FOUNDATION YEARS WEBINAR:
OFSTED EDUCATION INSPECTION FRAMEWORK
Wednesday 26th June, 5pm
Introduction

Chair:
Ellie Suggate-Francis, Early Childhood Unit, NCB

Webinar Overview:
• Brief introduction to Foundation Years programme

• Ofsted presentation:
  Gill Jones, Deputy Director Early Education Policy, Ofsted
  Wendy Ratcliff, HMI, Education Policy Team, Ofsted
  Breaks for questions every 15 minutes

• Other Learn, Explore, Debate opportunities through the Foundation Years programme
Aims:
1. Improve practitioner knowledge and understanding
2. Improve the confidence of early years settings
3. Facilitate a healthy debate between DfE and the early years sector for policy & practice improvement

Through:
• Foundation Years website – 57,000 individual users per month
• Foundation Years mailing list – 27,000 subscribers
• Webinars throughout the year
• Regional events in 19/20
Education inspection framework: Inspecting the substance of education

Gill Jones HMI, Deputy Director
Wendy Ratcliff HMI
Today’s session

Education inspection framework (EIF)

- The consultation findings
- The judgement areas – what’s changing?
- Recurring themes in responses
- What do I need to do?
- Questions and myth busting
The curriculum at the heart of inspection

No need to produce progress and attainment data ‘for Ofsted’, helping reduce unnecessary workload

All children should have access to a high-quality care and education
The curriculum for early years

- The ‘Statutory framework for the early years foundation stage’ (EYFS) sets out the education and care standards that all early years providers must meet to ensure that children, from birth to five, learn and develop well and are kept healthy and safe.

- Once a provider is registered on the Early Years Register, Ofsted carries out regular inspections to evaluate the overall quality and standards of the early years provision in line with the principles and requirements of the EYFS.

- This will not change, but we propose to put a greater emphasis on the curriculum.
The consultation responses
The consultation responses
16 January - 5 April 2019

- More than **15,000** responses
- Over **150** face to face engagement events
- Over **400** people joined external webinars
The judgement areas: quality of education
Quality of education

The new quality of education judgement puts the real substance of education, the curriculum, at the heart of inspection.

Inspectors will have a connected, educationally-focused conversation, incorporating:

- EY curriculum design, coverage, appropriateness and delivery
- Teaching (pedagogy)
- Assessment (formative and summative)
- Attainment and progress
- Knowledge and skills
- Readiness for what comes next
Quality of education: what people said

- Three quarters of respondents agreed or strongly agreed with this proposal.
- Many respondents were pleased with the proposed focus on the curriculum rather than an over-focus on performance data.
- Many parents were pleased with the direction of travel.
What we are doing in response

- Introduction of new ‘quality of education’ judgement from September 2019

- The inspection handbooks have been updated to set out how this key judgement will be inspected in different contexts.
The judgement areas: ‘personal development’ and ‘behaviour and attitudes’
Separate judgements for ‘personal development’ and ‘behaviour and attitudes’
Separating the judgements: what people said

Nearly eight in 10 respondents supported introducing separate judgements.

A strong majority of respondents from all education sectors supported this proposal.

Concerns were raised by some that the proposed ‘behaviour and attitudes’ judgement would fail to reflect the realities of education providers working in challenging circumstances.

<table>
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<tr>
<th>Overall percentage of respondents</th>
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<tr>
<td>Strongly agree</td>
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<td>24</td>
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A webinar for NCB – June 2019
What we are doing in response

- Introduction of **2 new separate judgements**: ‘personal development’ and ‘behaviour and attitudes’

- Amendments to personal development to ensure the importance of **secure attachments**, children’s emotional health and relationships between babies and adults are captured

- **Revision** to the grade descriptors to include an acknowledgement that when children struggle with regulating their behaviour adults take appropriate action to support them.
Recurring themes in the responses
Leaders must have a clear and ambitious vision for providing high-quality, inclusive education and care to all.
Cultural capital

While the national curriculum does not apply to early years provision, we believe that the phrase is equally applicable.
Cultural capital

- Cultural capital is the essential knowledge that children need to be **educated citizens (school)**.
- Cultural capital is the essential knowledge that children need to **prepare them for future success (early years)**.
- Some children arrive at an early years setting with **different experiences** from others, in their learning and play.
Cultural capital continued...

- What the setting does, through its curriculum and interactions, potentially makes **all the difference**.

- It is the role of the setting to ensure that children experience the **awe and wonder** of the world in which they live, through the seven areas of learning.
The importance of shared reading: ‘book language’ is much more linguistically complex than ordinary conversation

“Excuse me, but I’m very hungry. Do you think I could have tea with you?”
Every child deserves the best possible start in life
The early years consultation proposal
What we proposed

To apply the proposed judgement areas to **all** early years providers.
Applying the judgement to before and after clubs: what people said

Before and after school services provide safe spaces for children to socialise, play and have fun. Whilst we do educate children through play and discussion, we are not an education service.

It maybe better to use a different type of grading system for such childcare providers.

After school settings should be a break for children. Children should be able to relax and play games.

... this should be social time, ‘down time if you like’, as it would be if a child was at home after the school day.
What we are doing in response

- We will apply the new framework to the inspection of all childminders and childcare on both domestic and non-domestic premises.

- For those providers who only provide care for children at the beginning and end of the school day or in holiday periods we will not apply the quality of education judgement. Inspectors will only make a ‘overall effectiveness’ judgement.
EIF - judgements
Judgement areas: evolution, not revolution

Overall effectiveness

- Teaching, learning and assessment
- Outcomes
- Personal development, behaviour and welfare
- Leadership and management

Quality of education

- Behaviour and attitudes
- Personal development
- Leadership and management

Overall effectiveness

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New inspection judgements

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

Overall effectiveness
You asked us.....

How will Ofsted ensure that inspectors will be consistent in their approach and their judgements?

What Cultural Capital will look like in the setting - what evidence, observations of what the children know and can do, will they hope to see to reflect this?

What does the learning walk entail?

Will new framework lead to a reduction in paperwork and more hands on time with children?
Coming up

• Further webinars
  o Building local partnerships
  o Engaging parents

• Learn, Explore, Debate events, hosted by NCB & DfE

• Website restructure & content refresh, based on survey results

• Thematic monthly content decided by sector and DfE priorities
Final word

Thank you for your time and contributions.

Sign up to the Foundation Years mailing list at www.foundationyears.org.uk

Watch this space for a refreshed website and details of upcoming webinars and events.

Please keep talking to us, we will listen.
Please email CPergolizzi@ncb.org.uk with questions or comments.