

**namss** National Association for  
Managers of Student Services

# Education Inspection Framework

Preparing Student Services for the new  
Education Inspection Framework (EIF)

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‘Our central aim is to encourage a focus on the substance of education ... One aspect of this is to restore Ofsted’s former focus on curriculum, in its proper place at the centre of education.’

Amanda Spielman’s speech to NAHT conference, 4 May 2019

## Study Programmes, why the change?

EG: Level 2 study programmes

- Students report being ‘mis-sold’, not accurately informed, not marketed appropriately, progression routes not clear
- The best programmes have a clear line of sight to next steps; not just focussed on qualification aims but includes skills, knowledge and behaviour development

# Balancing the evidence



## Brief update of changes

- Four judgements:
  - Quality of Education
  - Behaviour and Attitudes
  - Personal Development
  - Leadership and Management
- Safeguarding will be referenced in Leadership & Management judgement
- Safeguarding covered in detail in previous webinar

# Leadership & Management

- Change of focus:
  - Vision and ethos of institution
  - (not performance management or quality)
  - Substance and integrity
  - Support for staff
  - Improving staff
  - Wellbeing of staff
  - Decisions in best interests of students
  - Improving student experience
  - Governance and oversight
  - Safeguarding

# Inspection

- Face-to-face discussions and interviews with students
- Discussions with teachers, assessors, managers, employers, senior leaders, etc.
- Meetings with individuals or groups of students
- Case studies
- Joint work scrutiny
- Visits to lessons, workshops and the workplace
- Analysis of starting points and monitoring progress in developing knowledge and skills

## Key messages

- Internal data lacks validity and reliability.
- Data is a starting point.
- Inspectors should not ask for any data.
- A provider's own data, such as destinations, progress and attendance, is a starting point, not the source of a secure judgement.

## What's new?

### CIF 2015:

- Personal development
- Behaviour
- Welfare

### EIF 2019:

- Behaviour and attitudes
- Personal development



## New EIF

- Is all about:
  - INTENT
  - IMPLEMENTATION
  - IMPACT
  - ‘Quality of education’
  - Less emphasis on data
  - PDBW now Behaviour and Attitudes and Personal Development

## Golden Thread

Implementation

Impact

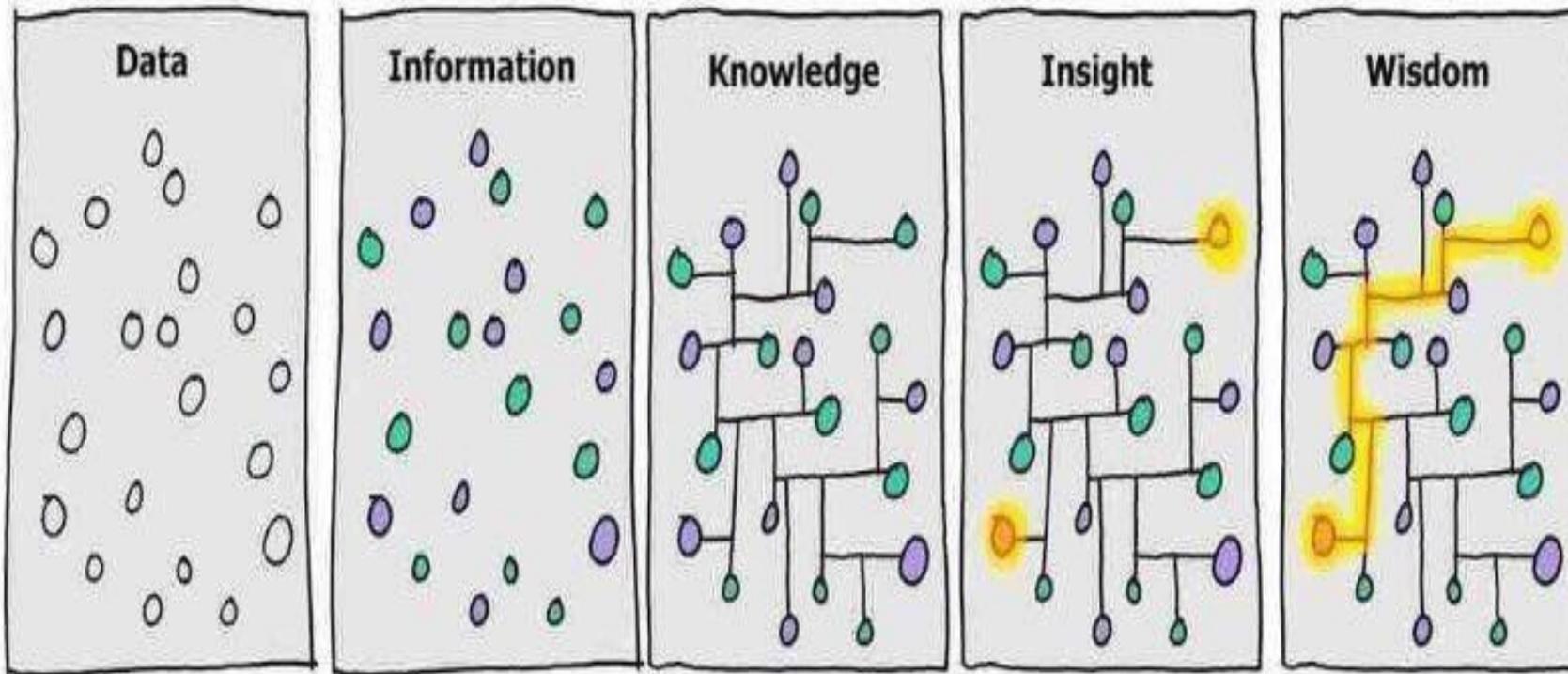
Intent



## Tutorial

- The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); translating that framework over time into a structure and narrative, within an institutional context (**implementation**); and evaluating what knowledge and understanding students have gained against expectations (**impact**).

## Pastoral model also ...



## Inspectors will consider...

- The effectiveness of activities depends on how they contribute towards achieving longer-term **goals**.
- How activities **focus students' thinking on the** longer term **goals** and avoid overloading their working memory.
- How students **are supported to access the curriculum**, not how the curriculum is differentiated to suit students.
- How effective assessment **identifies knowledge deficits**.

## Personal development

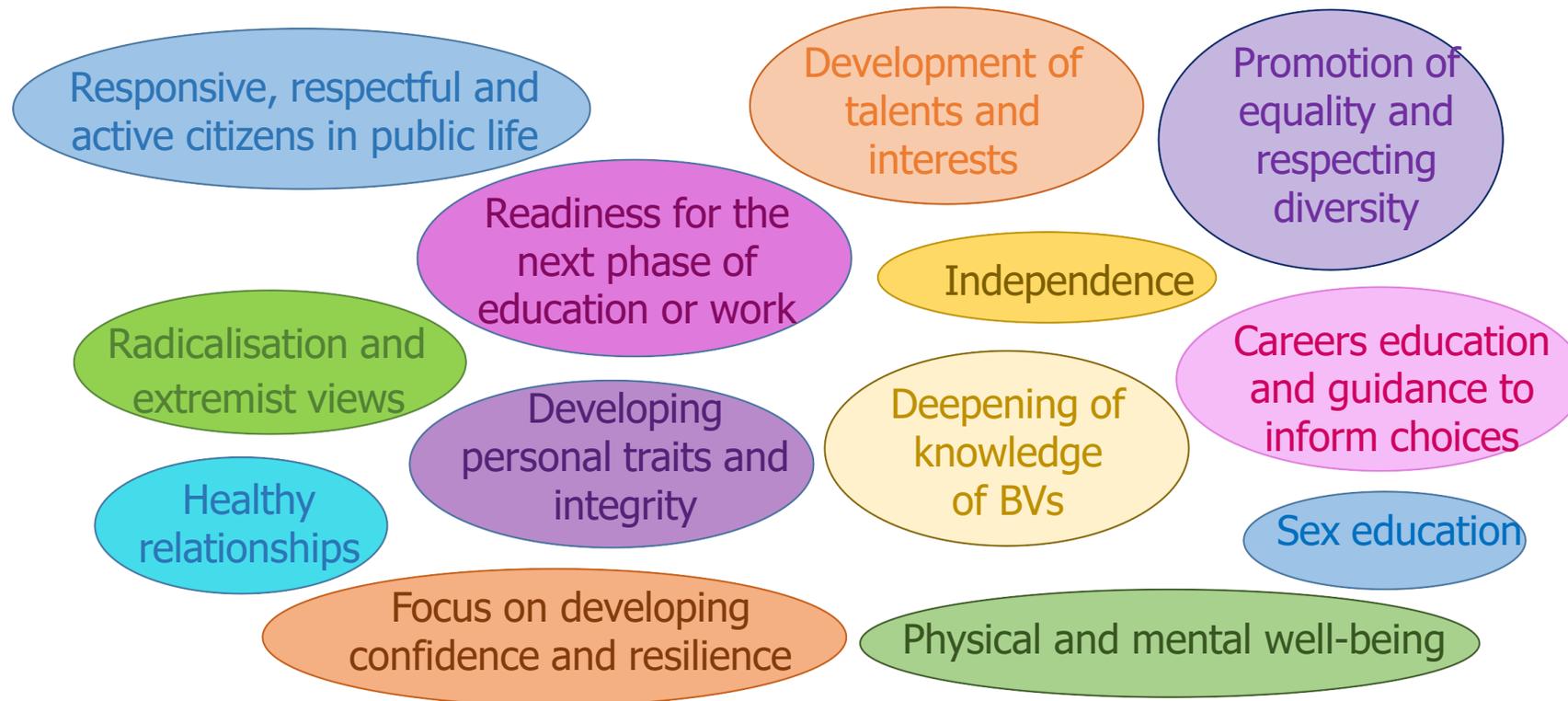
*The curriculum should support students to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which they do this.*

*FES inspection handbook 53:210.*

# Personal Development

- This is a judgement about the provision, an evaluation of **INTENT**
- Cannot assess impact as this is not always immediate and apparent, it may not emerge until later
- British values
- Careers
- Health & Wellbeing
- Healthy eating
- Personal development curriculum
- Enrichment
- Active positive citizenship
- EDI
- Preparation for employment

# What PD factors will be considered?



## Two key points for personal development

- Ofsted will evaluate the effectiveness of careers guidance without relying on the use of invalid progression data.
- They will **not evaluate** the impact on students' lives.

## Behaviour and attitudes

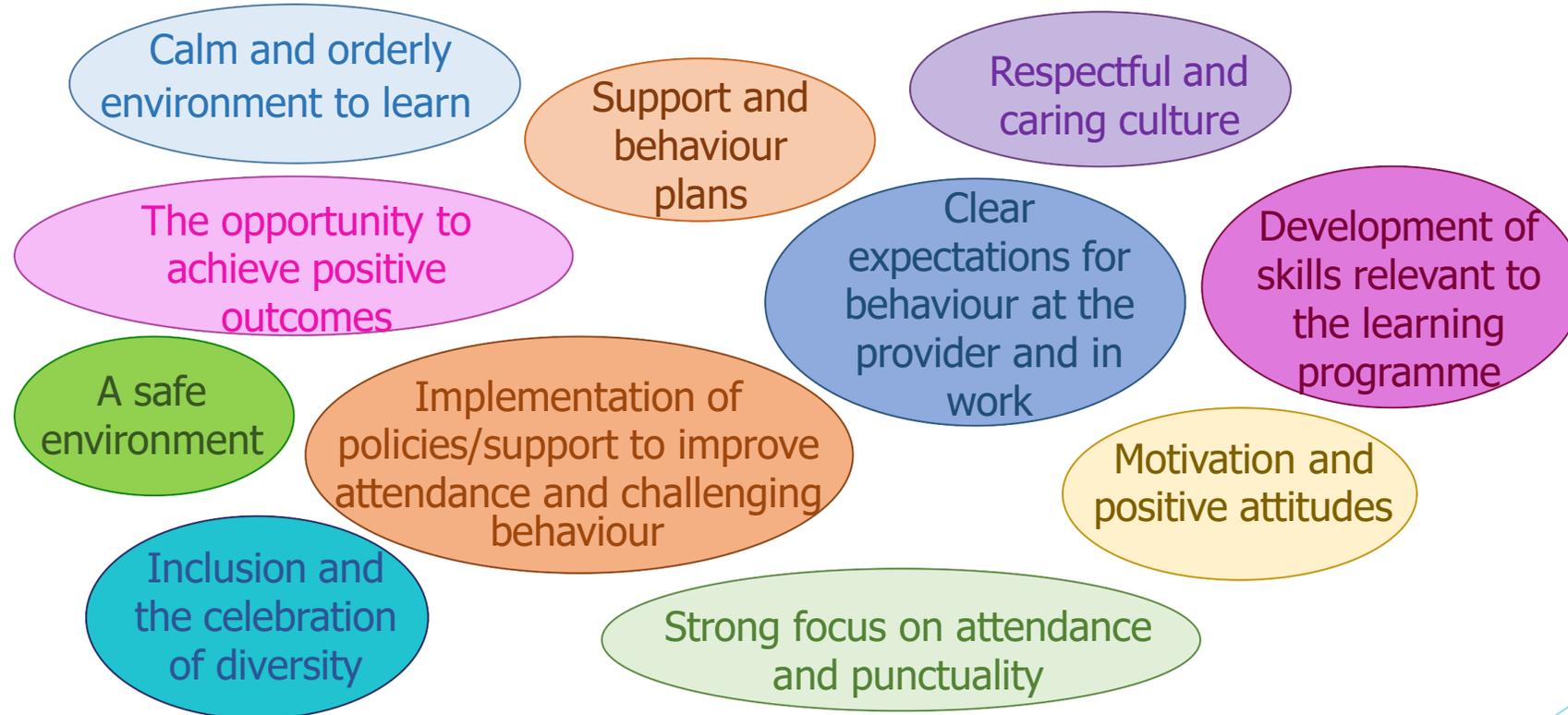
*'This judgement considers how leaders and staff create a safe, disciplined and positive environment within the provider and the impact this has on the behaviour and attitudes of learners.'*

*FES inspection handbook 50:200.*

# Behaviour and Attitudes

- What inspectors see first hand
- Attitudes to learning and work
- Employability skills
- Attendance and punctuality
- Respect

## What B & A factors will be considered?



## Things we can do....

- Restorative Practice
- Positive behaviour - how do you support / develop?
- Attendance - how do you encourage / support?
- Curriculum enrichment - offering from each area, designated weekly slot
- Cross college enrichment - budget?
- Catering - healthy?
- Careers - but not all about Gatsby!
- EDI - events, groups, externals
- Student Union / student voice
- Debating society
- Focus on vulnerables - LAC, CL, YPs, YCs, estranged, young offenders, adopted...
- SRE - reflect on new school resources

Any questions?

# Thanks for listening

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