



National Network of Parent Carer Forums
'Our Strength Is Our Shared Experience'

Talking Points

TALKING POINTS

INTRODUCTION

The NNPCF is a membership organisation and our mission states that “we aim to empower our members to ensure that their voice is heard at a local, regional and national level.”

Working with our membership we have identified a number of key “talking points” - these are topics and themes that are the most important to our membership and the ones that have been prioritised by the NNPCF.

Based on feedback from our membership and from other partners and stakeholders, the “talking point” summarise:

- The lived experience of our members about each topic,
- What is working and what is not working, and
- What we would like to see changed.

The talking points have been created using a range of feedback which includes:

- Surveys (including the SEND surveys)
- Feedback from our annual conferences
- The topics raised at regional meetings
- Themes and topics raised by our membership on social media
- Face to face conversations with our membership



Talking Points

OFSTED EDUCATION INSPECTION FRAMEWORK

The NNPCF have been calling for a more holistic approach to education for some time. Our SEN support talking point¹ outlines the concerns our member forums have raised about the experiences of children with SEN in mainstream school settings.

One of the key contributors to this is lack of incentives for schools to adopt a whole school approach to SEND. The focus on academic attainment through published data and the Ofsted school inspection regime means that children with SEND can impact a school's performance. There is a perception that this is a disincentive for schools to retain pupils with SEND who may adversely impact the school's overall academic attainment.

In January 2019, Ofsted published a draft for consultation on its education inspection framework². The NNPCF have been working with representatives from Ofsted to highlight the key concerns our member forums have raised with us. For example, in December 2018, we organised a roundtable for parents of children with SEND in mainstream schools to share their experiences with inspectors³ where concerns such as official and unofficial exclusions, home schooling, off-rolling, the role of SENCOs and schools' culture were raised.

¹ NNPCF SEN Support talking point <http://www.nnpf.org.uk/wp-content/uploads/2017/12/Talking-points-SEN-Support-201807-Final-1.pdf>

² Ofsted, draft for consultation – the education inspection framework <https://www.gov.uk/government/publications/education-inspection-framework-draft-for-consultation>

³ NNPCF roundtable meeting <http://www.nnpf.org.uk/ofsted-meet-parent-carers-of-children-with-send-in-mainstream-schools/>



Talking Points

THE DRAFT INSPECTION FRAMEWORK CONTAINS MUCH THAT IS GOOD AND NECESSARY

We are pleased to see that many of the concerns we have raised with Ofsted have been reflected in the new draft inspection framework. Most notably:

- There are strong references to the requirements of the Equality Act 2010 in the introduction and the leadership and management sections
- The quality of education section requires schools to ensure that learners study the full curriculum and that it is ambitious for children with SEN and specialised where necessary
- The leadership section places great emphasis on “high quality inclusive education”
- There are specific mentions of schools not allowing gaming and off-rolling

THERE ARE SOME ADDITIONAL THINGS THAT WE WILL BE ASKING FOR

There are though, some areas in which we believe that the draft inspection framework could go further to protect children with SEND against some of the concerns that have been raised by our membership. We will be raising the following points in our response:

- Ofsted needs to make a clearer link between school behavioural and disciplinary policies to SEND policies and the Equalities Act 2010. Currently too many schools adopt a “zero tolerance” approach which does not take into account the necessity to make reasonable adjustments for children and young people with SEND. An upper tribunal decision (August 2018) has clarified the requirement to make reasonable adjustments before excluding pupils from schools⁴

⁴ C&C V GOVERNING BODY [2018] UKUT 269 (AAC), <https://www.gov.uk/administrative-appeals-tribunal-decisions/2018-ukut-269-aac-c-c-v-the-governing-body-of-a-school-the-secretary-of-state-for-education-first-interested-party-and-the-national-autistic-society-second-interested-party-sen>



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Talking Points

- The draft inspection framework mentions “best possible outcomes” several times in the Quality of Education Section. We would like to see more clarity around the use of this phrase - in particular a requirement that these outcomes should be person centred and coproduced with families and young people. For children with SEND, outcomes must be broader than academic attainment and looking at their longer term happiness, wellbeing and independence.
- The behaviour and attitudes section mentions inspectors checking on why pupils are absent on inspection days. However, inspectors need to go further and ensure that pupils with SEND have access to the full curriculum and are not being placed on part time timetables
- We would like to see a more specific emphasis on preparing for adulthood for children and young people with SEND. Schools should be equipping young people for independence, employment and life in the community.
- We would like inspectors to have regard to a wide range of indicators to assess how “inclusive” a school is. This might include:
 - Is the school’s SEN information report accurate, up to date and widely publicised?
 - Does the school SENCO have sufficient time allocated to perform the role effectively and is the SENCO supported by senior leaders?
 - Does the school’s senior leadership understand their responsibilities to pupils with SEN under the Children and Families Act?
 - Does the SENCO have clear “line of sight” to the school’s senior leadership team?
 - Does the school adopt a graduated response that is transparent and well understood by families?
 - Is the school transparent about its use of notional budgets?

MAKING SURE THE CONCERNS OF PARENTS OF PUPILS WITH SEND ARE HEARD.

Our member forums tell us that they do not feel that the voices of Parent Carers of children and young people with SEND are heard well enough during school inspections. This means that inspectors are often not placing sufficient weight on the experiences of children with SEND in their assessments of schools.



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It is **Talking Points** Ofsted hear parental views when inspecting schools and we have discussed the ways in which parents are notified about the inspection and how they can share their views:

- Parents can give feedback about schools at any time using parent view <https://parentview.ofsted.gov.uk/>. This asks parents to complete a survey about the school and Ofsted will look at feedback about schools on parent view when determining which schools to inspect.
- Ofsted require the school to send a letter to parents notifying them of the inspection. If the school has electronic methods of communication with parents then they should use these to notify parents of the inspection as well. In addition, the school must put up a notice at the school during the inspection.
- During the inspection, a free text facility is available in the parent view tool which allows parents to write about their views of the school.
- Ofsted inspectors will be available to talk to parents during the inspection and will often be available at the start and end of the school day.



Talking Points

APPENDIX: OFSTED EDUCATION INSPECTION FRAMEWORK

WHY IS THE INSPECTION FRAMEWORK CHANGING?

A key principle of the new framework is to realign inspection so that it complements published performance data. The new framework intends to make sure that young people are being taught the best of what has been thought and said. Instead of taking exam results and test data at face value, Ofsted will look at how provider's results have been achieved – whether they are the result of broad and rich learning, or gaming and cramming.

Ofsted's research has found that some children are having their teaching narrowed in schools in order to boost performance table points:

- in many primary schools, rather than reading a wide range of books, some children are instead spending their time repeating reading comprehension tests
- in certain secondary schools pupils are being forced to pick exam subjects a year or more early, meaning many lose out on the arts, languages and music
- at GCSE level, pupils are being pushed away from studying EBacc subjects such as history, geography, French and German, and towards qualifications deemed to be 'easier'

WHAT ARE THE KEY CHANGES?

CURRICULUM FOCUS

The new framework will check that young people are being offered a rich curriculum which is taught well and leads to good outcomes:

- Inspectors will consider the extent to which the curriculum sets out the knowledge and skills that pupils will gain at each stage (intent)

Talking Points

- They will also consider the way that the curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (implementation)
- Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (impact)

DURATION OF INSPECTIONS

Inspections of short inspections of good schools will be extended to 2 days, to ensure inspectors have enough opportunity to gather evidence that a school remains good.

In independent schools, lead inspectors will spend 3 full days on site for full standard inspections (an extra half day of on-site preparation). The expectation is that the proprietors and persons responsible for day-to day management will be present during the inspection.

JUDGEMENTS

Inspectors will continue to make an overall effectiveness judgement about a provider. All judgements will still be awarded under the current 4-point grading scale.

- The quality of education must be judged to be outstanding (Grade 1) for the overall effectiveness grade to be outstanding. All other judgements are likely to be outstanding. In exceptional circumstances, one of the other judgements may be judged as good (Grade 2) as long as there is convincing evidence to show it is improving. Safeguarding is effective
- The quality of education is at least good (Grade 2) for the overall effectiveness grade to be good. All other judgements are likely to be good/ outstanding. In exceptional circumstances, one of the other judgements may require improvement (Grade 3) as long as there is convincing evidence to show it is improving quickly. Safeguarding is effective



Talking Points

- The overall effectiveness grade is likely to be requires improvement (Grade 3) if any judgement is requires improvement. Safeguarding is effective and any minor weaknesses are easily rectified.
- The overall effectiveness grade is likely to be inadequate (Grade 4) if any judgement is inadequate and/or safeguarding is ineffective.

A new **quality of education** judgement will look at how schools and providers are deciding what to teach and why, how well they are doing it and whether it is leading to strong outcomes for young people.

The **behaviour and attitudes judgement** will look at how well behaviour is managed, to create the calm, orderly and safe environment that is a basic ingredient of good education

The **personal development judgement** will look at the opportunities providers give to build character and resilience, and to prepare children and young people to succeed as adults in modern Britain.

The **leadership and management judgement** will go further in considering whether leaders are realistic and constructive in managing workload.