Introduction and background

Inspection provides independent evaluation that includes a diagnosis of what needs to improve in order for provision to be good or better. It is based on gathering a range of evidence that is evaluated against an inspection framework. This new education inspection framework (EIF) has been devised by Her Majesty’s Chief Inspector for use from September 2019. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England. The EIF is accompanied by inspection handbooks relating to the different phases of education which are inspected. Draft handbooks have been published to accompany the draft framework document.

Key points

Introduction and key principles of inspection

- Ofsted exists to be a force for improvement. It is therefore required to carry out its work in ways that encourage the services it inspects and regulates to improve, to be user-focused and to be efficient and effective in its use of resources.
- Inspection provides important information to parents, carers, learners and employers about the quality of education, training and care being provided so that they can make informed choices based on the information published in inspection reports. The judgements set out in the framework are based on consistent researched criteria.
- Inspection provides assurance to the public and to government that minimum standards of education, skills and childcare are being met; that – where relevant – public money is being spent well; and that arrangements for safeguarding are effective.
- Ofsted recognises its responsibility to protect learners. Its document ‘Inspecting Safeguarding in Early Years, Education and Skills Settings’ sets out the approach inspectors should take to inspecting safeguarding. Inspectors are also required to be familiar with the statutory guidance related to safeguarding and to take it into account when carrying out inspections.

Provision and judgements

- Apart from schools and further education colleges Ofsted inspects a range of other providers types, including community learning and skills providers, the National Careers Service and independent learning providers. All of these provider types are covered by the framework.
- As with the previous framework, a 4-point grading scale will be used, with providers judged outstanding, good, requires improvement or inadequate. The main criteria for making judgements are set out in the different inspection handbooks. In addition to a grade for overall effectiveness, inspectors will also make judgements on: quality of education; behaviour and attitudes; personal development; and leadership and management.

Quality of education

- Under quality of education, inspectors will focus on the curriculum. They will firstly look at ‘curriculum intent’, i.e. the quality and planning of the curriculum; whether the school has the same academic, technical and vocational ambitions for all pupils; and whether a full range of subjects is taught for as long as possible.
- Under ‘curriculum implementation’, inspectors will look at teachers’ subject knowledge and whether subject matter is taught clearly, with teachers checking learners’ understanding systematically, identifying misconceptions accurately and providing clear, direct feedback. Teachers should adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Inspectors will look at how well teaching is designed to help learners to remember content in the long term and to integrate new knowledge into larger concepts.
- Under ‘curriculum impact’, inspectors will look at whether pupils develop detailed knowledge and skills across the curriculum and whether they are ready to progress to their next education destination which meets their interests and aspirations.

Behaviour and attitudes

- Judgements on behaviour and attitudes will be based on the extent to which: the provider has high expectations of learners’ behaviour and conduct and is fair and consistent; and learners display positive attitudes as well as being resilient and aware of how to study effectively. Inspectors will also look at punctuality and attendance and at whether relationships among staff and learners are positive and
respectful; learners should feel safe and should not experience bullying or discrimination.

### Personal development

- Inspectors will make a judgement on personal development by assessing the extent to which the curriculum extends beyond the academic, technical or vocational to enable learners' broader development, helping them to discover their talents and interests. They will examine how the curriculum and the providers' wider work supports learners to develop their character, including resilience, confidence and independence and how it helps them to remain physically and mentally healthy. They will evaluate at all stages how well learners are prepared for the next steps in their education.
- Inspectors will assess how well the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; and celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

### Leadership and management

- Inspectors will look at whether the provider has a clear and ambitious vision for providing high-quality inclusive education which is realised through shared policy, values and practice.
- Inspectors will evaluate whether leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff should be built up and should improve over time.
- Inspectors will look at whether learners complete their programmes of study, or whether the provider is involved in 'off-rolling' or gaming the system in order to enhance examination results.
- There will be evaluation of the extent to which leaders engage with others in their community and how they engage with their staff, recognising the pressures which staff face. Leaders should be realistic and constructive in the way they manage staff workload. Staff should be protected from harassment or bullying.
- Inspectors will look at how well those responsible for governance understand their role and carry this out effectively. They should ensure that the provider has a clear vision and strategy and that resources are managed well. They should hold leaders to account for the quality of education or training. They are also responsible for ensuring that the provider fulfils its statutory duties and other duties, for example in relation to the 'Prevent' strategy.
- Inspectors will examine the extent to which the provider has a culture of safeguarding which: identifies learners who may need help or who are at risk of neglect, abuse, grooming or exploitation; helps learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manages safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

### Arrangements for different types of provision

- Maintained schools, academies and non-association independent schools that have early years foundation stage provision are given a separate grade for that provision.
- Maintained schools, academies and non-association independent schools are given a separate grade for sixth-form provision.
- The inspection of boarding and residential provision will be carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding or residential provision.
- Further education and skills providers will have the following types of provision graded where appropriate: education programmes for young people; adult learning programmes; and apprenticeships. These contribute to the judgement about the overall effectiveness of the provider.