



# School Inspection Update

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Senior His Majesty's Inspector  
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# Hearing feedback and building a better Ofsted

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The response to the Big Listen

# The Big Listen

3

## Public consultation

Over 20,000 responses including 4,300 from children and young people.

## Events

Engaged with thousands of our stakeholders at events led by HMCI and other leaders at Ofsted.

## Independent learning review

for Ofsted by Dame Christine Gilbert.



## Independent research

undertaken by 5 research organisations providing over **15,000 survey responses** and **60 focus groups** including:

- children and young people
- parents and carers
- members of the public
- professionals from sectors we inspect and regulate.

## Internal engagement

Over 1,000 Ofsted staff (including Ofsted inspectors) contributed to our internal version of the Big Listen.

# The 7 Cs

4

We have condensed what we heard in the Big Listen down to 7 core messages to help us respond to the challenges put to us – the 7 Cs.



**Children and  
learners first**



**Care and  
well-being**  
of those we inspect



**Consistency of  
inspections**



**Content of  
frameworks**



**Complaints**



**Consequences of  
judgements**



**Constructive  
feedback and  
reporting**





How we will change and what we will do

## How we will change

We will:

- reset our relationship with those we regulate and inspect, working collaboratively with them to put children and learners first
- foster a culture of integrity in which we always treat people with professionalism, courtesy, empathy and respect
- be a learning organisation that operates transparently, listens to challenge and takes action to change.



W e w i l l ...

7

**Reset our relationship with those we regulate and inspect, working collaboratively with them to put children and learners first.**



**Reform**  
our inspection  
frameworks



**Introduce**  
Report cards



**Strengthen**  
the regulation and inspection of  
children's social care, in  
partnership with government  
and the sector



Schools



## What we will do – schools

We will:

- **reform** our inspection framework
- **introduce** report cards
- **improve** how we inspect safeguarding in schools
- **notify** schools of inspections on a Monday
- **improve** our processes to ensure consistency
- **make immediate changes** to our practice for ungraded school inspections
- **introduce** the Ofsted Academy to improve training for inspectors
- **reduce** the risk of concurrent inspections for schools with a faith ethos.





Removing the overall effectiveness judgement

# Key and provision judgements

## Key judgements

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

## Provision judgements

- Early years
- Sixth form

# Removing the 'overall effectiveness' judgement: implications

## Categories of concern

- These are unaffected.
- Where one or more of the key judgements is inadequate, and/or safeguarding is ineffective, we will place the school in a formal category of concern.
- The 'twin test' will still be applied to determine whether:
  - the school provides an acceptable standard of education
  - there is demonstrable capacity to improve.

# What next?

- Our updated handbook was published on 16 September.
- Routine school inspections restarted in the week beginning 23 September.
- Ungraded inspections began in the week beginning 7 October.

# Changes to ungraded inspections

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# Overview of changes



“We will make changes to the way we undertake ungraded inspections for all schools. On ungraded inspections, we will **no longer** conduct deep dives from September.”

“The **emphasis** of these inspections will be on **providing school leaders** with **opportunities** to demonstrate where they have improved and to discuss where they still have work to do.”

Sir Martyn Oliver  
His Majesty's Chief Inspector





## **Purpose: Space for professional dialogue**

Spending time to understand:

- the context of the school
- leaders' priorities since the previous inspection and their progress in addressing these
- leaders' views of what the school does well and where there might be more work to do.



## **Purpose: Greater flexibility**

- More flexibility in how we gather evidence about the quality of education.
- Moving away from specific spotlight areas.



# What is staying the same?

**01**

EIF

What we judge schools against

**02**

Our focus on the Quality of Education

**03**

Behaviour

Is the school a safe and positive environment?

**04**

Attendance

Are leaders doing all they reasonably can?

**05**

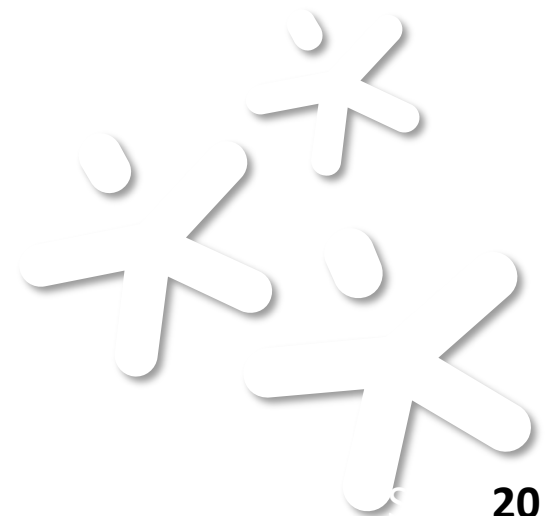
Safeguarding

**06**

Reporting

## **We will continue to...**

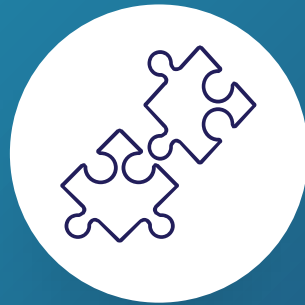
- Consider safeguarding as we do on a graded inspection.
- Be alert to any evidence of any gaming or off-rolling.
- Consider staff workload and well-being.



## Our three-part methodology remains the same



**Top-level  
view**



**Collecting,  
connecting and  
considering  
evidence**



**Bringing it  
together**



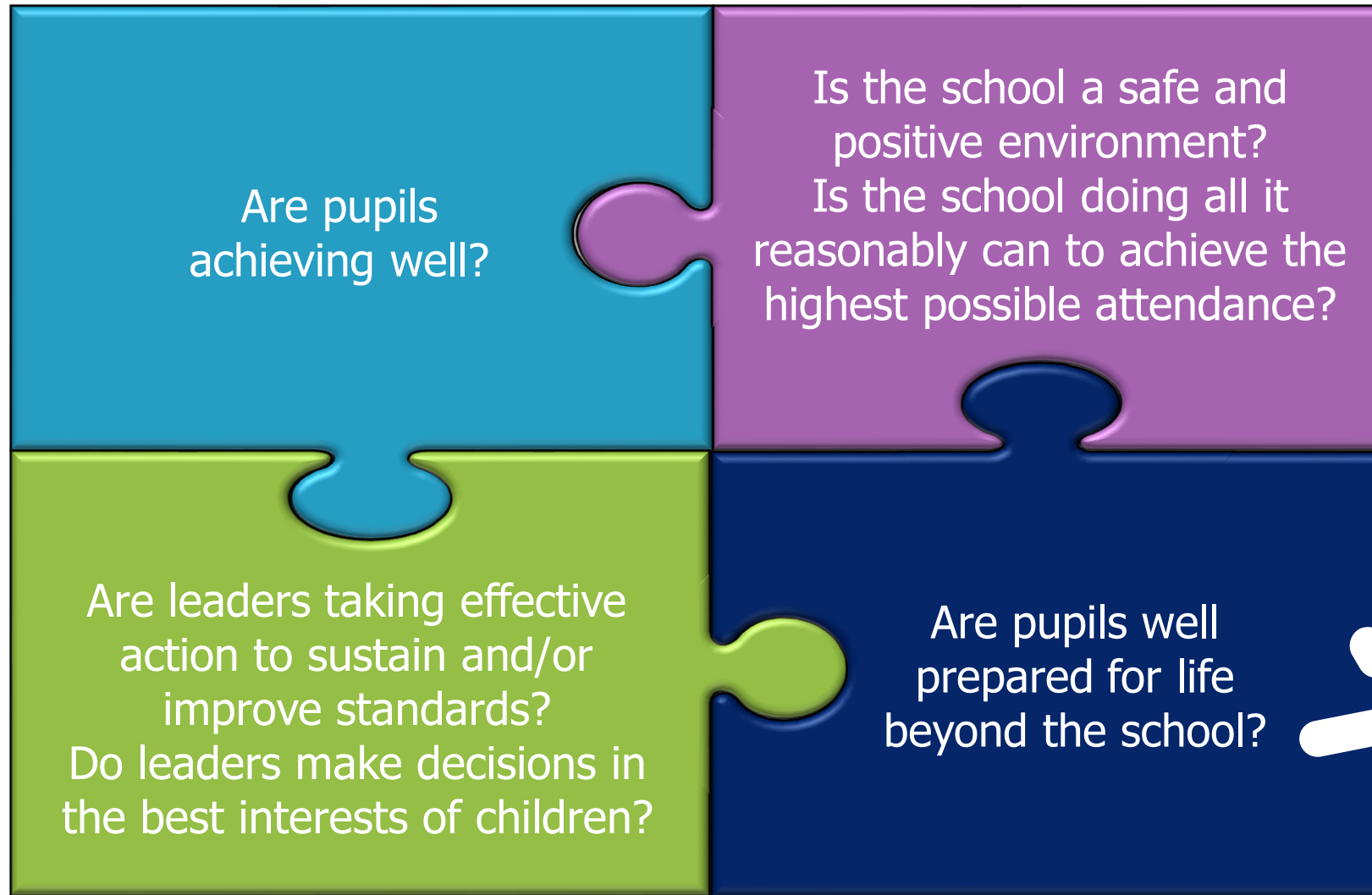


## Getting the balance right

In order to:

- evaluate whether leaders are taking effective action.
- get broad assurance about different areas of the framework to support us in determining the outcome of an ungraded inspection.

# Evaluation prompts



# Outcomes

- An ungraded inspection focuses on determining whether the school has taken effective action to maintain the standards identified at the last inspection.
- Where evidence suggests standards have changed significantly since the last inspection, the subsequent inspection will be a graded inspection.
- Very occasionally, an ungraded inspection can be 'deemed' to be a graded inspection under section 9 of the Education Act.





## Outcome 1

The school has taken effective action to maintain the standards identified at the previous inspection.

## Implications: Inspection outcome 1

This will mean either:

- there is no evidence that any key or provision judgement would be lower if a graded inspection took place, or,
- there is evidence that one or more key or provision judgements may be lower if a graded inspection took place, but it would still be good.



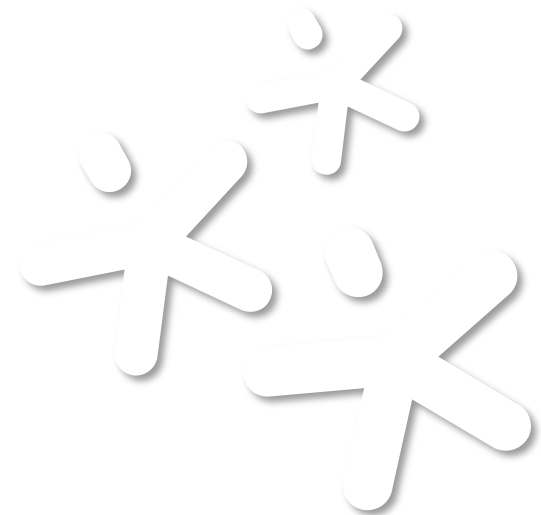
## Outcome 2

Evidence gathered during this inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded (section 5) inspection.

## Implications: Inspection outcome 2

This will mean:

- at least one key or provision judgement would be higher if a graded inspection took place
- none would be lower
- all would be outstanding.



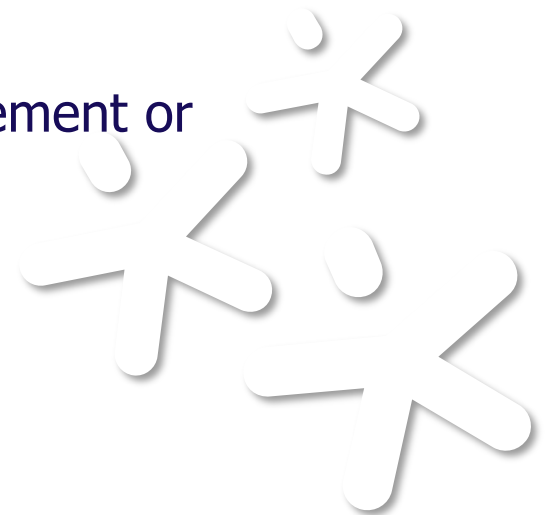
### Outcome 3

Evidence gathered during this inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection.

## Implications: Inspection outcome 3

This will mean:

- at least one key or provision judgement would be lower if a graded inspection took place
- that judgement would now be requires improvement or inadequate.



## Outcome 4

The school may now be inadequate in one or more of the key judgements under a graded inspection, and there are serious concerns about the quality of education, pupils' behaviour or safeguarding. The ungraded inspection will usually be deemed to be a graded inspection within 48 hours

## Implications: Inspection outcome 4

- Inspectors will **always** report on whether safeguarding is effective. If there is evidence that safeguarding may be ineffective, the lead inspector will **always** deem the ungraded inspection to be a graded inspection.





# What is a focus area?

# Focus areas

Focus areas are a way of shaping ungraded inspection activity.



## Context

of the school



## Priorities

of the school



## Our understanding

of high-quality education



## Identifying focus areas (1)

Inspectors will draw upon:

- Inspection preparation
- Information about the school's context
- Our conversation with leaders
- The education inspection framework (EIF) and how our school inspection handbook defines a high-quality education



## Identifying focus areas (2)

- There will usually be **three or four** focus areas.
- At least two focus areas will usually relate to the **quality of education for a group of subjects**.
- Others will reflect other parts of the inspection framework and are likely to incorporate things that leaders have been working on.





## Different - no deep dives

We will:

- focus on a group of subjects
- focus on gathering evidence about specific aspects of leaders' work, as well as giving broad assurance about the quality of education
- be selective in the activities we carry out to get the evidence we need.



## QE focus: Primary

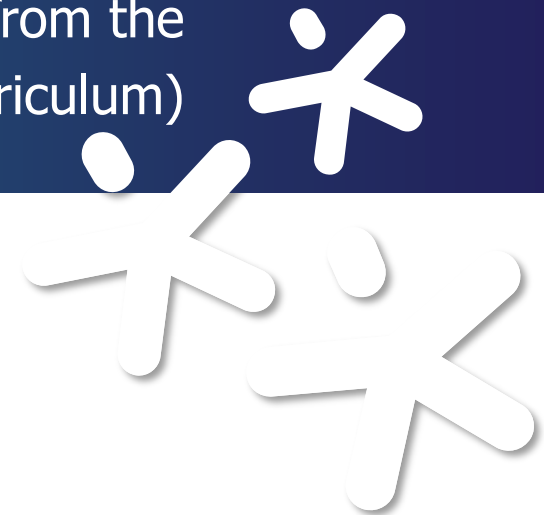
### Focus area one

Early English and mathematics knowledge and skills, regardless of age.



### Focus area two

Wider curriculum (A group of subjects from the wider curriculum)



# QE focus: Secondary and other provider types

Focus area one

QE  
(A group of subjects from the curriculum)



Focus area two

QE  
(Another group of subjects from the curriculum)



## **Getting strong evidence about leadership and the quality of education**

- Select the group of subjects
- Consider any particular focus within these subjects

**For example:  
The quality of education  
in geography, history  
and science, including  
the impact of leaders'  
work to ensure  
assessment is of high  
quality.**



## Other focus areas

Focus area:  
Behaviour.

Focus area: The school's work to reduce bullying.

Focus area:  
New online safety curriculum.

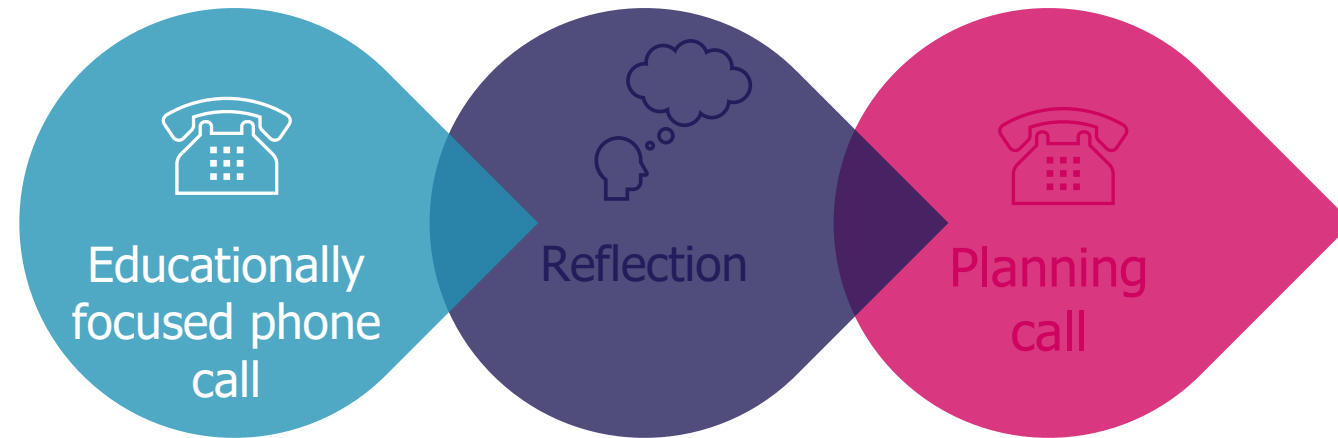
Focus area: The school's work to ensure that pupils know how to keep themselves safe and healthy.





# The journey of an ungraded inspection

## Before the on-site inspection begins



# Educationally focused phone call

- **Understanding the context** of the school and exploring anything that emerged from inspection preparation.
- What have been the **school's priorities since the previous inspection?**
  - why have these been priorities?
  - has their work led to sustained or improved standards?
- What is the **school currently working on improving?**
  - why are these priorities?
  - what is the impact to date?

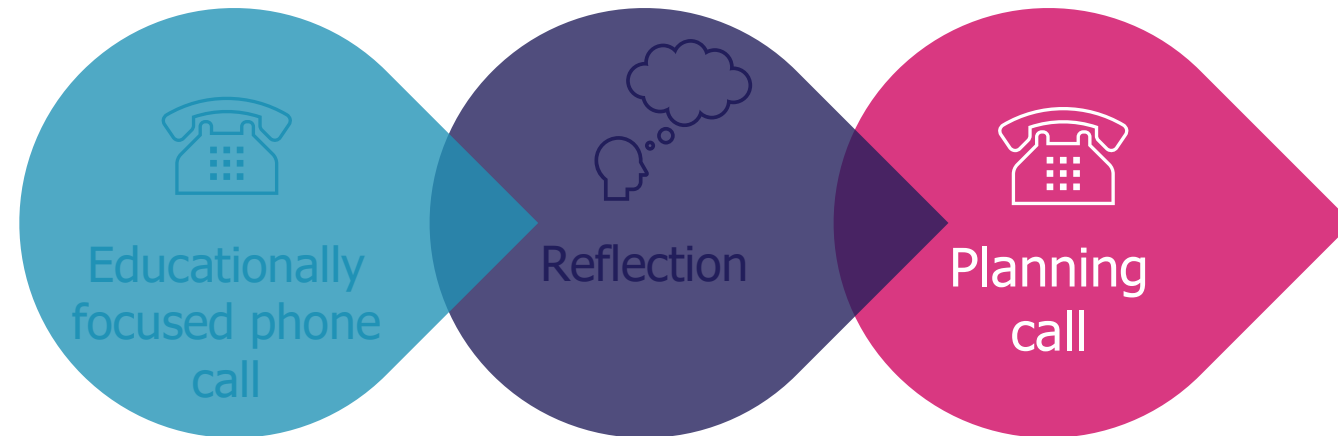




## Before the on-site inspection begins



## Before the on-site inspection begins





## **Inspection activities: what, why and how?**

Inspection activities will:

- be well-considered
- have clear rationale
- provide flexibility
- allow inspectors to gather high-quality evidence about leaders' impact.



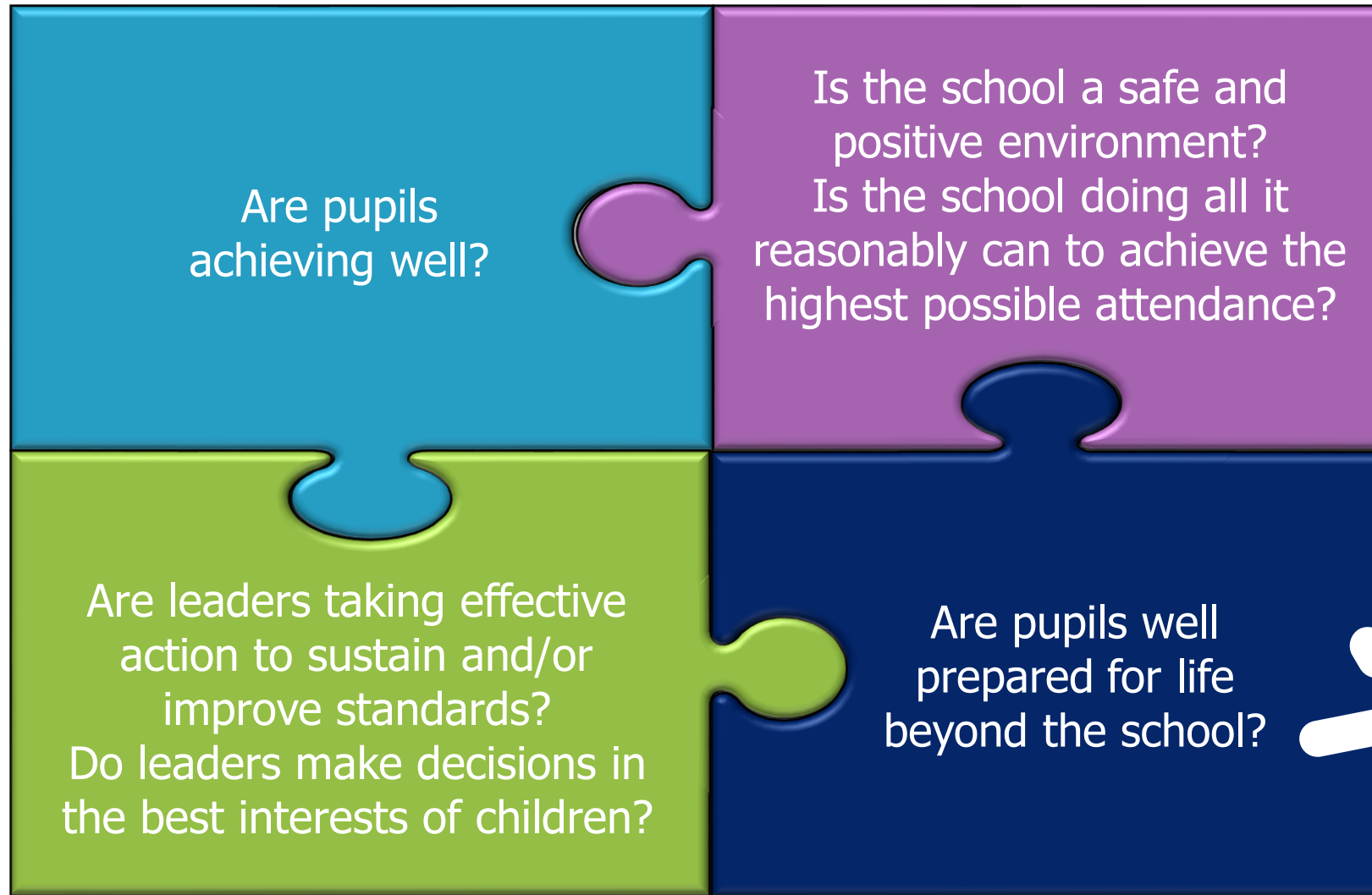
## Professional dialogue

Through purposeful, focused keeping-in-touch meetings we will:

- Show we have understood the context of school
- Discuss inspection activity and findings
- Explain our rationale – what, why and how
- Include leaders' thoughts and views
- Take leaders with us on the inspection
- Decide next steps.



# Evaluation prompts





# Questions?

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