

HALCYON PODCAST SEASON 1 E04

NEW and UPDATED October 2019

The OFSTED Framework 2019 and the links to mental health in schools

A resource to further develop the ideas and recommendations in this podcast.

This guide is based on my opinion and interpretation of the handbook having analysed reports and spoken to senior leaders who have experienced the new inspection framework.

There are four judgement areas; quality of education, behaviour and attitudes, personal development, leadership and management.

What's at the heart of this inspection from a mental health perspective?

The framework is built around the factors that have the greatest protective effect for all children. 'What's it like to be a student in this school?', is the context for the inspections.

The framework has a strong systemic resilience-based design to the inspection. Here's how:

1. Cultural capital and social capital are key themes, ensuring that schools are providing the very best opportunities and outcomes for disadvantaged students. This is a key factor in promoting good resilience and closing the gap. For example, promoting and targeting opportunities for clubs, community participation and student leadership in school. Students who attend have to reflect the current cohort of students e.g. 30% PP in school reflected in at least 30% PP attending extra-curricular opportunities.
2. The quality of education judgement ensures the inspection is not just a discussion about data on a sheet, but a triangulation of the data with curriculum, teaching and assessment/outcomes all

being important. As well as a very strong focus on the teaching and provision for students with a SEND in every subject. High student engagement is featured in observations around school and in lessons.

3. The focus on a broad and balanced curriculum offer which will ensure that the creative subjects will once again have focus. Every subject area will have a deep dive, there is no difference in scrutiny or weighting between PSHE, Maths, History or RE. Every subject will be scrutinised in the same way and to the same depth.
4. Narrowing of the curriculum in KS2 and KS3 will be reviewed. This is particularly helpful for those students who gain success from the more creative side of the curriculum. Excessive teaching of literacy and numeracy in year 6 at the cost of other subjects and starting GCSE's in year 9 not 10. Coverage of National Curriculum in KS3 is expected to continue until year 9.
5. Staff CPD and subject knowledge has a high importance. This is significant for all subject areas, including PSHE. Subject leaders, regardless of experience, are expected to have participated in high quality CPD relevant to the subject, and all teaching staff who are teaching the subject to have up to date appropriate subject knowledge in order to teach the subject.
6. The previous judgement of personal development, behaviour and welfare is now split into two judgements. Behaviour and attitudes and personal development are separate judgements. Within personal development, schools will be judged on the curriculum and wider opportunities which are provided, particularly for students who are disadvantaged, who have a SEN or access PP funding.
7. Within personal development, high-quality pastoral care is an important aspect of the provision of the school, including the way that the school manages bullying.

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8. There are lots of strong references to respect, tolerance and a school's role in developing good social influences and good relationships with peers, parents and staff. This is particularly in relation to wider opportunities provided by the school to foster a tolerant culture and curriculum topics. Parental engagement is a key feature, particularly hard to reach parents.
9. Within the leadership and management judgement, CPD for staff is mentioned both as a way of improving the quality of education judgement, but also from a retention and well-being point of view. See point 5, subject knowledge of staff and CPD is a high priority.
10. Staff well-being is a key feature of the leadership and management judgement. Staff are asked directly about how SLT have helped with workload. Excessive unnecessary internal data for example is one of the areas that inspectors will be looking at. Leaders will be asked to explain their rationale. Furthermore, to be outstanding, staff need to report that workload challenges are dealt with and that well-being issues are being addressed.

Next Steps:

- Review your curriculum provision and ensure the intent and implementation of your curriculum, including PSHE, is shared and understood by all who teach it. If you are using an off-the-shelf PSHE curriculum, it must be amended to the context of your school and community. Ensure assessments are in place and there are opportunities for students to revise and revisit the content, thread throughout the year
- Review the breadth of your curriculum offer both in KS2 and KS3. Unless you have a very strong curriculum coverage argument for a two year KS3, you will need to plan to move to a Y7-9 KS3 coverage.
- Take a look at your pastoral provision and ensure it is effective and co-ordinated with support and interventions well documented

- Review your current offer and engagement with parents. Plan improvements to develop parental engagement, particularly for opportunities with the hard to reach.
- Provide up to date CPD for staff on all curriculum subjects which they teach. This does not always have to be INSET e.g. it could be an online course, observing the curriculum lead, visiting another school.
- Review the Anna Freud *10 Steps* document and consider addressing workload, marking, planning and assessment as a priority.

www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/ten-steps-towards-school-staff-wellbeing/

Here is the DFE's toolkit to help you

www.gov.uk/government/collections/reducing-school-workload

Do get in touch if you have any questions, comments or want support. I enjoy talking to schools about getting ahead of the curve, preventing issues from escalating and strategic planning.

Join the Halcyon Education Academy

We run a [12 week online course](#) giving you the tools and strategies to put mental wellbeing at the heart of your school. It stems from our **10 Steps to a Mentally Healthy School** document which you [can download here](#), along with our [progress tracker](#) to help you prioritise your work.

"The course allowed me to work at my own pace and complete the tasks needed. We have changed our practice as a result and now do a whole school assessment."

For further help or advice, please feel free to [book a call](#) with me or send an email to anna@halcyon.education

