

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Education Advisory Panel
Date:	11 October 2012
Title:	Changes to the Ofsted Framework and outcomes to date
Reference:	4308
Report From:	Director of Children's Services

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1 Summary

- 1.1 This report summarises the changes to the Ofsted Framework from January 2012, as detailed in the report received by the panel on 14 June 2012 entitled "Accountability in the School System." The report also details the Ofsted outcomes in Hampshire Schools before and after the introduction of the new framework.
- 1.2 The report also informs the panel about the newest Ofsted Framework, implemented from September 2012, following further changes to the January 2012 Framework.
- 1.3 Appendix 1 details the changes to the Ofsted framework and provides information on the outcomes in Hampshire schools.

2 Context

- 2.1 Following consultation by Ofsted 'Raising standards and improving lives' the Ofsted Framework for inspecting maintained schools and academies, was changed with effect from 1 January 2012. The new Framework introduced a greater degree of rigour and placed higher expectations on schools.
- 2.2 In January 2012, following the appointment of a new HMCI, a further consultation 'A good education for all' was initiated. Subsequently, further changes to the Ofsted framework have been introduced for maintained schools and academies, which have been implemented as a new Framework from September 2012. This is predicated on the premise that 'good' is the minimum acceptable level of education for all children.

3 Recommendation

3.1 That the Education Advisory Panel notes the information provided in the appendix to this report.

CORPORATE OR LEGAL INFORMATION:

Links to the Corporate Strategy

Hampshire safer and more secure for all:	Yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	Yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	Yes
Corporate Improvement plan link number (if appropriate):	

IMPACT ASSESSMENTS:

- 1. Equalities Impact Assessment:**
 - 1.1 No impact on equalities as a result of this report has been identified, however, school accountability and improved standards have a positive impact upon disadvantaged groups

- 2. Impact on Crime and Disorder:**
 - 2.1 No impact on crime and disorder as a result of this report has been identified.

- 3. Climate Change:**
 - a) How does what is being proposed impact on our carbon footprint / energy consumption?

 - b) How does what is being proposed consider the need to adapt to climate change, and be resilient to it's longer term impacts
 - 3.1 No impact on climate change as a result of this report has been identified.

Ofsted Framework for maintained school and academies January 2012

(Consultation paper 'Raising standards and improving lives'- Ofsted 2011)

Rationale

In the academic year 2010 – 2011 nationally:

- 70% schools were good+
- 20% of schools inspected declined (40% of these had been outstanding)
- Fewer good schools were serving most deprived pupils 48%, compared to 71% of those serving least deprived pupils

Quote from an Ofsted Lead Inspector regarding the January Framework:
'it is different, more challenging and not comparable to those gone before'.

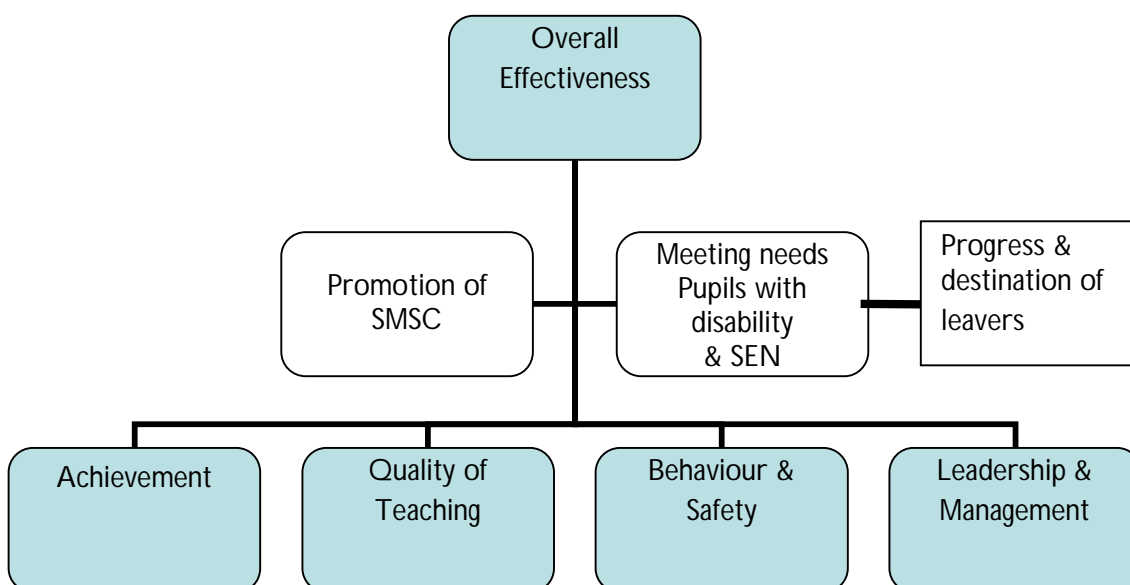
Key Changes

Timing:

- Outstanding schools exempt from routine inspections
- Less frequent inspections of good schools (within five years)
- Introduction of remote 'risk assessments' of good and outstanding schools

Structure:

- Reduced to four graded key judgements: achievement, quality of teaching, behaviour and safety, leadership and management
- The overall effectiveness grade is based on the four key judgements, plus consideration of how well the school meets the needs of pupils with SEN and disabilities, promotes SMSC and the progress and destination of leavers.



Key strands:

- Reading at primary level/literacy at secondary level, mathematics and communication across the curriculum
- Quality of teaching, behaviour and safety – what they are typically, triangulation of evidence
- Impact of the school leadership, including governance on improving teaching and achievement, both recent and over time for all pupils -‘closing the gap’.

Outcomes for Hampshire Schools

Seventy school plus two education centres were inspected under the January 2012 Framework.

NB: three of the schools were new schools and this was, therefore, the first inspection of the schools. As such, they are not included in the table below.

Ofsted January 2012 Framework Hampshire outcomes: January to August 2012						
72 total (-3 new)	Primary 27 schs	Infant 9 schs	Junior 15 schs	Secondary 11 schs	Special 5 schs	Education Centres 2
Improved 24 (35%)	9 (33%)	4 (44%)	4 (27%)	4 (36%)	2 (40%)	1 (50%)
Static 26 (38%)	12 (44%)	2 (22%)	7 (47%)	3 (27%)	2 (40%)	0 (0%)
Declined 19 (28%)	6 (22%) 2x cat.	3 (33%) 2x cat.	4 (27%) 4x cat.	4 (36%) 3x cat.	1 (20%)	1 (50%)
18 of those that declined had previously been inspected at least two frameworks ago						

In summary (care should be taken due to the small numbers involved):

- 72% remained static or improved
- 28% declined
- 16% put into a category (7 schools SpM, 4 given a NTI)
- Most frequent decline seen in outstanding and good schools, 13 out of 33
 - 5 outstanding schools inspected – 5 declined (4 – good, 1 – satisfactory)
 - 28 good schools inspected – 8 declined (3 – satisfactory, 5 – inadequate).
- Least frequent decline seen in satisfactory and inadequate schools, 7 out of 36
 - 32 satisfactory schools inspected – 5 declined (5 - inadequate)
 - 4 inadequate schools inspected – 2 improved (2 – satisfactory)
 These schools have received a greater degree of LA support.
- More positive outcomes seen in through primary and special schools

Key Messages and findings from the January 2012 Framework:

- The ability to demonstrate and articulate the rigour, challenge and impact of leadership & management at all levels (including governance and middle leaders) on bringing about improvement, is crucial
- Feedback from parents, pupils and staff plays an important role. Therefore, an accurate understanding of perceptions is needed, together with strategies to address any inaccuracies that might exist
- Evidence needs to be robust, with a triangulated model used to demonstrate improvement over time, as well as the current position
- Pupil performance needs to be measured, analysed and presented against national norms, as well as school aspirations – evidencing ‘closing the gap’.

Profile: Hampshire schools including Academies Jan 2012 Framework

Grade	Apr '11	Aug '11	Dec '11	Apr '12 (Nat. Mar.)	Aug '12
Outstanding	21%	22%	24%	25% (21%)	24%
Good	48%	49%	48%	48% (49%)	49%
Satisfactory	28%	26%	25%	23% (28%)	23%
Inadequate	3%	2%	3%	4% (2%)	4%

Ofsted Framework from September 2012-09-10

(Consultation paper ‘A good education for all’ January 2012)

‘Inspection is primarily about evaluating how well individual pupils benefit from their school. It is important to a test the school’s response to individual needs.....’
(*School inspection handbook June 2012 p. 22*)

Key Changes

- New Four point overall ‘effectiveness’ judgement scale:
 1. Outstanding – exempt from routine inspections
 2. Good – re-inspected within 4/5 years
 3. Requires Improvement – re-inspected within 2 years
 4. Inadequate – i) serious weaknesses – re-inspected within 18mths
ii) special measures- monitored, re-inspected within 2 years

- To be outstanding overall, schools must have ‘outstanding teaching’
- Schools can and should be ‘good’ or better – clear that schools can be good where attainment is below average but pupils are making good progress. Focus on how schools are using the ‘pupil premium’ to improve achievement
- ‘Requires improvement’ replaces the ‘satisfactory’ grade – for schools which are not inadequate but which are not yet providing a good standard of education. Such schools will not be designated as ‘schools causing concern’. They will receive monitoring and support from HMI
- ‘Serious weaknesses’ replaces ‘Notice to improve’ grade – for schools which are inadequate overall and therefore require significant improvement, but where leadership and management are not inadequate. Where any key aspect of a school’s performance is inadequate the school is likely to be inadequate overall. These schools will receive monitoring and support from HMI
- Schools will normally only be able to be judged to ‘require improvement’ in two consecutive inspections, then likely to be placed in ‘special measures’ – due to not providing an acceptable standard of education, and leaders and managers not demonstrating the capacity to secure necessary improvement. Exceptions could be if a clear and sustained upward trend is evident, although the school is not yet good in all areas
- Inadequate and schools judged to ‘require improvement’ will receive their first monitoring visit by HMI between 4-6 weeks of the publication of the Sect 5 report
- Shorter notice period – normally inspectors will contact the school by telephone during the afternoon of the working day prior to the start of the inspection. The right to inspect without notice is retained. The impact of the shorter notice period will be reviewed again in April 2013
- Anonymised performance management information of all teachers will be scrutinised – to identify if there is a correlation between the quality of teaching and salary progression, and the robustness and effectiveness of how performance management is used
- During Section 5 inspections the Lead Inspector will seek contact with a representative of the Local Authority (all maintained schools) or Trust board/proprietor (academies/free schools) during the inspection, and request their attendance at the verbal feedback upon completion of the inspection.

Key documents (both available on the Ofsted website):

1. The Framework for school inspection from September 2012 (June 2012)
2. School inspection handbook from September 2012 (June 2012)
 - Part 1: ‘How schools will be inspected
 - Part 2: The evaluation schedule <http://www.ofsted.gov.uk/resources/school-inspection-handbook-september-2012>