

# Improving the way Ofsted inspects education

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# Outline

- Background to consultation
- About the consultation
- Our proposals
  - Report cards
  - Education inspection toolkits
  - Inspection methodology
  - Types of inspection
- What our proposals mean for you
- How to participate



# Background to consultation

The Ofsted Big Listen

# Building a better Ofsted

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**Reset**

our priorities



**Refine**

our practices



**Rebuild**

relationships



## **Collectively, what do we want to achieve?**

- High-quality, inclusive education for every child, pupil and learner.
- Great outcomes for everyone, including those with SEND or those who are disadvantaged and/or vulnerable.
- Better information for parents.
- A collaborative and transparent approach to inspection.
- High and rising standards.

# Our education inspections

We want to make changes to our EY, Schools, FE&S and ITE inspections to respond to what we heard in the Big Listen:

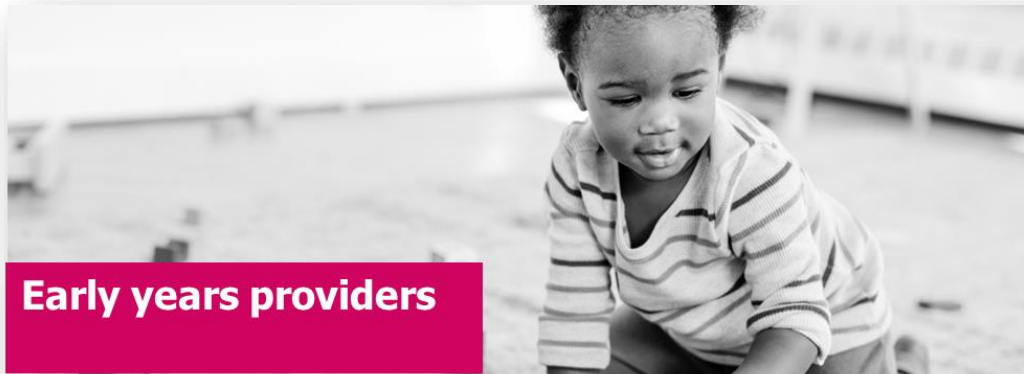
- We will base our inspections and reports on **children's, pupils and learners' development, experiences and outcomes.**
- Introduce **clearer criteria** to support leaders on their continuous improvement journey.
- Make the inspection process **more collaborative and transparent.**
- **Make clearer what providers should improve** – while also recognising leaders' independence and expertise.
- **Tailor the inspection process** and criteria to the education provider.





# About the consultation

# Who the 2025 Education reforms will impact





# Timeline



- Early years providers
- Further education providers
- Schools
- Initial Teacher Education providers



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## Have Your Say

- Consultation document
- Example of a report card
- Education inspection toolkits
- Inspection methodology
- Give your views

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# Our proposals

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Inspections that **look and feel** different  
for everyone





## We are proposing to conduct inspections in a way that:

- **promotes** professional conversation and collaboration
- **starts** with the premise that everyone is working within the legal expectations and professional frameworks expected of them
- **understands** and accounts for the unique context in which you work and have made decisions
- **seeks** to build a rounded picture of what you do, always seeking to find out what it's typically like to work, learn and care in your setting
- **accepts** that there will always be some aspects of what you do that are better and more developed than others
- **promotes** a self-improving system, that is inclusive of all and drives high and rising standards.

# Proposed changes that impact all remits

- **New Report Cards:** We want to give parents and stakeholders better information about a provider's **strengths and areas for improvement**
- Inspectors will evaluate more areas of a provider's work, using a **five-point grading scale**
- Introduction of **toolkits**
- Inspectors will apply **the toolkit evaluation areas, themes and standards**, tailoring evaluations to each provider's context.
- Inspectors will evaluate whether **safeguarding** is met or unmet at the whole provider level.
- Inspectors will no longer carry out deep dives in schools and FE&S.



# Proposed report cards

Clear information for parents/carers and relevant stakeholders from the sectors we inspect. Including:

- Clear grades and detailed descriptions.
- Accessible format – can be read on tablets and phones.
- Easy to navigate to find the information that is required.



# Proposed toolkits

The inspection framework and separate handbook will be replaced by **one, remit-specific product** which will have three parts:

1. The inspection Framework (**Why**)
2. The Operating Guide (**How**)
3. The Toolkits (**What**)







# What the proposals mean for **early years**



## Early years providers

### We will continue to:

- Inspect the overall quality and standards of early years provision in line with the principles and requirements of the 'Statutory framework for the early years foundation stage' (EYFS). **These standards are not changing.**
- Focus on priorities such as the quality of adult interactions and the importance of communication and language and keeping children safe and happy.
- Report on what it is like to be a child at this early years setting.
- Focus on the priorities, actions and impact of settings.

## Early years providers

### What we are proposing to change...

- New **evaluation areas**
- Two-part notification call.
- More professional dialogue.
- Introducing the '**Nominee**'.
- Sharpening our focus on children with SEND and those who are disadvantaged and/or vulnerable.
- Aligning the renewed framework more closely to the EYFS.





## Proposed evaluation areas for registered **early years providers**

- leadership and governance
- curriculum
- developing teaching
- achievement
- behaviour, attitudes and establishing routines
- children's welfare and well-being
- inclusion
- safeguarding



# How to share your views

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