

Informed Governance

Hackney Annual Governors' Conference

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National Lead for Governance

Sunday 24 January 2016

London



Primary school inspections



	% G+	% change
NE	91	+1
YH	80	+3
NW	88	+2
EM	82	+1
WM	83	+3
E	82	+5
SE	83	+5
SW	88	+3
London	88	+3
England	85	+3

(most recent OE judgement for all primary schools at 31 August 2015)

Secondary school inspections



	% G+	% change
NE	68	+1
YH	66	+7
NW	70	+3
EM	67	+2
WM	72	+1
E	74	+4
SE	79	+4
SW	80	+7
London	85	+3
England	74	+3

(most recent OE judgement for all secondary schools at 31 August 2015)

What has changed?

The Common Inspection
Framework

Short Inspections

Changes to Inspection

Principles of inspection reform



- Inspect the **right things in the right way** through a standardised inspection framework
- Provide **comparable** and **accurate information** for parents, carers, learners and employers to inform their choices
- Deliver **timely** inspections where there are signs of decline or improvement
- Have a **proportionate** approach to inspections
- Ensure rigorous **quality** of all inspections.

What has changed?



Substantial changes to the way that we inspect:

- A new **Common Inspection Framework**
- **Short inspections** for all good maintained schools and academies
- Short inspections also apply to good *and* outstanding **special schools, pupil referral units and maintained nursery schools**
- Full inspections for all **non-association independent schools** within three years

We will:

- Do everything we can to remove the pressure for schools to 'get ready for inspection' – we want to see what you do daily for all of your pupils.

What else has changed?



Requires improvement:

- For schools that require improvement, the **initial monitoring visit** will now take place later – **within 3-6 months**.
- When looking **to improve from RI to good**, you will have to do this against the new CIF, not the previous framework.

Serious weaknesses:

- If the monitoring HMI thinks the school is making enough progress, he/she is now able to convert the monitoring inspection to a section 5 inspection **straight away**.
- This **may** result in the school coming out of SW.

All types of section 8 inspection are now drawn together into a single **section 8 handbook**.

Changing the inspection workforce



From September, Ofsted contracted directly with new Ofsted Inspectors (**OIs**) for schools and FE and skills.

- seven in ten Ofsted Inspectors are **current practitioners** who lead **good or outstanding** institutions
- This is leading to improved **quality** and **consistency** of inspection

Ofsted Inspectors and Her Majesty's Inspectors now **work together in Ofsted's regions, train together** and **inspect together**.

The Common Inspection Framework



A new Common Inspection Framework



The CIF will provide **greater clarity, coherence and comparability** for learners, parents and employers.

- Judgements will be comparable across all Ofsted reports for:
 - **early years** provision
 - **16 to 19 study programmes**

In FE and skills inspection, inspectors will report on types of provision – including **apprenticeships, adult learning** and **learners with high needs**



The judgements



- Inspectors will make **four key judgements**:
 - Effectiveness of leadership and management
 - Quality of teaching, learning and assessment
 - Personal development, behaviour and welfare
 - Outcomes for children and learners.

- Where relevant, inspectors will also make judgements about:
 - the effectiveness of the **early years provision**
 - the effectiveness of **16 to 19 study programmes**

- And will state clearly whether **safeguarding is effective**.



Key messages



- Emphasis on **impact** across all key judgements
- Impact of the **culture of the school**
- Importance of **safeguarding as a golden thread** throughout all judgements, including the testing of leaders' work to meet the new Prevent Duty
- The importance of a broad and balanced **curriculum**
- A brand new judgement: **personal development, behaviour and welfare**
- Alignment of the judgements on **early years** and **16-19 study programmes**

- **To be outstanding:**
- the quality of **teaching, learning and assessment** must be outstanding
- **all other key judgements** should be outstanding. In exceptional circumstances, **one** of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- the school's thoughtful and wide-ranging promotion of pupils' **spiritual, moral, social and cultural development** and their physical well-being enables pupils to thrive
- **safeguarding** is effective.



Effectiveness of leadership and management



- **Increased emphasis on:**
- impact of leaders' work in developing and sustaining an ambitious **culture and vision**
- tackling mediocrity and using **robust performance management** to improve staff performance
- ensuring that **safeguarding** arrangements to protect pupils meet statutory requirements, promote their welfare and prevent radicalisation and extremism.



Teaching, learning and assessment



Increased emphasis on:

- the importance of developing pupils' **knowledge, understanding and skills** in all aspects of the curriculum and across key stages – not just English and mathematics
- **assessment** in all its forms.

No grading of lesson observations – removing myths



Personal development, behaviour and welfare



■ **Personal development:**

- A key focus on pupils' **self-confidence** and **self-awareness**, and their understanding about how to be successful learners

■ **Behaviour:**

- Emphasis on attitudes – are pupils ready to learn?
- Behaviours that show respect for the school and other pupils
- Conduct and self-discipline



Personal development, behaviour and welfare



Welfare:

- **Physical and emotional well-being**, including healthy eating, fitness and mental health awareness
- Staying safe **online**
- Safe from all forms of **bullying**



Key message:

- In judging outcomes, **inspectors will give most weight to pupils' progress**. They will take account of pupils' starting points in terms of their prior attainment and age when evaluating progress.
- Within this, they will give most weight to the **progress of pupils currently in the school**, taking account of how this compares with the progress of recent cohorts, where relevant.
- Inspectors will consider the progress of pupils in **all year groups**, not just those who have taken or are about to take examinations or national tests.



Judgements on early years and 16 to 19



Early years

- **Two year olds** on roll now inspected under section 5. Are practitioners knowledgeable about their typical development and characteristics?
- **Comparability** – corresponds to the overall effectiveness judgement for other early years provision.

16-19 study programmes

- How study programmes **build on prior attainment, stretch** learners, provide effective **careers guidance** and prepare learners effectively for the **next stage**
- **Comparability** – this area is judged in the same way as 16-19 provision in FE and skills providers.

Governance and inspection



Important references for governors



The purpose of the lead inspector's initial call is to:

- establish what the **governance structure** of the school or academy is, including with reference to the constitution, and make arrangements for a meeting with the chair of the **governing body** and as many **governors** as possible, and request that as many **governors** as possible are also present at the final feedback meeting

School inspection handbook para 37



Important references for governors



Inspectors will always seek to meet those responsible for **governance** during the inspection. This includes maintained school **governors**, proprietors, academy trustees or members of the school's local board. In a multi-academy trust, this is likely to include members of the local **governing board** or advisory board at school level as well as the multi-academy trust trustees. This is particularly important where there is limited delegation by the board of **governance** functions to school level. It is also important where another authority has **governance** functions if schools are combined in managed groups or federations.

School inspection handbook para 84

Important references for governors

The contribution of **governors** to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the meetings between inspectors and pupils, parents and staff, meetings with **governors** should take place without the headteacher or senior staff.

School inspection handbook para 85

Important references for governors

The on-site inspection concludes with a final feedback meeting with the school. Those connected with the school who are likely to attend include:

- the headteacher and other senior leaders agreed by the lead inspector and headteacher
- the chair of the **governing body**, board of trustees or **local governing body** as appropriate and as many **governors** as possible
- in an academy that is part of a multi-academy trust, at least one representative of the board of trustees
- a representative from the local authority (for maintained schools) or academy sponsor and/or the designated responsible body.

School inspection handbook para 91



Important references for governors



During this meeting, the lead inspector will ensure that the headteacher and **governors** are clear:

- about the provisional grades awarded for each key judgement; sufficient detail must be given by the lead inspector to enable all attendees to understand how judgements have been reached and for **governors** to play a part in beginning to plan how to tackle any areas for improvement
- that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school); they must not be shared beyond the school's leadership team and **governors** (including those unable to attend the final feedback meeting)

School inspection handbook para 92

Effectiveness of leadership and management In making this judgement in schools, inspectors will consider:

- the leaders' and **governors'** vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders and **governors** have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively **governors** hold them to account for this

School inspection handbook para 138



Important references for governors



- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively **governors** hold them to account for this
- how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils and how effectively **governors** hold them to account for this
- the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and **governors** use performance management to promote effective practice across the school
- how effectively leaders and **governors** monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

School inspection handbook para 138

Important references for governors

- how well leaders and **governors** engage with parents, carers and other stakeholders and agencies to support all pupils
- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively **governors** hold them to account for this
- the effectiveness of **governors** in discharging their core statutory functions

School inspection handbook para 138

Important references for governors

- how well leaders and **governors** promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community
- the effectiveness of safeguarding
- the effectiveness of leaders' and **governors'** work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

School inspection handbook para 138

Important references for governors

Inspectors will seek evidence of the impact of those responsible for **governance**. This includes maintained school **governors**, proprietors, academy trustees or members of the school's local board. In a multi-academy trust, this is likely to include members of the local **governing** board or advisory board at school level as well as the multi-academy trust trustees.

School inspection handbook para 143



Important references for governors



Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- understand how the school makes decisions about teachers' salary progression and performance
- performance manage the headteacher rigorously

School inspection handbook para 145



Important references for governors



Inspectors will consider whether governors:

- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

School inspection handbook para 145



Important references for governors



Inspectors will recommend an external review if **governance** is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:

- 'An external review of **governance** should be undertaken in order to assess how this aspect of leadership and management may be improved.'

School inspection handbook para 147



Important references for governors



Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- how leaders and **governors** have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

School inspection handbook para 149

- What is your evaluation of the school's overall effectiveness at this stage of its development?
 - strengths (in order)
 - areas for development (in order)
 - how do you know?



Questions that may be asked



- How has the trust supported and challenged the performance of the academy in relation to teaching, learning and assessment?
 - practical examples
 - what is the impact on learners and staff in the academy?
 - how do you know?



Questions that may be asked



- What is your involvement in the performance management of the head teacher and the staff?
 - What proportion of the teaching staff made progress up the academy's pay scale last year?
 - How do you know?



Questions that may be asked



- How well are the pupils in, for example, Year 1, Year 3 and Year 8 doing?
 - Is the assessment information that you are given accurate?
 - Which groups of pupils in which year groups are making particularly pleasing progress at the present time?
 - Which groups of pupils in which year groups are you particularly concerned about at the present time?
 - How do you know?



Questions that may be asked



- Can you tell me about the use of additional funding for disadvantaged pupils?
 - Where has the funding had its biggest impact?
 - In which year group has the funding not enabled disadvantaged pupils to catch up with their peers?
 - What is the school doing about it?
 - How do you know?

- What about the extra funding for those pupils who are looked after?
 - How well are these very vulnerable pupils doing?
 - How do you know?



Questions that may be asked



- Last year, pupils did not reach the national average in phonics (or mathematics at the end of Key Stage 1 or writing at the end of Key Stage 2 or ...).
 - What changes has the school made to address this issue?
 - Has the curriculum been changed to address this underachievement?
 - What impact have the changes had?
 - How do you know?

Short inspections



The headlines



A different kind of inspection

- All short inspections are **led by HMI** for 1 day approximately every three years.
- One HMI in most primary schools; two HMI in secondary schools
- **Two judgements:** Is the school continuing to be a good school? Is safeguarding effective?
- If more evidence is needed to reach a decision, or there is evidence of improvement/decline, it will be **converted** to a section 5 inspection.
- A short inspection **will not change** any of the graded judgements for the school nor the overall effectiveness grade.

Professional dialogue between HMI and school leaders

- HMI will begin the discussions with leaders from the **starting hypothesis that the school remains good**.
- School leaders will need to demonstrate that the school is still good, where there are areas for development, and how they are tackling these.
- HMI will test leaders' and governors' assessment through a range of inspection activity including observations and discussion with pupils, staff, governors and parents.
- Professional dialogue with **ongoing feedback** to school leaders throughout the day.



The short inspection day



- Schools receive **half a day's notice**, as at present.
- Every good school is different. There is **no 'standard' short inspection timetable**.
- Meeting the headteacher and leaders **throughout the day**.
- Gathering first hand evidence from **observing learning and behaviour** in lessons and around the school.
- Meetings with governors, leaders, staff and parents.
- **Talking to pupils** in lessons and at break/lunchtimes.
- Gathering evidence about the effectiveness of safeguarding – not just relating to statutory requirements, but **all** aspects of safeguarding.

When will school leaders know if the inspection is converting?

- Regular dialogue throughout the day, with a final decision usually no later than 4pm.

Does a conversion always mean that the overall effectiveness grade of the school will change?

- **No!** Once the additional evidence to complete a full section 5 inspection is gathered, inspectors may still find the school to be good.

Short Inspections



Is the school/provider continuing to be good?
Is safeguarding effective?

Yes

School/provider remains good

The school/provider's performance is being sustained.

It continues to provide a good quality of education for pupils/learners.

Any weaknesses are known by leaders and governors, and are being tackled – proven capacity.

Returns to cycle of inspection

Yes

School/provider *may* be outstanding

Is it likely that the school/provider might be judged outstanding in a full inspection?

Lead stays on; Ofsted region quickly deploys further inspectors

Insufficient evidence *or* concerns about effectiveness/safeguarding

HMI informs school/provider that insufficient evidence has been gathered *or* concerns exists. Explains that a full inspection will follow shortly.

Lead stays on; Ofsted region quickly deploys further inspectors

- If the school remains good and safeguarding is effective, the HMI will write **a letter** outlining the findings.
- The letter will be written to the **headteacher**, using language that is accessible for **parents**.
- If the short inspection converts to a **section 5 inspection** with a full team, the HMI will write a section 5 inspection report.

Inspection updates

Governance Handbook



Governance handbook

**For trustees of academies and multi-
academy trusts and governors of
maintained schools**

November 2015

School inspection updates



School Inspection Update

December 2015 | Issue: 5

Message to inspectors from the National Director, Education

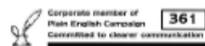
Welcome to the fifth edition of 'School inspection update'. This will be the last issue for this calendar year and, as Christmas is rapidly approaching, I trust that your preparations for the festive season are going well.

In this edition, among other items there is: clarification of the timings and types of inspections certain schools can expect; an explanation of when two-year-old provision forms part of a school inspection; staffing ratios for governor-led nursery provision; information on cadet units in schools and the global learning programme; updates on provision of data; and details of recent relevant publications and consultations.

In October, I had the pleasure of meeting around 130 National Co-ordinators of Governor Services (NCOGS) at their conference in Nottingham. We had a lively session about Ofsted's new inspection framework. I arranged for the responses to the topics discussed to be published on the Ofsted developments in education inspection blog, which can be accessed using the following link:
<https://educationinspection.blog.gov.uk/2015/10/19/school-governors-and-inspection/>

Although it is early days for the inspection arrangements started in September, I have been encouraged by the informal feedback received from teachers and headteachers. Generally, schools like the new short inspections, and those inspected under the new section 5 handbook can see how our approach is obtaining a clearer picture of what the quality of education is like for current pupils. I would like to reiterate two key points to all inspectors.

- (1) While the main focus for outcomes is on the progress of current pupils, historic data still have a role to play in identifying potential areas for enquiry and key points for discussion with school leaders. Published test and examination data provide some evidence of a school's strengths and areas for development, so should not be discounted without clear evidence of improvement.
- (2) The handbook is very clear that we do not expect to see any specific frequency, type or volume of marking. These are for the school to decide



School Inspection Update

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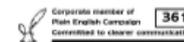
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Maintained schools

- Every maintained school **must** publish specific information on its website to comply with [The School Information \(England\) \(Amendment\) Regulations 2012](#).
- Full details of what must/should be published are available at: www.gov.uk/guidance/what-maintained-schools-must-publish-online

Academies

Details of governing boards of academies and multi-academy trusts:

- An academy's funding states what must be published on the website of an academy or free school.

Website references



www.gov.uk/what-maintained-schools-must-publish-online

The constitution of governing bodies of maintained schools: Statutory guidance for governing bodies of maintained schools and local authorities in England, August 2015

Guidance: PE and sport premium for primary schools, September 2014

- To understand the policies that different types of schools must have
- Read the document at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

Safeguarding



Keeping children safe in education

Statutory guidance for schools and
colleges

July 2015

RAISEOnline Inspection Dashboard



Inspection Dashboard

Ofsted

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2014 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2014, highlighting consistency across starting points, subjects or groups.

Strengths in 2014

- KS2 value added was broadly average or above in all subjects.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics were close to or above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading.
- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in writing & mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.
- Persistent absence was below average.

2014		
National Floor Standards	School	
Level 4+ RWM	65%	75%
EP reading	94%	98%
EP writing	96%	93%
EP mathematics	93%	91%
Floor standards met?		

Weaknesses in 2014

- Attendance was low for the group(s): SEN without statement (in the lowest 10% of all mainstream schools nationally).

Assessment without levels

Final report of the Commission on Assessment without Levels

September 2015



Chaired by John McIntosh CBE

HMCI's monthly commentary



HMCI's monthly commentary: November 2015

21st century governance needed for 21st century schools

www.gov.uk/government/speeches/hmcis-monthly-commentary-november-2015

Call for evidence:

www.surveymonkey.com/r/govevidence



Useful links



- Ofsted inspection documents:
www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools
- September 2015 School Inspection Update:
www.gov.uk/government/news/september-2015-issue-of-school-inspection-update-newsletter-published
- January 2016 School Inspection Update:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489087/School_inspection_update_January_2016.pdf
- RAISEOnline document library:
www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx
- Support for schools about information required on a school website is available at: www.gov.uk/guidance/what-maintained-schools-must-publish-online

Useful links



- Support for schools about information required on a school website is available at: www.gov.uk/guidance/what-maintained-schools-must-publish-online
- Assessment without Levels report: www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report
- Working together to safeguard children guidance: www.gov.uk/government/publications/working-together-to-safeguard-children--2