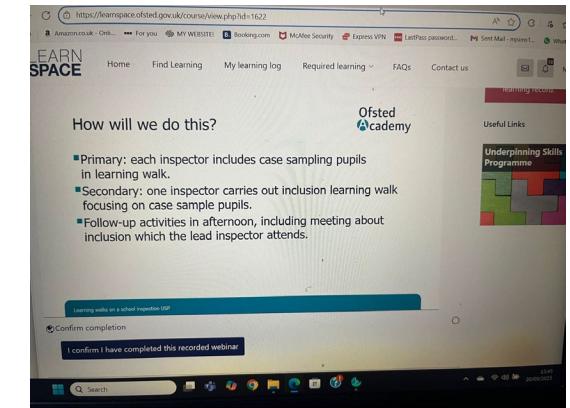
Explore:

- leaders' approach to ensuring that staff are able to identify disadvantaged pupils, those with SEND, those known (or previously known) to social care, and those who face other barriers to their learning and/or well-being, for example young carers; you need to consider this even if leaders have not identified any pupils on roll who fall into these groups – this is to ensure that leaders are identifying and addressing pupils' needs effectively
- how the school supports these pupils
- the impact of the support given to pupils, and if and how that impact is monitored and reviewed
- steps the school has taken to meet the duty to make reasonable adjustments for disabled pupils
- the school's timetable, how the curriculum is organised, and how leaders work with external professionals to meet children's and pupils' needs – this is particularly important when inspecting specialist settings
- any current use of part-time timetables

- What difference do we make? Tricky, as there are many hypotheticals involved....

Inspectors will ‘learning walk’ the case studies

- Primary: each inspector includes case sampling during learning walks
- Secondary: one inspector will focus on an inclusion learning walk with case sampled pupils
- Follow up activities include in the afternoon meetings about inclusion which LI attends



Consistency is key:

- How will you adjust training and monitoring to ensure consistent high quality practice by all staff?

Discussion

- In two minutes at most, explain the main issues of your school's social context to your neighbour
- In two minutes, explain your school's inclusion strategy to your neighbour...as if you were explaining it to the inspector
- The inspector asks you what other issues you would like them to investigate that reflect your context. What will you say...and can you give them the name of a pupil they might 'sample' as part of this?



So you must....



- Have a clear and simple, evidence-based, analysis of your school's context
- Be able to explain HOW your inclusion strategy is designed to meet the needs of your context
- Be able to identify individual pupils of each category, and be able to suggest particular 'strands' of your own (again with named individuals)
- PLUS all this needs to reflect the reality and be put into practice by ALL staff

Grasping Standards.....

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Standards.....

- We will look at the problem with ‘expected standards’ in the context of Curriculum & Teaching
- Standards are more usually a feature of a regulatory framework – independent schools must comply with specific legal requirements
- Ofsted’s standards are ‘standards’

Standards

- These are all statements of what schools **MUST** comply with – ‘when **ALL** the following apply’.....

Expected standard

Curriculum and teaching meet the ‘expected standard’ when all the following apply:

Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.

Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.

Leaders ensure that the curriculum **is generally** taught well. Teachers draw on their knowledge of pupils’ needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.

Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.

Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.

Leaders and staff are particularly aware of pupils who have not yet secured the necessary

Expected standard

foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.

Leaders and staff **generally** use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.

Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils **are generally** considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.

Reflection: do you **KNOW** you meet all of these?

What challenges would you have in evidencing this?

The trapdoor.....to ‘urgent improvement’

- If you do not meet any standard, then inspectors need to consider if any of ‘urgent improvement’ definitions apply.....



If you don't meet the standards....

Urgent improvement

Curriculum and teaching are likely to be graded 'urgent improvement' when any of the following apply:

- Leaders' understanding of the quality of the curriculum and/or teaching is inaccurate.
- Leaders are not doing enough to tackle weaknesses in pupils' education.
- The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.
- The range of subjects is limited and narrow. It does not prepare pupils for adulthood or provide them with the knowledge they need to achieve and thrive in later life.
- The curriculum lacks ambition for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- Pupils with SEND do not receive a high-quality education and/or reasonable adjustments are not being made.
- Pupils' experiences in lessons do not help them to learn effectively what has been planned in the curriculum.
- Leaders do not do enough to make sure that teachers develop sufficient expertise to teach the curriculum.
- Teachers' expectations are too low, either for all pupils or for particular groups.
- Adaptations or reasonable adjustments do not meet pupils' needs or they reflect low expectations for particular pupils or groups.

Reflection: any risks here in our school?

If NONE apply, move to consider 'needs attention'.

Needs attention – any pattern?

Needs attention	Needs attention	Needs attention
<p>Curriculum and teaching are likely to be graded 'needs attention' when the expected standard has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none">■ Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group.■ Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.■ Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs.	<p>Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none">■ Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement.■ Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.■ Pupils' attainment and progress are inconsistent or not as good as they need to be over time.■ Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant	<p>Attendance and behaviour are likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none">■ Leaders have appropriate ambitions and/or expectations for pupils' attendance, behaviour and attitudes, but weaknesses or inconsistencies in practice mean that these have a limited impact on pupils or a particular group of pupils.■ Leaders have only recently started to take action to improve pupils' attendance, behaviour and/or attitudes. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.■ Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is not improving their attendance, behaviour and/or attitudes to learning.

You must be on top of the detail.....

- The needs attention column identifies three factors. One is that leaders 'have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being.' In other words, early evidence of improvement might just get you out of the 'urgent improvement' box
- The other two points are weaknesses or inconsistencies affecting specific groups – but NOT all groups; and the limited impact of any alternative provision
- You may think this is a slim basis for a grade, but that is because you need to see that the expected standard defines the benchmark, and so you become 'needs attention' if you cannot evidence something in that column

Ofsted has tried to avoid lots of ‘not’ statements....

- A pivotal line under expected standard is ‘Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.
- There is no equivalent under ‘needs attention’. There does not need to be, because if you don’t meet the standard you default to the urgent improvement column. So, begin your school review by asking yourselves – can we evidence that we do all under the expected standard heading?
- To avoid urgent improvement, you must show ‘Leaders have only **recently started** to take action to improve the curriculum and teaching.’

The key words....the implications of 'generally'

Some minor inconsistencies ~~may lead to priorities for improvement but do not lower the grade. Where one or more standards have not been met for a~~

particular grade, then that grade cannot be given and you should refer to the guidance below.

So: ONE OR MORE.....A NARROW LINE!



If you don't meet a standard....

Urgent improvement

If any of the 'urgent improvement' indicators apply, the evaluation area is likely to be graded as 'urgent improvement'. You should call the duty desk when an 'urgent improvement' grade is likely.

Use the relevant expected standards to help craft the school's next steps, including the associated prompts in the 'gathering evidence' section of the relevant evaluation area.

What does it mean for us?

Consider:

- *What are the implications for how we do self-evaluation?*
- *What will we need to change about how we collect evidence on Curriculum & Teaching?*

Case Sampling: the new ‘deep dive’?

SAMPLING is the new favourite word – it appears 14 times in instructions to inspectors!

While planning the timetable, briefly explain case sampling to leaders. Ask them to provide a list of pupils who:

- are disadvantaged
- have SEND
- are known (or were previously known) to children's social care
- face other barriers to their learning and/or well-being

Explain that you will use this list to select approximately 6 pupils for case sampling.

The sample:

Make sure you select a representative sample, always including (where relevant):

- a child with an education, health and care (EHC) plan and, where possible, a disabled child
- a looked-after child
- a child known, or previously known, to social care
- a child who receives pupils premium funding
- a child from any other group that leaders have identified as significant to the context in which they work

Tell leaders that you will agree on the pupils for case sampling at the beginning of day 1.

What are the implications for:

- a) Being ready for inspection?
- b) How you approach self-evaluation?

What the school must provide

- a list of any referrals made to the designated safeguarding lead in the school and any that were subsequently referred to the local authority,

along with brief details of the resolution (a very short summary of how the school dealt with the matter and assurance that pupils have received the appropriate help)

- any referrals made to the local authority designated officer regarding staff or other adults
- a list of all pupils who have open cases with children's services or social care and all pupils who have a multi-agency plan (to ensure the school knows who these pupils are, and can meet requirements); inspectors may speak with some of these pupils as part of their inspection activity to make sure the school is doing what is required by the [Keeping children safe in education](#)

- Case sampling will be used for Inclusion but also Safeguarding

You must be ready to provide ‘the list’

While planning the timetable, briefly explain case sampling to leaders. Ask them to provide a list of pupils who:

- are disadvantaged
- have SEND
- are known (or were previously known) to children’s social care
- face other barriers to their learning and/or well-being

Explain that you will use this list to select approximately 6 pupils for case sampling.

During training, inspectors were told that schools must be ready to provide the list by 8am on the day of the inspection.

How do you need to change things to make this easily possible? How can you ensure you are up to date?

What will they do with case sampling?

What do we need to know about the pupils?

- Pupils' starting points.
- Pupils' needs and any barriers they may face.
- The support which is in place for these pupils.
- How leaders check the impact of this support.
- Any other context (e.g. when pupils joined).

06:15

Pause

Confirm completion

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Case sampling through learning walks

Ofsted Academy

- Quality-first curriculum and teaching.
- Well-judged adaptations for long-term success.
- Prioritising achievement.

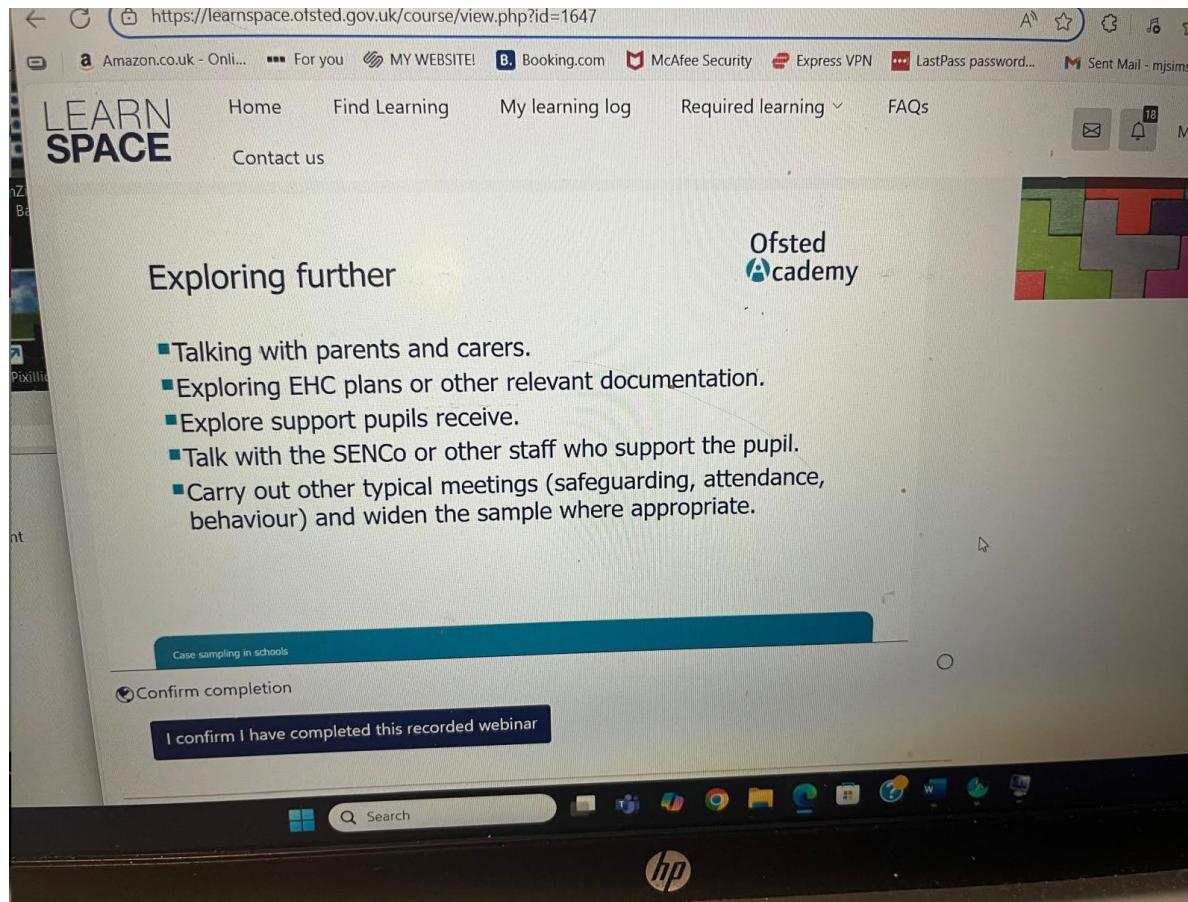
Case sampling in schools

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Discuss the five points on Slide A. How well can you evidence each of these for every pupil?

Other methods of case sampling.....



https://learnspace.ofsted.gov.uk/course/view.php?id=1647

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Exploring further

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Case sampling in schools

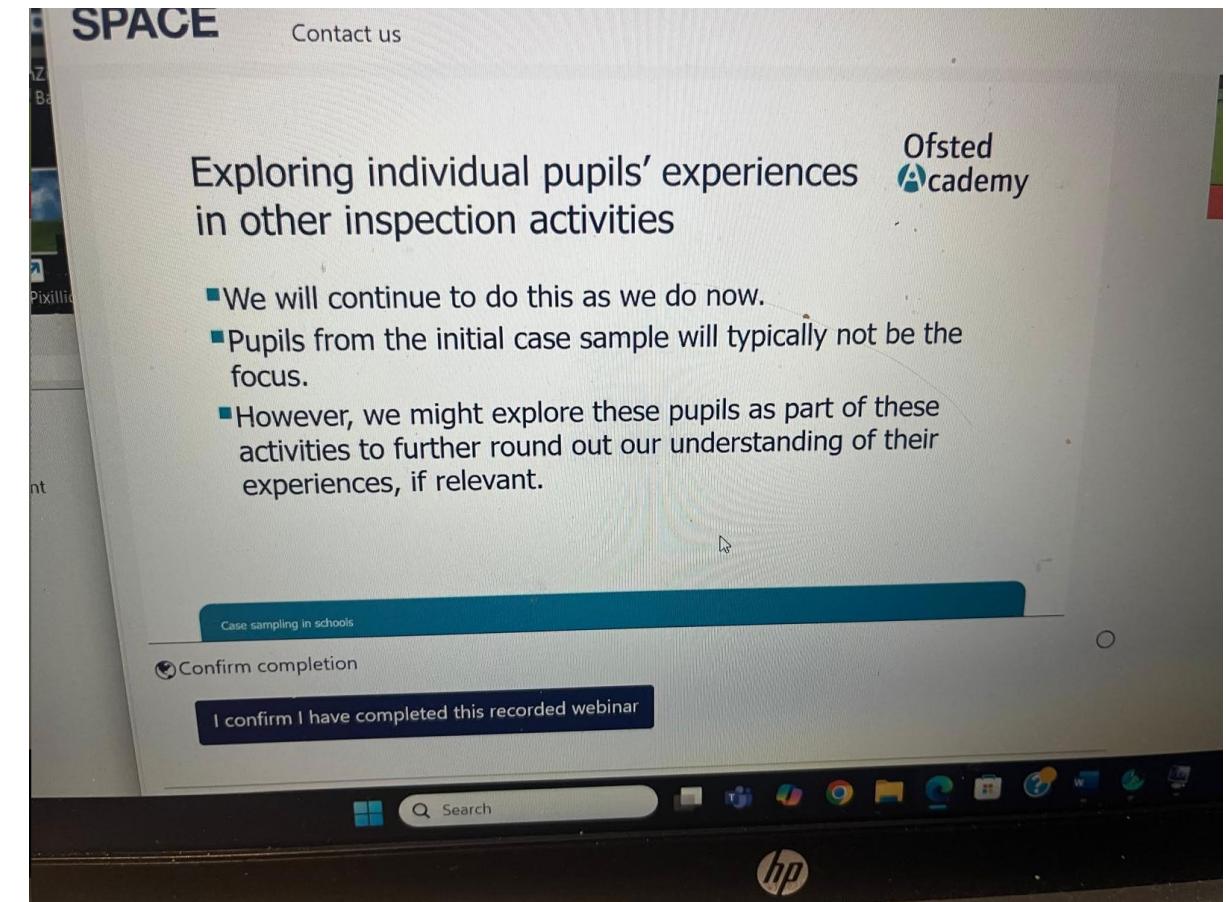
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Search

hp

The screenshot shows a web browser window with a course page from the Ofsted Academy's Learn Space platform. The page title is 'Exploring further' and it lists several methods for case sampling. At the bottom, there is a 'Case sampling in schools' button. The browser's address bar shows the URL: https://learnspace.ofsted.gov.uk/course/view.php?id=1647. The taskbar at the bottom of the screen shows various application icons.



SPACE Contact us

Exploring individual pupils' experiences in other inspection activities

Ofsted Academy

- We will continue to do this as we do now.
- Pupils from the initial case sample will typically not be the focus.
- However, we might explore these pupils as part of these activities to further round out our understanding of their experiences, if relevant.

Case sampling in schools

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Search

hp

The screenshot shows a web browser window with a page titled 'Exploring individual pupils' experiences in other inspection activities'. It includes a list of bullet points and a 'Case sampling in schools' button. The browser's address bar shows the URL: https://learnspace.ofsted.gov.uk/course/view.php?id=1647. The taskbar at the bottom of the screen shows various application icons.

What are the risks with case sampling as a methodology?

Key takeaways (1)

Ofsted Academy

- Case sampling is a form of initial evidence gathering which helps us understand the outcomes and experiences of pupils who face barriers.
- It can help us to identify areas to explore further to understand the impact of a school's work on pupils who face barriers.
- It ensures that we gather direct, first-hand evidence of these pupils' experiences and don't make assumptions or fail to get beneath the surface of the school's work.

Case sampling in schools

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Key takeaways (2)

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- We connect evidence from case sampling to wider evidence about the outcomes and experiences of pupils who face barriers.
- We also connect this evidence to the wider evidence about the experiences of all pupils.

Consider – what could go wrong with the inspection?
What can you do to make more certain that it does NOT 'go wrong'?

Case Sampling depends on a ‘representative’ sample: but is there such a thing?

- Instructions to inspectors:

Make sure you select a representative sample, always including (where relevant):

- a child with an education, health and care (EHC) plan and, where possible, a disabled child
- a looked-after child
- a child known, or previously known, to social care
- a child who receives pupils premium funding
- a child from any other group that leaders have identified as significant to the context in which they work

Tell leaders that you will agree on the pupils for case sampling at the beginning of day 1.

Case Sampling – the first pupils looked at...

The first part

After meeting available staff, completing the SCR check and agreeing pupils for case sampling with leaders, the team will focus on gathering first-hand evidence of pupils' experiences through:

- learning walks with leaders
- discussions with pupils at the start of the day and social times
- considering, in detail, the experiences of pupils identified for case sampling

Instructions for Inspectors gives more detail:

In the morning:

- Check the SCR as a priority.
- At the start of the day, agree pupils for case sampling with leaders.
- Carry out inspection activities – for instance, learning walks, discussions with pupils and case sampling – keeping your focus on pupils' experiences and the extent to which leaders' actions are effective in supporting pupils to achieve, belong and thrive.
- Meet with the designated safeguarding lead (or as early as possible in the afternoon).

Following the first ongoing reflection meeting:

- Continue to focus on inclusion; this should include a meeting with the SENCo, which you (as the lead inspector) should attend for at least part of the time.
- Carry out focused meetings, further learning walks, case sampling and/or any other appropriate follow-up inspection activities that you have agreed with leaders.
- Meet briefly with a group of staff selected at random to discuss safeguarding and any other relevant matters.

What would your staff know about safeguarding and also the cases being sampled?

Day 1, Part 2

- further informal or planned discussions with pupils
- meetings with staff
- further activities relating to case sampling, such as discussions with parents or carers, or with leaders of any AP that pupils attend

Case sampling

The initial sample should include pupils who have specific needs or face particular barriers to learning. This may include disadvantaged pupils, those with SEND (especially those with an EHC plan), those known (or previously known) to children's social care, and those who face other barriers to their learning and/or well-being.

During learning walks, visit pupils in class or group times, review their work and speak with them where possible. Carry out any additional activities that help you to understand these pupils' experiences, the support they receive and the progress they are making from their starting points. This may include speaking with members of staff who know the pupils well, considering any relevant documentation and the work that takes place with multi-agency partners.

Further pupils may be identified for case sampling during the course of the inspection.

Sometimes, leaders may not have identified any pupils on roll who are disadvantaged, have SEND, or are known (or were previously known) to children's social care. In these instances, consider how well staff are supported and trained to be able to accurately identify these pupils' needs and to help them, should there ever be any on roll in future.

Review the operating instructions:

- Is case sampling a risk or an opportunity for you?
- Agree four things you could do better in order to be more securely positioned for this methodology.

Providing Context

- You can reduce the risk from case sampling through inputs on the **school's context** and leaders' approach to inclusion
- These must be discussed as part of the planning call
- See inspectors' instructions....
- *Are you ready to clearly explain CONTEXT and INCLUSION STRATEGY?*

Leaders' approach to inclusion

Explore:

- leaders' approach to ensuring that staff are able to identify disadvantaged pupils, those with SEND, those known (or previously known) to social care, and those who face other barriers to their learning and/or well-being, for example young carers; you need to consider this even if leaders have not identified any pupils on roll who fall into these groups – this is to ensure that leaders are identifying and addressing pupils' needs effectively
- how the school supports these pupils
- the impact of the support given to pupils, and if and how that impact is monitored and reviewed
- steps the school has taken to meet the duty to make reasonable adjustments for disabled pupils
- the school's timetable, how the curriculum is organised, and how leaders work with external professionals to meet children's and pupils' needs –

Learning Walks

Right, let's
go on a
learning
walk!

Hmmm, how will we
all get in the
classroom?



Learning Walks

- An inspector's view: "Ofsted aren't interested in book scrutinies or meeting with pupils as they think this can all be done in learning walks. As lead inspectors will accompany team inspectors on (some) learning walks, there will be at least 3 or more adults in the classroom."
- Training for inspectors commented that 'deep dives involved working closely with subject leaders'.....
- But now:

'LWs will enable us to work with the right leaders, at the right time, including senior leaders, to ensure that we can connect the top-level view to what we see on the ground.'

Inspectors will
be focusing on
pupils much
more than
teachers.....

Ofsted training defines a Learning Walk as:

- “Evidence gathered **predominantly in classrooms** with a strong **focus on impact** and pupils’ **achievement**”

LWs are ‘more than a ‘lesson visit’’ as:

- LWs provide inspectors with a wide range of evidence
- They enable us to look at pupils’ work and talk to pupils ‘in situ’
- Discuss evidence and follow up themes with leaders

The ‘tension’ in LWs



Ofsted wants to
‘reduce the pressure’
on HTs by ‘working
collaboratively’

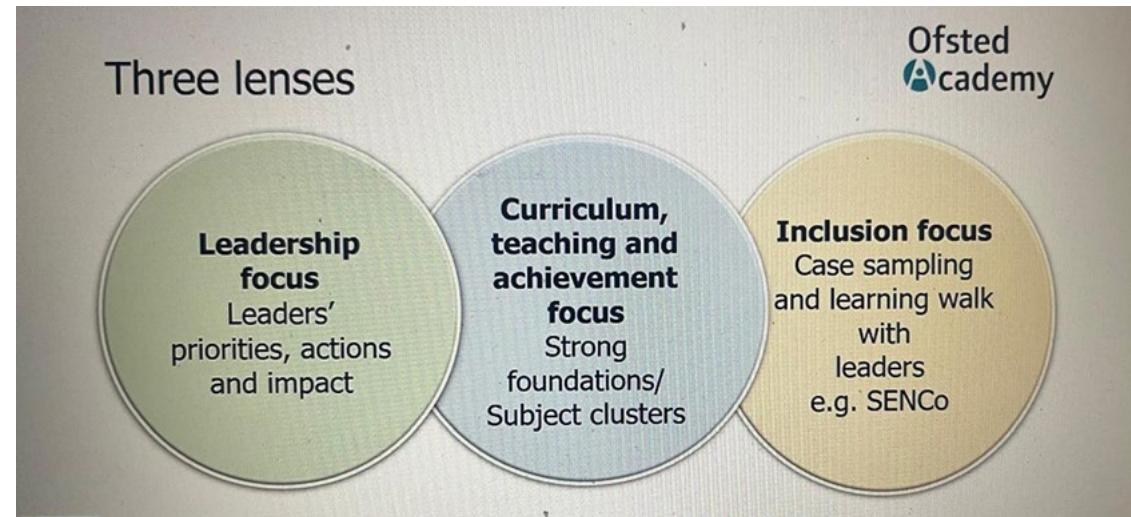


Working
collaboratively
places extra time
pressures on HTs
and others,
increases people in
the classroom

Learning Walks will harvest evidence for a range of issues....

Training for inspectors said:

- “Deep dives used subjects and early reading as a lens to understand the quality of education in the school as a whole”
- “Learning Walks will continue to use subjects/foundational knowledge as the lens to understand curriculum, teaching and achievement...”
- “However, learning walks will also allow us to consider the school’s work through two additional lenses – inclusion and leadership.”



How manageable will multi-focus learning walks prove to be, with up[to three people on them at a time? What will be the impact on the classroom?

Achievement in lessons with some ‘subject cluster’ approach in secondaries:

- Will use data in IDSR
- Will evaluate achievement in the classroom by asking:
 - What are pupils learning now? Are they able to do this readily and securely?
 - Listening to pupils’ responses to teachers’ questions
 - Observing how confidently and fluently they complete tasks or produce written responses
 - Reviewing pupils’ work
 - Talking to them about their work
- In secondaries, team inspectors will focus on ‘subject clusters’ but also leadership and inclusion
- One team inspector will take inclusion and case sampling

Primaries – a ‘strong foundations’ focus on Day 1

https://learnspace.ofsted.gov.uk/course/view.php?id=1622

How will we do this in primary schools?
(1)

- Team inspectors will carry out learning walks in EY and KS1 on the morning of day 1.
- Inspectors will consider leadership, inclusion and the experiences of pupils in the case sample.
- The curriculum, teaching and achievement focus for these learning walks will be on ‘strong foundations’.
- As part of these learning walks, inspectors will hear some lower attaining pupils reading an unfamiliar book to a familiar adult.

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Useful Links

Underpinning Programme

Learning walks on a school inspection USP

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How will we do this in primary schools?
(2)

- One team inspector will consider ‘strong foundations’ for older pupils (KS2), including meeting with the SENCo/inclusion leader on the afternoon of day one.
- Other team inspectors will carry out learning walks in KS2 on the afternoon of day one, broadening evidence across foundation subjects and following up on emerging evidence.

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Useful Links

Underpinning Programme

Learning walks on a school inspection USP

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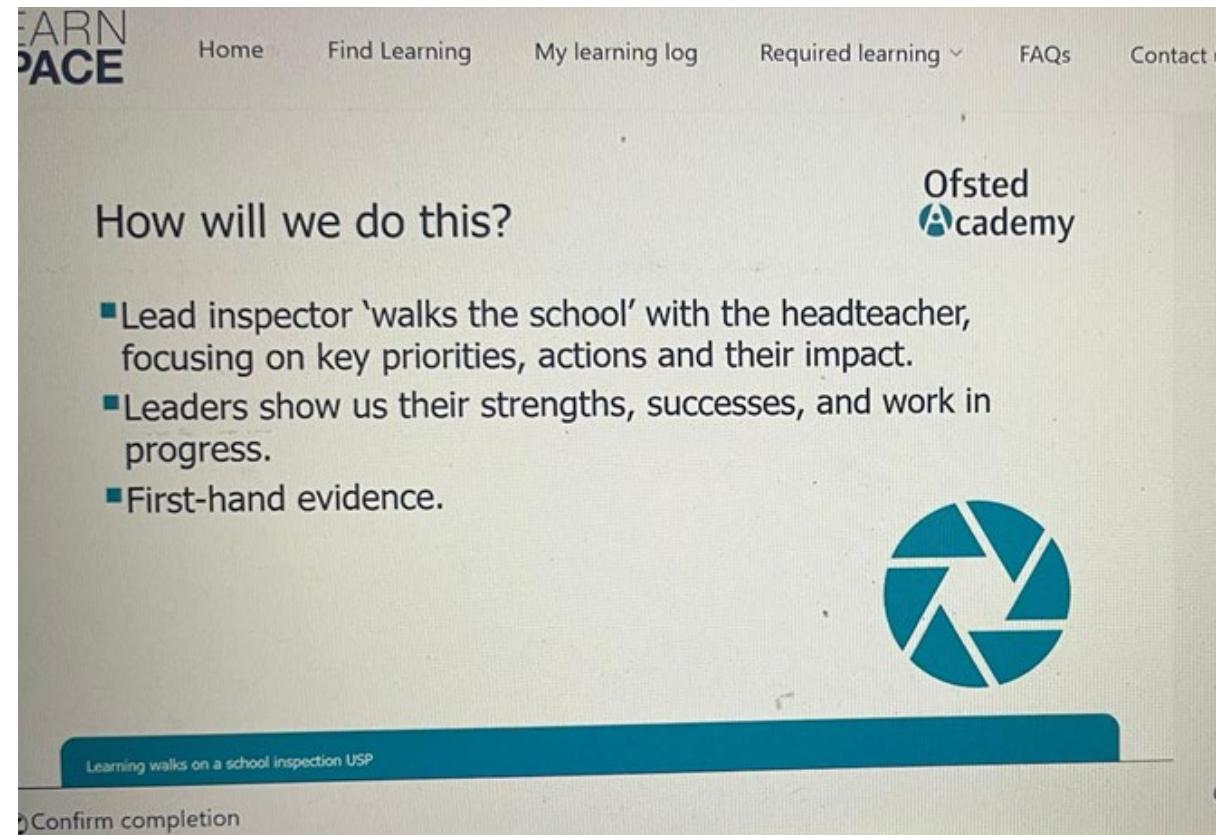
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The Lead Inspector will be very active in LWs:

The LI's role in learning walks is to 'spend some time with each team inspector' to ensure quality

This enables them to 'connect the evidence' as it emerges

Will help them to consider follow-up needed



The screenshot shows a website header with 'LEARN PACE' and navigation links for Home, Find Learning, My learning log, Required learning, FAQs, and Contact. The main content area has a heading 'How will we do this?' with a list of four bullet points. To the right is the 'Ofsted Academy' logo, and at the bottom right is a blue circular icon with a white geometric pattern. A blue bar at the bottom contains the text 'Learning walks on a school inspection USP' and a 'Confirm completion' button.

How will we do this?

- Lead inspector 'walks the school' with the headteacher, focusing on key priorities, actions and their impact.
- Leaders show us their strengths, successes, and work in progress.
- First-hand evidence.

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Learning walks on a school inspection USP

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Special Schools and AP

In special schools inspectors have been told to:

- Spend time focusing on early communication, incl reading where appropriate
- Focus on the ‘strong foundations’ relevant in the setting
- See some phonics teaching and hear pupils read where appropriate
- See some maths sessions
- Investigate ‘subject clusters’ linked to specialised curriculum

Nominees

+

o

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Who and what are nominees?



Instructions mention a specific role in explaining leadership responsibilities etc.

Don't HAVE to have one; must have operational knowledge of school....

“The headteacher/leader may take on this role if they wish to and feel able to.”

- A member of staff who is an OI can be a nominee.
- Training for nominees is available but not compulsory.
- The nominee will not have access to confidential inspection notes, safeguarding complaints, or any whistle-blowing information.
- “Nominees will not be present during confidential discussions with learners, staff or parents, or where their presence could limit open dialogue.”

Nominees: who and what?

- “The nominee should have thorough knowledge of how the school operates on a day-to-day basis.”

Role of the nominee

Schools are invited to nominate a senior member of staff to support planning, communication and engagement throughout the inspection. Their involvement helps the inspection to run smoothly.

In particular, the role of the nominee is to:

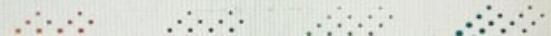
- attend the planning call alongside the leader
 - where delegated by the appropriate authority, inform relevant stakeholders about the inspection
 - make sure that children, pupils, parents and staff are informed about how they can give their views through the online questionnaires
 - brief staff about inspection arrangements
 - provide information for the lead inspector to support inspection planning
 - provide insight into the school’s context
 - liaise with the lead inspector and make sure that documents and other information are available, and that staff can attend meetings
 - attend regularly planned meetings with inspectors to review evidence and discuss emerging findings and grades
 - act as the link between the lead inspector and the school leader if the school wants to raise any issues and concerns or to clarify anything about the inspection
 - keep other leaders up to date on the progress of the inspection
 - join the lead inspector for inspection activities, where appropriate
 - suggest to the inspection team where additional evidence could usefully be gathered
 - coordinate feedback arrangements, in particular at the end of the inspection

Ofsted training on nominees:

Inspectors are trained that:

- Nominee 'who knows the setting and children well' and 'has sufficient knowledge of the school's operational, day to day business'
- Role is to support planning, communication and 'ongoing engagement'
- Role 'may not be relevant for every inspection' and is not 'compulsory'
- There is 'no expectation' that schools provide one

- Collaborative working is key. Involve the nominee every step of the way as you progress through the inspection.
- Taking on this new role of nominee may heighten levels of anxiety for the individual. It is important that we mitigate and reduce any anxiety or stress.



Inspectors have already raised the issue of how easy this will be for smaller primaries.

- a) appropriate people
- b) space to meet
- c) HT multiple roles already



Deciding on the Nominee

- Should we have a nominee?
- How will we choose our nominee? (or who will choose them?)
- What preparation do they need?
- Should it be a governor, someone from the trust, or another teacher?

Conclusions: Evidencing Your Work

There is a risk....

- The new framework contains a LOT of standards
- Inspectors need to verify each one – there is already confusion as to how this should be done, or if it CAN be done
- Inspections are stressful for inspectors TOO, and this increases the risk of problems
- You can help this by presenting inspectors with clear and convincing evidence.....



A large orange circle is positioned on the left side of the slide, overlapping the white background. It is centered vertically and has a smooth, rounded edge.

Different
people will
be under
greater
focus...

Less about subject
leadership

Much more about strategic
leadership of Inclusion

Much more on senior leaders'
grasp of 'the standards'

A conundrum

- Ofsted cannot ask you for your self-evaluation, but it can ask for a wide variety of other documentation
- Inspectors also gather their own.....

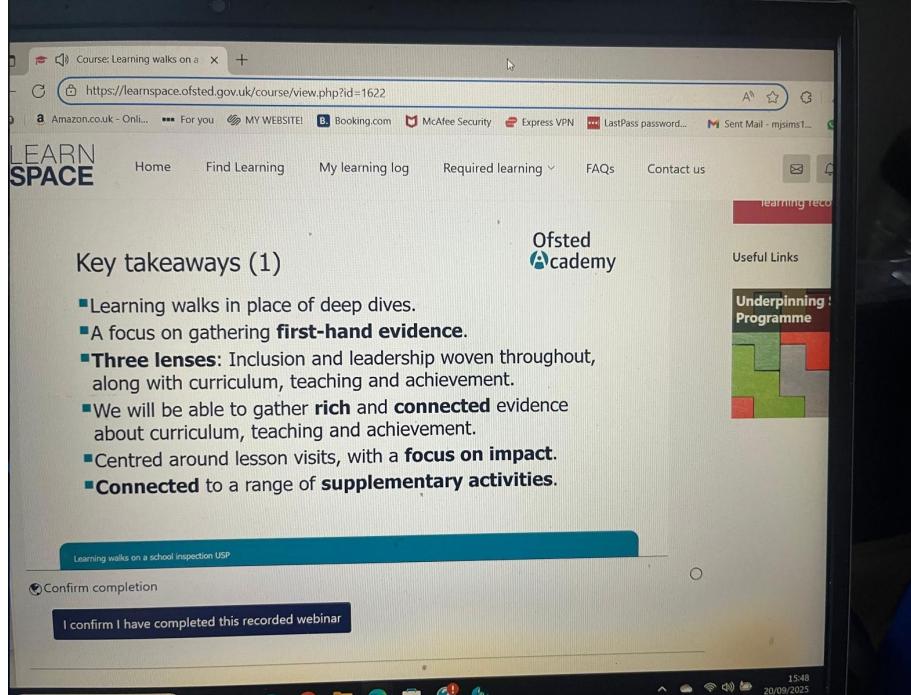
So what are the advantages and disadvantages of sharing your self-evaluation in advance?

How secure will evidence gathering be?

- Inspectors are being directed to use CASE SAMPLING AND LEARNING WALKS as prime methods of 'first-hand evidence gathering' instead of deep dives.
- They will focus on 'inclusion and leadership woven throughout, along with curriculum, teaching and achievement'
- They will mainly be lesson visits 'with a focus on impact'
- LWs will often involve OIs with the lead inspector, and one of you.....



The focus is supposedly on ‘first hand evidence’.....



- But how will inspectors know what is ‘typical’? This is a major stress for school leaders.

Know your own school

You must have secure, quantified data on your own school

This data informs self-evaluation and provides targets etc for development planning

It provides the confidence you need to tell your own story.

Share this with inspectors in advance and use it to challenge the reliability of any evidence they may try to present to you.

Adjusting for 'standards':

Ask yourselves:

- What standards do we already have secure data for?
- What standards do we not have secure data about?
- Discuss these four as an example....

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.

The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.

Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.

Most data comes from:

Nationally collected data (eg attendance, NOR)

Behaviour management systems

Quantified monitoring activity

Pupil surveys

Staff surveys

Strategic decisions about collecting new data to help fill the gaps....

Whatever the framework, an effective school leadership will always have BETTER evidence than inspectors can hope to have.....

The End

https://learnspace.ofsted.gov.uk/course/view.php?id=1643

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The nominee will be a member of staff who knows the and has sufficient knowledge of the -to-day business. is to support planning, ongoing engagement throughout the

More than a lesson visit...

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- Learning walks provide inspectors with a wide range of evidence.
- They enable us to look at pupils' work and talk to pupils 'in situ'.
- Discuss evidence and follow up themes with leaders.

Lesson visits

Learning walks on a school inspection USP

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