

PLA Annual Conference

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3 September 2019



Education inspection framework 2019: inspecting the substance of education



Judgement areas:

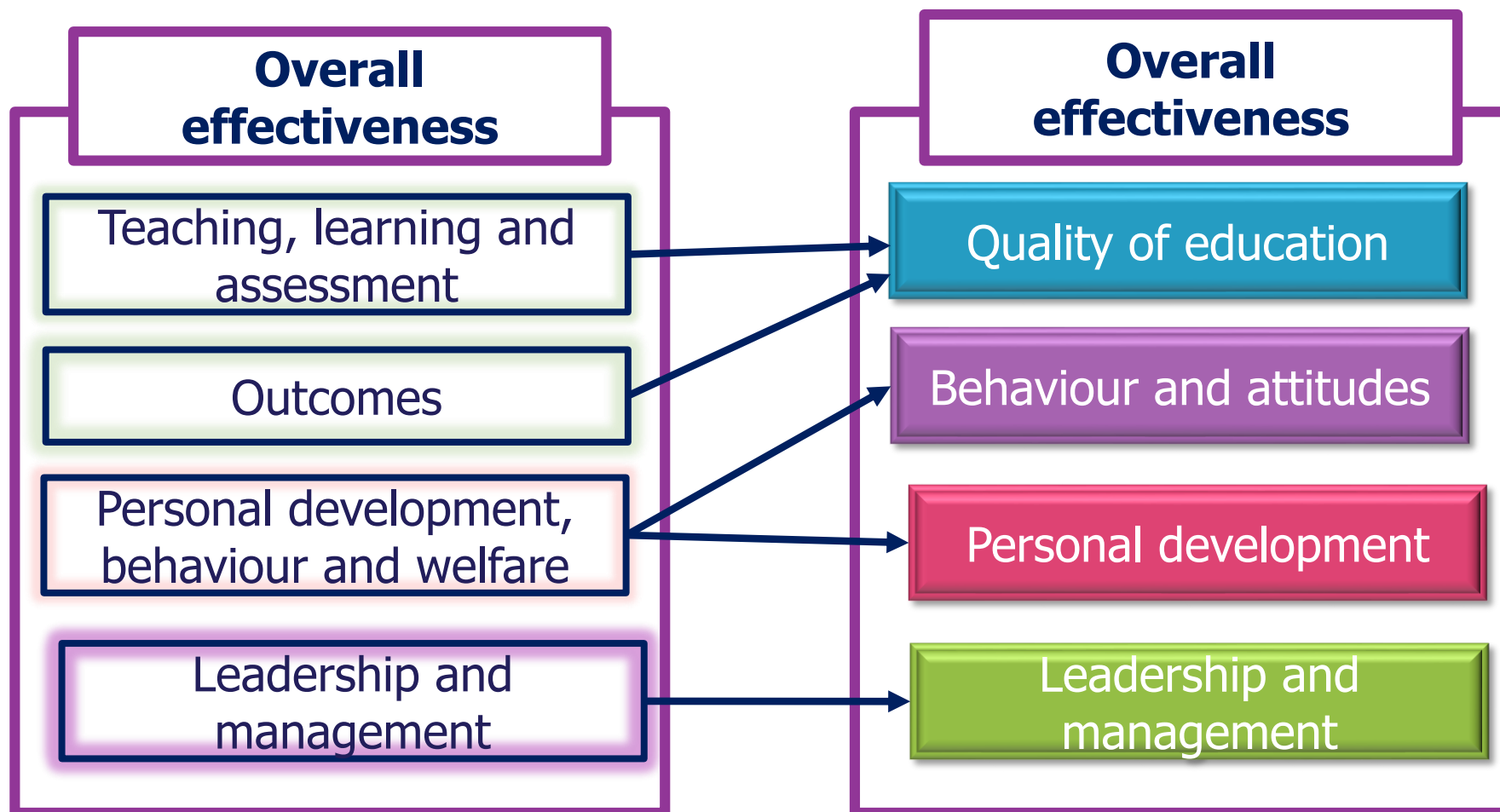
Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Judgement areas: overview

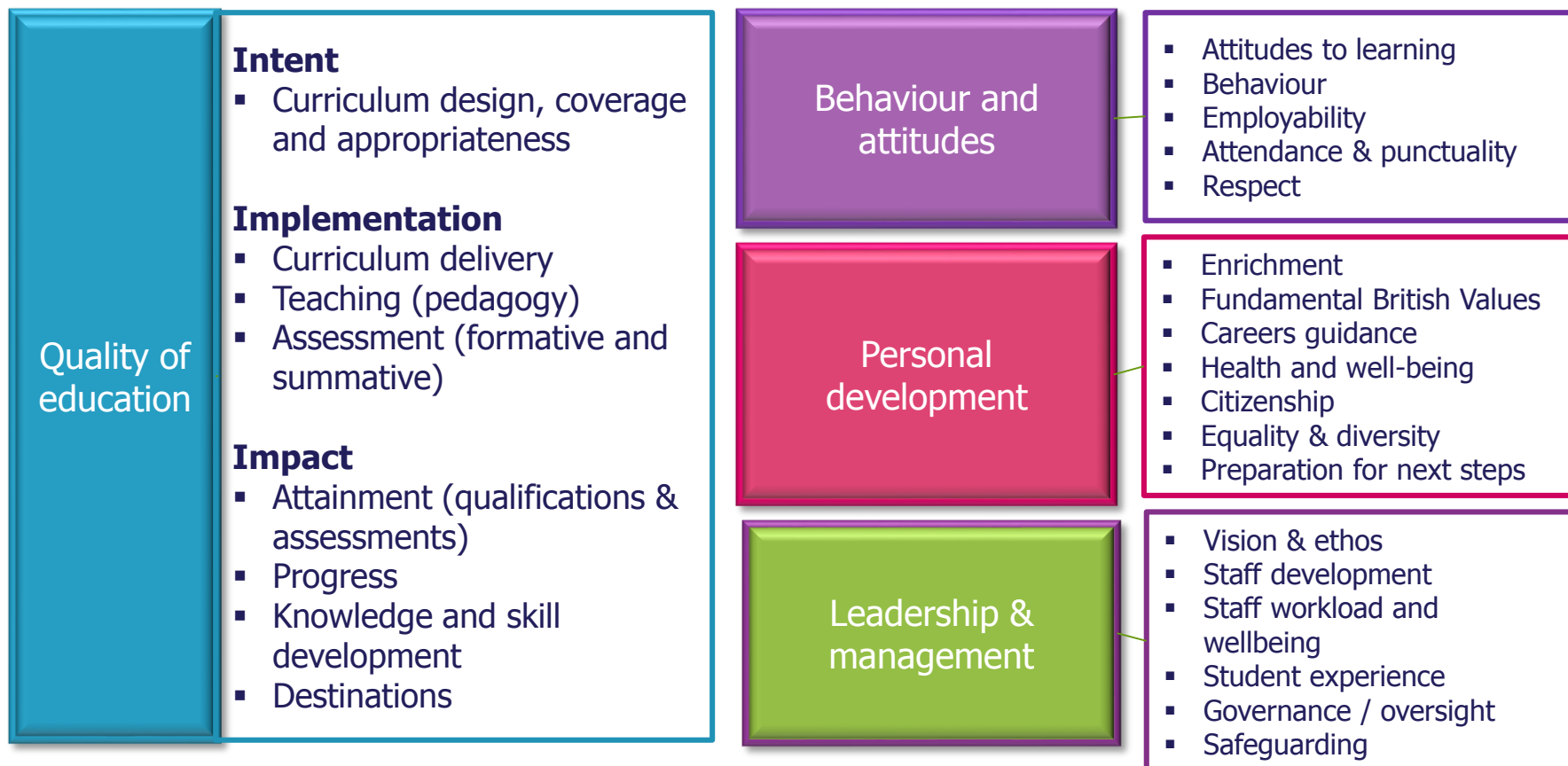


The EIF in Offender learning

Ofsted judgement areas

HMIP's Expectations

Judgements areas: Outline



The curriculum is at the heart of the new framework

Ofsted's definition:

- '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**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact**).'

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What do we mean when we talk about progress?

What does it mean to 'get better' at bricklaying, mathematics or customer service?



Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'

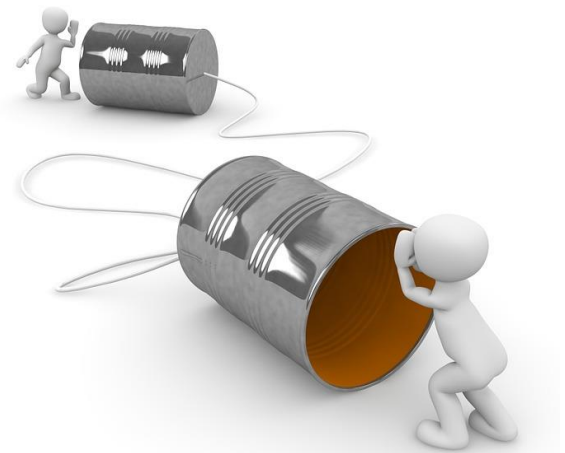


Knowledge does not sit as isolated 'information'
in learners' minds.



Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.



EIF 2019: a preview of the changes in our inspection practice



Changes to inspection practice (methodology)



- Strategy (intent at curriculum level)
- Initial assessment (starting points)
- Teaching, training, assessments, review points and milestones



- Expert teachers and trainers
- Subject knowledge
- Mentors, coaches and support staff



- What do learners know and remember?
- What can learners apply?
- Can learners demonstrate the required behaviours and attitudes?
- Progression?

A typical deep dive (order can be varied)

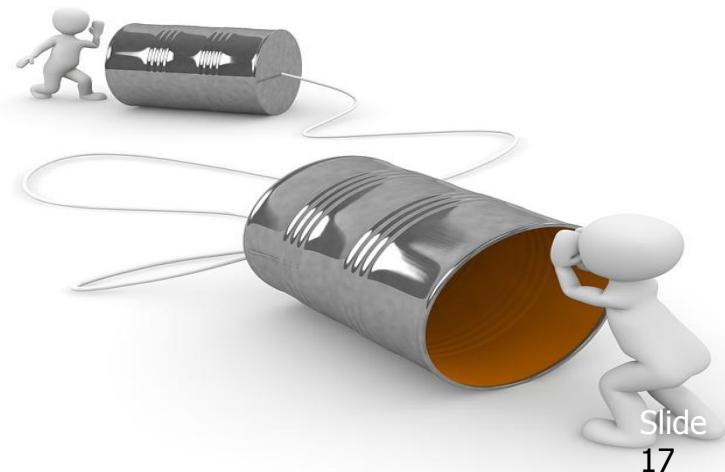
- Brief meeting: senior leaders' understanding of intent, implementation and impact at strategic level (probably all inspectors)
 - Brief meeting with curriculum/provision type leader: to explore 'local' curriculum intent and planning
 - Visits to learning environment, usually with staff member/leader
 - Work scrutiny in that environment (alongside teacher/assessor and/or senior leaders)
 - Talking with learners about their learning, their understanding of their curriculum
 - Meeting with teachers observed (individually or as a group) to discuss content and pedagogical choices and sequencing
 - Brief meeting with curriculum lead to discuss outcomes/destinations
-
- Inspectors will be doing these things at the same time – gathering evidence about intent, implementation and impact.

What happens next?



Next steps

- Pilot Prison inspection
- Reviewing the prison handbook
- Re-issuing the prison handbook: **December 2019**
- Launching the EIF in prison inspections: **January 2020**



Thank you!

Questions?



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