

The Common Inspection Framework

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Educational Needs and Disability**

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Understanding the changes

Maintained
schools and
academies

Further
education and
skills

Non-association
independent
schools

Early years

New common inspection framework

Short inspections for good providers

Revised
independent
school standards

Notice
arrangements

Changes to our inspection workforce

A new Common Inspection Framework

Inspectors will make **four key judgements:**

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

And will state clearly whether **safeguarding** is effective.

Inspectors should evaluate

Inspection is primarily about evaluating how well individual pupils benefit from their school. It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential.



Raising standards, improving lives

Inspectors must take account of the learning and progress across year groups of different groups of pupils currently on the roll of the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support and the most able.

Leadership and management

The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. It is up to schools themselves to determine their practices and for leadership teams to justify these on their own merit.

Outstanding leadership and management

- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged* pupils. They are uncompromising in their ambition
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged* and other pupils.

Curriculum – The Framework

Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community



Curriculum

Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment



Curriculum – The Handbook

Inspectors might join a class or specific group of pupils as they go from lesson to lesson, to assess their experience of a school day or part of a school day. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils' experience, such as their behaviour, their attitudes to learning and their access to the curriculum



Curriculum – The Handbook

Inspectors will review:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities



Curriculum

The evaluations schedule says:

- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.



Section 5 inspections

Ofsted does not expect evidence to be provided in a specific format or generated for inspection purposes.

Teaching, learning and assessment

- Ofsted does not grade individual lessons.
- Ofsted does not require evidence for each teacher for each of the bulleted sub-headings of the Teachers' Standards or specific details of the pay grade of individual teachers who are observed during inspection.
- Ofsted does not require any specific frequency, type or volume of marking and feedback or written record of oral feedback provided to pupils by teachers.
- Ofsted does not require a particular frequency or quantity of work in pupils' books.
- Ofsted does not expect performance information to be presented in a particular format.

Assessment

- assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.



Assessment

In evaluating the accuracy of assessment, inspectors will consider how well:

- any baseline assessment, teacher assessment and testing are used to modify teaching so that pupils achieve the expected standards by the end of year or key stage
- assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

Assessment information

- age and starting point
- highlights individuals and groups
- effectively moderated
- objective & broad
- challenging and informative
- links to curriculum but **does not** define the curriculum
- cross-referenced with other subject areas

Personal development and welfare

Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the inspection report. Where the judgements differ the lower of the two will determine the overall judgement for personal development, behaviour and welfare in the inspection report.

Inspectors must use all their evidence to evaluate **what it is like to be a pupil in the school**.

Inspectors adopt a 'best fit' approach that relies on the **professional judgement** of the inspection team.

Outstanding personal development, behaviour and welfare



- Pupils are prepared for the next stage of their education, employment, self-employment and training
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour
- Pupils are safe and feel safe at all times. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Outcomes for pupils

Inspectors will take account of current standards and progress including the school's own performance information.

Inspectors will evaluate pupils' academic and vocational achievement.

In judging achievement inspectors will give most weight to pupils' progress taking account of their starting points. Within this they will give most weight of pupils currently in the school, taking account of how this compares with recent cohorts, where relevant.

Outcomes

When judging the quality of pupils' outcomes the following aspects are important:

- preparation for the next stage(s) in education, training and employment, and adult life
- identification of intended outcomes/targets involves the young person and parents/carers
- having high expectations, using national comparator information where this is available
- age and starting point of the young person
- taking into account the young person's disability/special educational needs

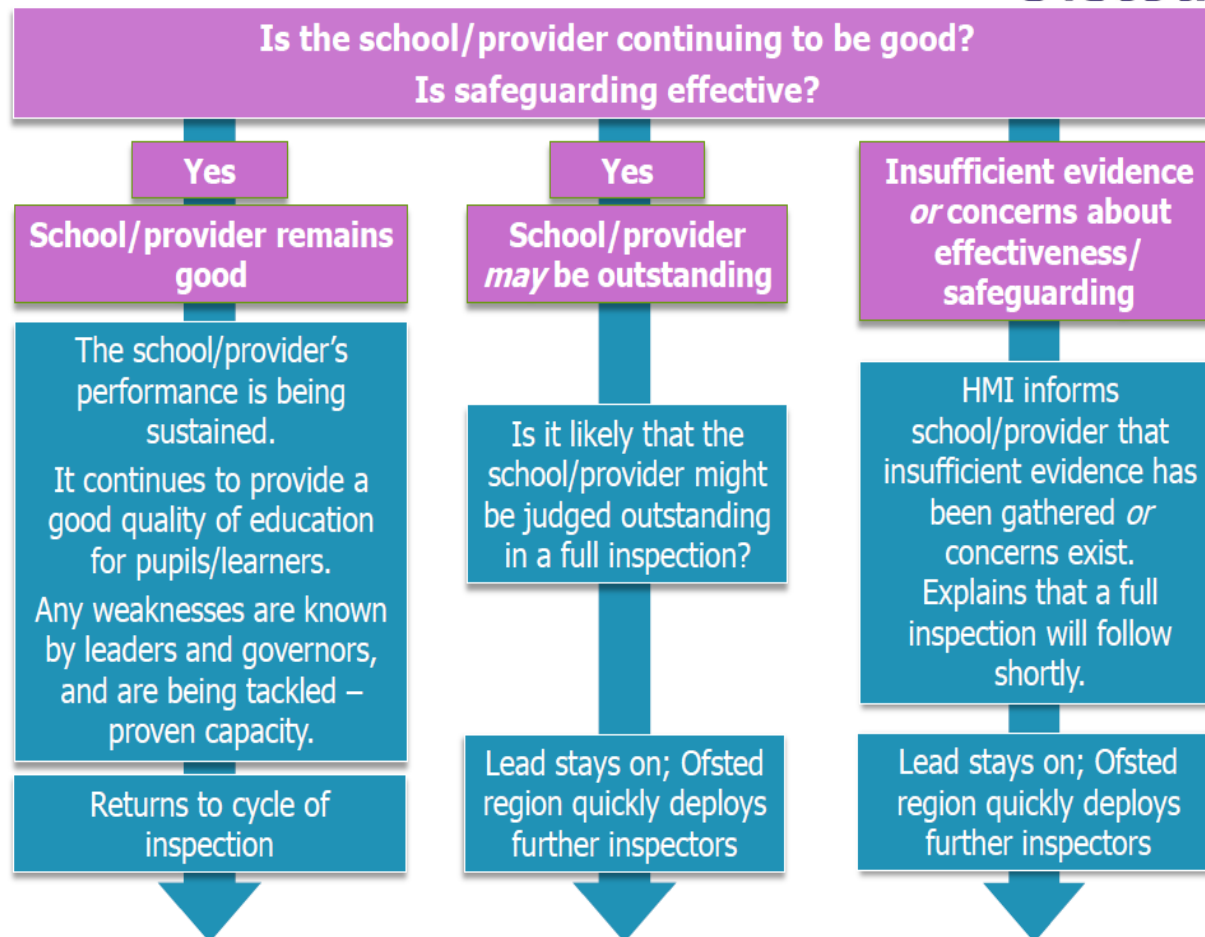
Assessment of outcomes

- The proportions making expected progress and the proportions exceeding expected progress in English and in mathematics from each starting point, compared with national figures, for all pupils
- Use of any P level data
- Any analysis of robust progress information presented by the school, including information provided by external organisations
- The contribution of IEP/EHCP targets

Short inspections

- **Short inspections for good schools, academies and FE and skills providers** – approximately every three years, for **one day** (schools) or **up to two days** (FE&S).
- **Two judgements only:**
- Is the school/provider **still good**?
- Is **safeguarding** effective?
- **Greater professional dialogue** during the inspection; **more regular reporting** to parents, learners and employers.

Short Inspections



Key points to consider

- Labels are not relevant – needs are relevant
- Developing independence is *crucial* no matter how severe the disability
- Expectations should be high
- Pupils need to be challenged to push the boundaries (college, travel, walking round school)
- Learning should be taking place throughout the day
- Age appropriateness and dignity are crucial
- Curriculum pathways should be planned according to suitable destinations.

The inspection of local areas effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities



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Background



The Department for Education asked Ofsted and the Care Quality Commission (CQC) to inspect local areas on their effectiveness in fulfilling their new duties.

Ofsted and CQC have spoken with a wide range of stakeholders to gather the views of parents and carers, pupils and representatives from education, health and social care. National SEND and parent organisations have also been consulted with.

The inspection framework and handbook have now been finalised.

- <https://www.gov.uk/government/publications/local-area-send-inspection-framework>
- <https://www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors>

Start Point...

The starting point for inspection is the expectation that the local area should have a good understanding of how effective it is. Leaders for the local area should be able to accurately assess how well the local area meets its responsibilities. Leaders should have an understanding of strengths and aspects that require further development. Inspectors will test out the accuracy of this understanding during the inspection as they make their evaluation.

The focus of the inspection



- Inspectors will consider how effectively the local area identifies, meets the needs of and improves the outcomes of the wide range of different groups of children and young people who have special educational needs and/or disabilities as defined in the Act and described in the Code of Practice.
- The inspection will focus on the contribution of education, social care and health services to children and young people with special educational needs and/or disabilities, as set out in the Act, the Regulations and the Code of Practice.

The inspection of the local area will cover and report on the following key aspects in arriving at a judgement about the effectiveness of the local area:

- the effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
- the effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- the effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

Provider visits

Inspectors will visit a range of early years, school, further education and health providers and specialist services within the local area. They are likely to contact other providers and services within the local area and also ones outside the local area that provide support for the local area's children and young people. The purposes of these visits and discussions are:

- to gather the views of children and young people, and their parents and carers, about how effectively their needs have been identified and met
- to discuss with leaders, managers and staff their contribution to, and understanding of, the local area's evaluation of its effectiveness in identifying needs, and in meeting these needs and improving outcomes for children and young people
- to sample children and young people's files and other relevant sources of information to confirm or otherwise the local area's own evaluation of its effectiveness in identifying and meeting needs and improving outcomes.

Inspectors will not undertake observations of teaching and learning or service delivery. No evaluations will be made about the overall quality of the individual providers or services visited.

The SEN information report

Must include information about:

- the kinds of SEND that are provided for
- **policies** for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting **parents** of children with SEND and involving them in their child's education
- arrangements for consulting **young people** with SEND and involving them in their education
- arrangements for **assessing** and reviewing children and young people's **progress** towards outcomes.
- arrangements for supporting children and young people in **moving** between phases of education and in **preparing for adulthood**.
- the approach to **teaching** children and young people with SEND

The SEN information report

- how **adaptations** are made to the curriculum and the learning environment of children and young people with SEND
- the **expertise and training** of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the **effectiveness** of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities with children and young people who do **not** have SEND
- support for improving **emotional and social** development.
- how the school **involves** health and social care, local authority support services and voluntary sector organisations
- arrangements for **handling complaints** from parents of children with SEND about the provision made at the school

Questions

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