

## Children and Young People Overview and Scrutiny Committee

6<sup>th</sup> November 2013

### Update on the Ofsted Framework

#### Recommendation(s)

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider the report and make any appropriate recommendations arising from it; and
- 2) Decide if any additional reports or briefing sessions are required.

#### 1.0 Background

- 1.1 The Ofsted framework for the Inspection of Schools was completely updated in September 2012. There have been further revisions to the framework as from September 2013. This is as a result of reviews of the outcomes of inspections during 2012 – 2013 as well as further government initiatives, including sports funding for schools and changes to the Early Years Foundation Stage assessment.

#### 2.0 Summary of Changes to the Ofsted Framework

- 2.1 The basic elements of the framework have not changed; the main features of which are:

- the achievement of pupils in the school;
- quality of teaching at the school;
- the behaviour and safety of pupils at the school;
- the quality of leadership in, and management of, the school;
- including the spiritual, moral, social and cultural development of pupils.

- 2.2 The changes from September 2013 are as follows:

##### 2.2.1 During the inspection:

- (i) In preparing for inspection, cognisance should be taken of alternative methods of gathering parents' views other than in the online 'Parent View' where results are few.

- (ii) During the inspection there is further emphasis that *‘...inspectors must not advocate a particular approach to teaching or planning lessons. It is for the school to determine how best to teach and engage pupils to secure their good learning’*.
- (iii) In most cases, the senior member of staff involved in the joint observation will give feedback. The inspector should observe the feedback as this may provide evidence about the standard of discussion about teacher practice in the school and the effectiveness of the school’s arrangements for professional development and performance management. This last part reflects the emphasis on teachers’ performance management and the need to improve teaching.
- (iv) There is concern about early entry to GCSE examinations and so this has been added to the framework: *‘Inspectors should challenge the use of inappropriate early and multiple entry to GCSE examinations, including where pupils stop studying mathematics before the end of Year 11’*.
- (v) Inspectors are highly likely to conduct meetings with:
  - parents (these may be informal at the start and end of the day);
  - staff; or
  - other stakeholders.
- (vi) At the end of the inspection, during the feedback to governors and LA the inspector is reminded to state *‘...that the grades are provisional and may be subject to change as a result of quality assurance procedures or moderation and should, therefore, be treated as confidential until the school receives a copy of the final inspection report’*. We have already experienced this in Warwickshire.
- (vii) Inspections in which schools are judged as requiring improvement have already been subject to monitoring by HMI and re-inspection within two years. This has now been added to the framework. Ofsted will start to re-inspect RI schools from January 2014.

### **2.2.2 The achievement of pupils in the school.**

- (i) There is an increased emphasis on how individual pupils are benefitting from their school with inspectors testing that during the inspection.
- (ii) There is an increased emphasis on how well pupils are prepared for their next stage of learning.

- (iii) Throughout the framework there is the addition of the phrase 'more able'. This reflects the expectation of higher challenge and expectations for this group of pupils.
- (iv) In primary schools, inspectors must judge how increasing participation in PE and sport is helping all pupils develop healthy lifestyles and reach the performance levels they are capable of.
- (v) An increased emphasis on the use of Pupils Premium results in the addition of, *'Difference in achievement between those for whom the pupil premium provides support and other pupils in the school, including:*
  - *Gaps in attainment, in particular in English and mathematics*
  - *Differences in progress from similar starting points'*
- (vi) There is a major addition on the judgement of achievement for early Years Foundation Stage. Inspectors will evaluate the proportions of children who have made typical progress or more from their starting points and consider attainment at the end of reception in comparison with Early Years Foundation Stage Profile national figures and in terms of how well it prepares children for Key Stage 1.
- (vii) An example of typical progress is for a pupil who has met the Early Learning Goals at the end of reception to attain Level 2b at the end of Year 2. Inspectors should take into account how well pupils with a lower starting point have made up ground, and the breadth and depth of progress made by the most able.

### 2.2.3 The quality of teaching at the school:

- Inspectors must now evaluate the use of, and the contribution made by, teaching assistants.
- There is an addition stating that assessment should be frequent and accurate and used to set relevant work from the Early Years onward.
- The framework now states that, *'...all pupils are taught well so that they are properly prepared for the next stage in their learning, including in the Early Years Foundation Stage where the development of their communication, language and literacy skills must equip them well for Key Stage 1'*. The addition of the equipping them well for the next key stage applies throughout the framework.

#### **2.2.4 The behaviour and safety of pupils at the school:**

- Inspectors must take account of the views expressed by pupils, including different groups of pupils, of their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life. Inspectors must also take account of the views of parents, staff, governors and others.
- Inspectors must judge the extent to which pupils' attitudes to learning help or hinder their progress in lessons and their respect for courtesy and good manners towards each other and adults as well as their understanding of how such behaviour contributes to school life, relationships, adult life and work.

#### **2.2.5 The quality of leadership in, and management of, the school:**

- (a) As many schools now support other schools inspectors must comment on the work they are doing as well as making a specific comment on the work of the headteacher.
- (b) A judgement must be made on how well the school is using the new Sports Funding.
- (c) Inspectors must judge the procedures that schools have for managing the performance of teachers.
- (d) A judgement on the information advice and guidance that pupils receive to prepare them for their next steps has been reintroduced into the framework.
- (e) There is greater emphasis on the impact of middle management and leadership.
- (f) There is an increased emphasis on governors holding leaders 'stringently' to account for the performance of the school.

### **3.0 Conclusion**

- 3.1 The changes to the framework are a further 'raising of the bar' for schools. When taken with the increased focus on progress, rather than mainly attainment, there is a clearer focus on groups and individuals including the more able. The focus on the impact of Pupil Premium in narrowing the gap between those pupils and all other pupils shows that schools need to be clear about all different groups and individuals in the school are performing.
- 3.2 The Learning Improvement Officers will be focusing on these areas when working with schools and the identification of any schools at risk where there is evidence of underperformance in these, and other, areas will continue.

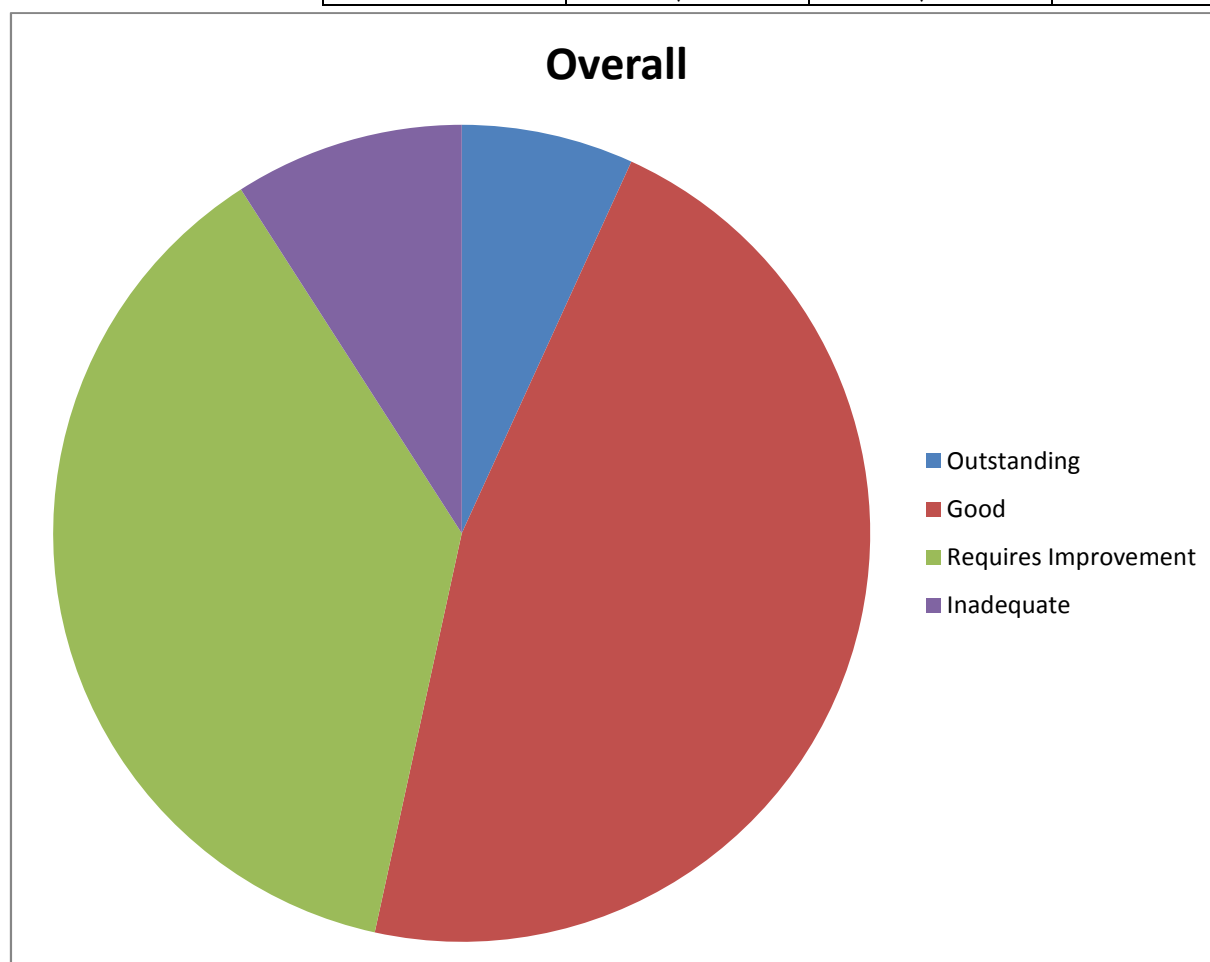
3.3 Ofsted judgements as at 28 August 2013, and including academies can be seen in **Appendix A**.

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## Annex A

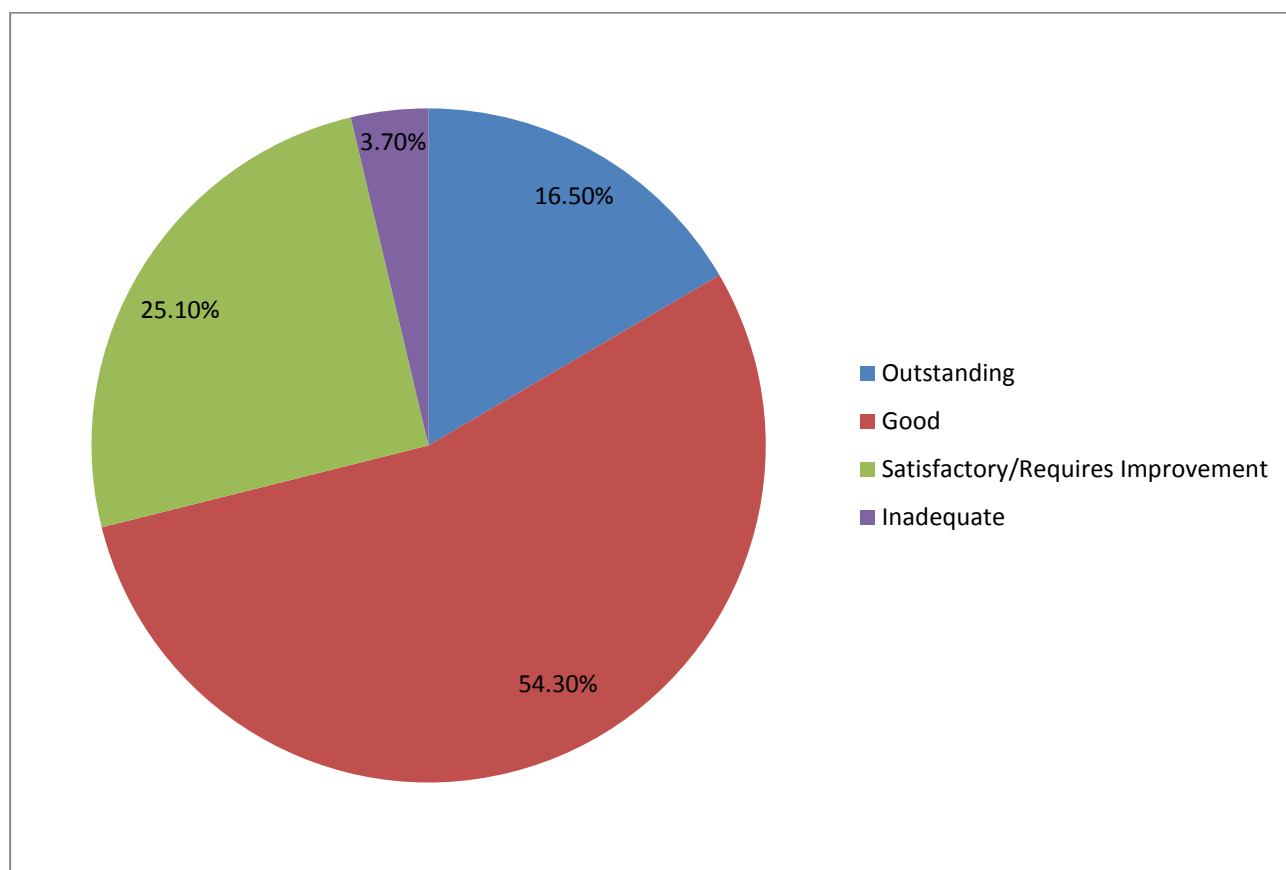
### Schools Inspected in Academic Year 2012/13 (Ofsted judgements as at 28 August 2013 (incl academies))

	Total Insp	Outstanding	Good	Requires Improvement	Inadequate
<b>Nursery</b>	2	2	0	0	0
<b>Primary</b>	66	2	31	27	6
<b>Secondary</b>	15	2	6	5	2
<b>Special</b>	5	0	4	1	0
<b>Overall</b>	88	6	41	33	8
Up		↑3	↑23		
Same		←3	←14	←25	
Down			↓4	↓8	8



## All current Ofsted judgements

	Total Insp	Outstanding	Good	Satisfactory/ Requires Improvement	Inadequate	% Good/ Outstanding
<b>Nursery</b>	6	5	1			100.0%
<b>Primary</b>	192	23	113	49	7	70.8%
<b>Secondary</b>	35	11	12	10	2	65.7%
<b>Special</b>	9	1	6	2	0	70.7%
<b>Overall</b>	242	40	132	61	10	71.0%



## **Warwickshire comparison to National**

**In Warwickshire 71% of schools are currently graded Good or Outstanding.**

**Nationally, more than 78% of schools are Good or Outstanding (an improvement from 2011/12 of more than 8 ppt (percentage points)).**

**In 2012 /13**

**29% of Warwickshire Schools improved upon their previous inspection grade**

**39% of schools nationally improved upon their previous inspection grade.**



**EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)**

**Ofsted Inspection**

**Equality Impact Assessment/ Analysis (EqIA)**

<b>Group</b>	<b>People Group</b>
<b>Business Units/Service Area</b>	<b>Learning &amp; Achievement</b>
<b>Plan/ Strategy/ Policy/ Service being assessed</b>	<b>Revised Ofsted Framework</b>
<b>Is this is a new or existing policy/service?</b> <b>If existing policy/service please state date of last assessment</b>	<b>Updated</b>
<b>EqIA Review team – List of members</b>	
<b>Date of this assessment</b>	
<b>Signature of completing officer (to be signed after the EqIA has been completed)</b>	
<b>Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public?</b> If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	<b>No</b>
<b>Name and signature of Head of Service (to be signed after the EqIA has been completed)</b>	<b>Sarah Callaghan</b>
<b>Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)</b>	

**A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team**



## Form A1

### INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

**Note:**

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																													
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)					
Progress and Attainment of Pupil premium children	X			X			X			X			X			X					X			X				X		
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? <b>If yes please explain how.</b>																											YES			
Focussing on impact of Pupil Premium spending will advantage vulnerable pupils and address inequality																														
Are your proposals likely to impact on a <b>carer</b> who looks after older people or people with disabilities? <b>If yes please explain</b>																											NO			

how.

## Form A2 – Details of Plan/ Strategy/ Service/ Policy

<b><u>Stage 1 – Scoping and Defining</u></b>	
(1) What are the aims and objectives of Plan/Strategy/Service/Policy?	<p>The purpose is an update in relation to the process and performance of Warwickshire Schools in relation to Ofsted Inspection.</p> <p>1.2 This report recognises that the relative performance in relation to Good and Outstanding schools and that it is the role of the Local Authority (LA) to address underperformance. Where it is evident that a school does not know best about improvement the LA will exercise its statutory drivers to intervene.</p> <p>1.4 This report aims to support and build on good practice in schools in Warwickshire whilst supporting the delivery of the LA's functions in relation to Champion for the Learner.</p>
(2) How does it fit with Warwickshire County Council's wider objectives?	<ul style="list-style-type: none"> <li>• Raise standards of customer service and access to our services</li> <li>• Target our resources to meet our priorities</li> <li>• Confront inequalities and narrow the gap by raising standards</li> <li>• Ensure value for money by reviewing the way we do things to make best use of public resources</li> <li>• Work in partnership with other and engage with the community to provide local services</li> </ul>
(3) What are the expected outcomes?	<p>The principal objective of this paper is to make best use of resources to improve outcomes for children and young people.</p> <p>2.2 Our vision is to 'champion the learner' wherever the learner. Our ambition is to ensure all Warwickshire Schools are Good or Outstanding.</p>

(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)	All pupils in receipt of Pupil Premium Funding
<b><u>Stage 2 - Information Gathering</u></b>	

(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?

3.1 Sir Michael Wilshire, HMCI has stated recently that:

“A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages”

The Chief Inspector of Ofsted hailed the 'unprecedented rate of national improvement' in school performance across England.

Ofsted recently published the latest official statistics on inspection outcomes for the nation's state schools that show 78 per cent of schools are now judged good or outstanding – compared to less than 70 per cent a year ago.



(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?	<ul style="list-style-type: none"> <li>• Schools/ Headteachers</li> <li>• Governors</li> <li>• Early Intervention Service</li> <li>• Consortia</li> <li>• Leadership Development and CPD (Teaching Schools)</li> <li>• Virtual School</li> <li>•</li> </ul>		
(3) Which of the groups with protected characteristics have you consulted with?			
<b><u>Stage 3 – Analysis of impact</u></b>	1. Ensure children have access to Good or Outstanding schools		
(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?  If yes, identify the groups and how they are affected.	<p style="text-align: center;"><b>RACE</b></p> <p>The pattern of achievement for a range of ethnic groups has remained stable over several years. We do not anticipate a detrimental effect on any group.</p>	<p style="text-align: center;"><b>DISABILITY</b></p> <p>See 2:3 above.</p>	<p style="text-align: center;"><b>GENDER</b></p> <p>The gender gap at KS2 has remained stable at between 3 – 5 ppt for several years. At KS4 it is slightly wider, though still stable, at 5-7ppt. We do not anticipate any detrimental effect.</p>
	<b>MARRIAGE/CIVIL PARTNERSHIP</b>	<b>AGE</b>	<b>GENDER REASSIGNMENT</b>

	RELIGION/BELIEF	PREGNANCY MATERNITY	SEXUAL ORIENTATION
(2) If there is an adverse impact, can this be justified?			
(3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)	The proposed model will have no detrimental impact: indeed it is designed to have a beneficial impact on disadvantaged learners.		
(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?	This is a universal service, designed to promote further equality of access.		
(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?	The strategy promotes inclusion for all groups in successful schools.		
(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?	None. A potential barrier was that learners in academy schools might have been disadvantaged by the disengagement of their leadership, but all have declared their commitment to involvement.		
(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?	The purpose of the strategy is to secure better outcomes and life chances for all learners.		

(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)	N/A
(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?	N/A
(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?	N/A

<b><u>Stage 4 – Action Planning, Review &amp; Monitoring</u></b>																										
If No Further Action is required then go to – Review & Monitoring																										
(1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.	<p>EqlA Action Plan</p> <table border="1"> <thead> <tr> <th>Action</th> <th>Lead Officer</th> <th>Date for completion</th> <th>Resource requirements</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Action	Lead Officer	Date for completion	Resource requirements	Comments																				
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(2) Review and Monitoring  
State how and when you will monitor policy  
and Action Plan

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Please annotate your policy with the following statement:

**'An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).'**