

**REPORT FOR: EDUCATION  
CONSULTATIVE FORUM**

---

**Date of Meeting:** Monday 7 November 2011

**Subject:** **INFORMATION REPORT – The  
New Inspection Framework for  
Schools: January 2012**

**Responsible Officer:** Catherine Doran, Corporate Director of  
Children's Services

**Exempt:** No

**Enclosures:** None

## **Section 1 – Summary**

This report sets out the implications of the new OFSTED inspection framework and evaluation schedule for schools from January 2012, subject to Parliamentary approval when the Education Bill receives Royal Assent.

**FOR INFORMATION**

## Section 2 – Report

- 2.1 The White Paper, '*The Importance of Teaching*', and the Education Bill specify that the overall effectiveness of a school will, from January 2012, be measured by OFSTED against four key judgements: Achievement, Quality of Teaching, Leadership and Management and Behaviour and Safety. There will be no other supporting judgements. The early years foundation stage (EYFS) and the 6th Form judgements will now be integrated into these four judgements. Inspectors will no longer report on community cohesion but other previously judged aspects are subsumed into the four new judgements and the judgement on overall effectiveness.
- 2.2 While the new framework will be significantly slimmed down it is designed to raise expectations. The descriptors for 'good' and 'outstanding' make this clear. The judgement on overall effectiveness also takes into account children's spiritual, moral, social and cultural development and will emphasise the effectiveness of the leadership of teaching and the appropriateness of the curriculum to meet learners' needs.
- 2.3 During the last school year the new framework was trialled in 148 schools. The feedback from this and the responses to the consultation, published in September, showed a general satisfaction with the new approach. Also in September additional guidance was published for categories of schools causing concern and a protocol for the selection of satisfactory schools for a monitoring inspection was published. The draft framework and schedule were published on 30 September 2011. In October OFSTED launched 'Parent View', an on-line questionnaire for parents and carers. It is unlikely that an inspection will take place solely on the feedback received through this means.
- 2.4 Apart from the way the new judgements are organised, there are some important changes to the way different aspects of provision and leadership are evaluated. Due to the greater emphasis placed on teaching, as much evidence as possible will be gathered through lesson observations to inform the four judgements. Greater attention will be paid to the voice of pupils, parents and staff, especially on behaviour and safeguarding, and there will be a greater focus on early reading and literacy. Where pupils are not reaching expected standards, inspectors will have particular regard to how synthetic phonics are being used to help pupils to make better progress.
- 2.5 Progress and attainment will be measured for recent years and for pupils in school at the time of inspection. In the previous inspection framework, inspectors took into account the context of the school and its pupils when judging how effective the school was in helping pupils to make progress. CVA (Contextualised Value Added) will no longer be used as a measure although OFSTED will consider general information on the school's context. Pupils' progress will be measured on progress

since the previous key stage (valued added) without taking into account their individual context. Greater emphasis will be given to the effectiveness of the school in increasing rates of progress for individuals and groups who are falling below expectations, particularly those groups who are poorly performing nationally and children who have a disability or a special educational need. Inspectors will seek answers to the questions; how effective is the school in narrowing gaps in attainment? How effective is the school in addressing the needs of learners who are not reaching expected standards in reading?

- 2.6 The judgement on leadership takes greater overall account of how senior leaders lead on teaching, how they improve it, invest in professional development and have effective line management to improve its quality. There are higher expectations of working in partnership with other schools and agencies to improve teaching. Inspectors will want to see that school leaders are building the capacity to improve teaching and that this is having a positive impact on pupils' outcomes. In most cases, but not always, a school that has an overall effectiveness judgement of outstanding will have teaching judged as outstanding. In recent inspections, the judgements on achievement and overall effectiveness have correlated more closely than those on attainment and overall effectiveness. The progress learners make therefore is a key factor in effective schools.
- 2.7 Behaviour will be judged on whether or not it is conducive to learning and pupils are safe and free from bullying. Attendance and punctuality will be seen as signs of engagement with learning and will be linked to safety. The views of different stakeholders will be important as the inspectors intend to form a view of what behaviour is typically like. Although there will be no requirement to complete a self evaluation form, as previously provided by OFSTED, schools are expected to have some method of self evaluation and to be able to report their strengths and areas for development. This will be an important factor in the evaluation of leadership.
- 2.8 Inspectors are still trialling a shorter period of time for monitoring the progress of schools in an OFSTED category of concern and for a percentage of schools previously judged as satisfactory. They may move to a monitoring visit after just three months and a full inspection after nine. Some schools could have no notice of an inspection if an area of concern relates to safeguarding or if behaviour was previously judged satisfactory or inadequate.
- 2.9 The grade descriptors in the four areas are closely aligned and the judgements are therefore linked. However, the judgement on overall effectiveness does not insist on complete alignment but will depend on the professional judgement of inspectors. Schools could have similar grades in the four areas but have a different overall effectiveness judgement. This is a return to the independence of judgement that HMI had in the past. The last framework led inspectors to a judgement on overall effectiveness on the basis of a set of supporting judgements. This is, therefore, an important change.

- 2.10 There are two key documents used for the inspection of schools; the framework and the evaluation schedule. The framework for school inspection shows how the general principles and processes are applied to inspections of maintained schools and several other types of school in England, including academies and free schools. The evaluation schedule provides outline guidance and grade descriptors for the judgements that inspectors will report on.
- 2.11 The current cycle for inspection within three years will end for mainstream schools. In the new framework, schools that were judged to be outstanding in their last inspection will no longer be subject to routine inspections. Most of those judged good will have an inspection within five years. The new framework will mean that some schools who are not improving fast enough will have greater attention paid to them. An annual assessment may bring forward or defer an inspection. Further guidance is expected on how the risk assessments will be carried out by HMI. This assessment will be carried out by a HMI on the basis of the data available and other information, such as that revealed through 'Parent View'.
- 2.12 Schools are not exempt from the subject and themed surveys that OFSTED carry out. Special schools and Pupil Referral Units will still have a three year cycle of inspection. Special schools that were judged to be outstanding in two previous inspections, and have the same headteacher in place, may also have their inspection deferred but they are not exempt from routine inspections. Schools will have an opportunity to request an inspection and the protocol for this will be available in the new year. OFSTED will be allowed to charge for these.

### **Section 3 – Further Information**

- 3.1 The introduction of the new framework is dependent on the Education Bill being passed into law. Schools will be offered training on the new inspection framework and evaluation schedule through the Harrow School Improvement Partnership (HSIP). A further update will be provided to the Forum if the final framework and schedule differ from the draft. It is, however, unlikely to change significantly.
- 3.2 Harrow schools have performed exceptionally well in previous cycles of inspection. We would expect our relative performance to continue to be of the highest standard. The impact of the new framework will be seen in the way that schools are judged through inspection and if there is an improvement in the standards achieved and the progress made by pupils. The Forum will receive summary annual reports on inspection judgements for Harrow schools and on standards. The latter report will include any progress measures available at the time of reporting.

## **Section 4 – Financial Implications**

- 4.1 There are no additional financial implications for the Council. If more schools are judged to be satisfactory, have a notice to improve or become subject to special measures there will be need for additional support.
- 4.2 Education Strategy and School Organisation has commissioned the Harrow School Improvement Partnership (HSIP) to deliver this support to all schools causing concern and the budget for this is in place.

## **Section 5 - Equalities implications**

- 5.1 This is an information only report. This change is brought about through new primary legislation and the responsibility for the framework rests with Her Majesty's Chief Inspector of Schools (HMCI).

## **Section 6 – Corporate Priorities**

- 6.1 These considerations will support the Council's Corporate Priority:
- Supporting and protecting people who are most in need.
- 6.2 The new framework will give greater emphasis to meeting the needs of individuals and groups of learners who are disadvantaged or experience barriers to their learning and who are not making sufficient progress in order to narrow the gap in attainment with their peers.

Name: Emma Stabler

on behalf of the  
Chief Financial Officer

Date: 21 October 2011

## **Section 7 - Contact Details and Background Papers**

### **Contact:**

Patrick O'Dwyer, Education Professional Lead,  
Education Strategy and School Organisation  
020 8736 6514

### **Background Papers:**

The new draft framework and schedule can be found at:

The Draft Framework for the Inspection of Schools

<http://www.ofsted.gov.uk/resources/draft-framework-for-school-inspection-january-2012>

The Draft Evaluation Schedule

<http://www.ofsted.gov.uk/resources/draft-evaluation-schedule-for-inspection-of-maintained-schools-and-academies-january-2012>