

OFSTED for Governors



Objective



To provide an overview of the current Ofsted inspection framework and how this relates to governance.

Core functions of governance

All governance boards, no matter what type of school or how many schools they govern, have 3 core functions:

- ▶ ensuring clarity of vision, ethos and strategic direction
 - ▶ *What should education seek to achieve?*
- ▶ holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
 - ▶ *How well is the school achieving against targets set and national benchmarks?*
- ▶ overseeing the financial performance of the organisation and making sure its money is well spent
 - ▶ *How are resources managed to secure the best outcomes for children?*

All of the
information

Information
you
need!



Types of inspection

Section 5

- ▶ 2 days
- ▶ Full range of judgements
- ▶ Inspectors will want to meet governors

Section 8

- ▶ 2 days (over 150 pupils)
- ▶ Good and some outstanding schools
- ▶ Confirms current judgement
- ▶ Inspectors will want to meet governors

Timing

- we are likely to inspect good schools last inspected in the 2016/17 academic year in the 2021/22 academic year, which is an extension of about 5 terms. From the 2022/23 academic year, we will work to gradually reduce this extension. In time, this will mean that we are likely to inspect good schools only 3 to 4 terms later than usual (so around 5 years after their last inspection). For subsequent inspections, we will return to inspecting good schools around every 4 years.

Section 8

- Assumption school remains good
- Quality of education
- Behaviour
- Gaming and off rolling and gaming
- Pupils' wider development
- Workload
- Safeguarding



Gaming, inclusion and off-rolling

Gaming

- Unusual patterns of examination entry
- Unusual patterns of attendance

Inclusion and off-rolling

- Removing pupils without formal exclusion
- Encouraging parent to remove child

Section 8

Possible outcomes

- ▶ Outcome 1: the school continues to be good/outstanding
- ▶ Outcome 2: remains good but evidence it may be judged outstanding at Section 5. School informed and Section 5 inspection usually within 1-2 years
- ▶ Outcome 3: not satisfied that school would remain good/outstanding and Section 5 in next 1-2 years
- ▶ Outcome 4: evidence indicates may now be inadequate (or requires improvement if currently outstanding). Section 8 inspection converted to Section 5 within 48 hours

The judgements

Overall effectiveness

Outstanding

Good

Requires improvement

Inadequate

Quality of education

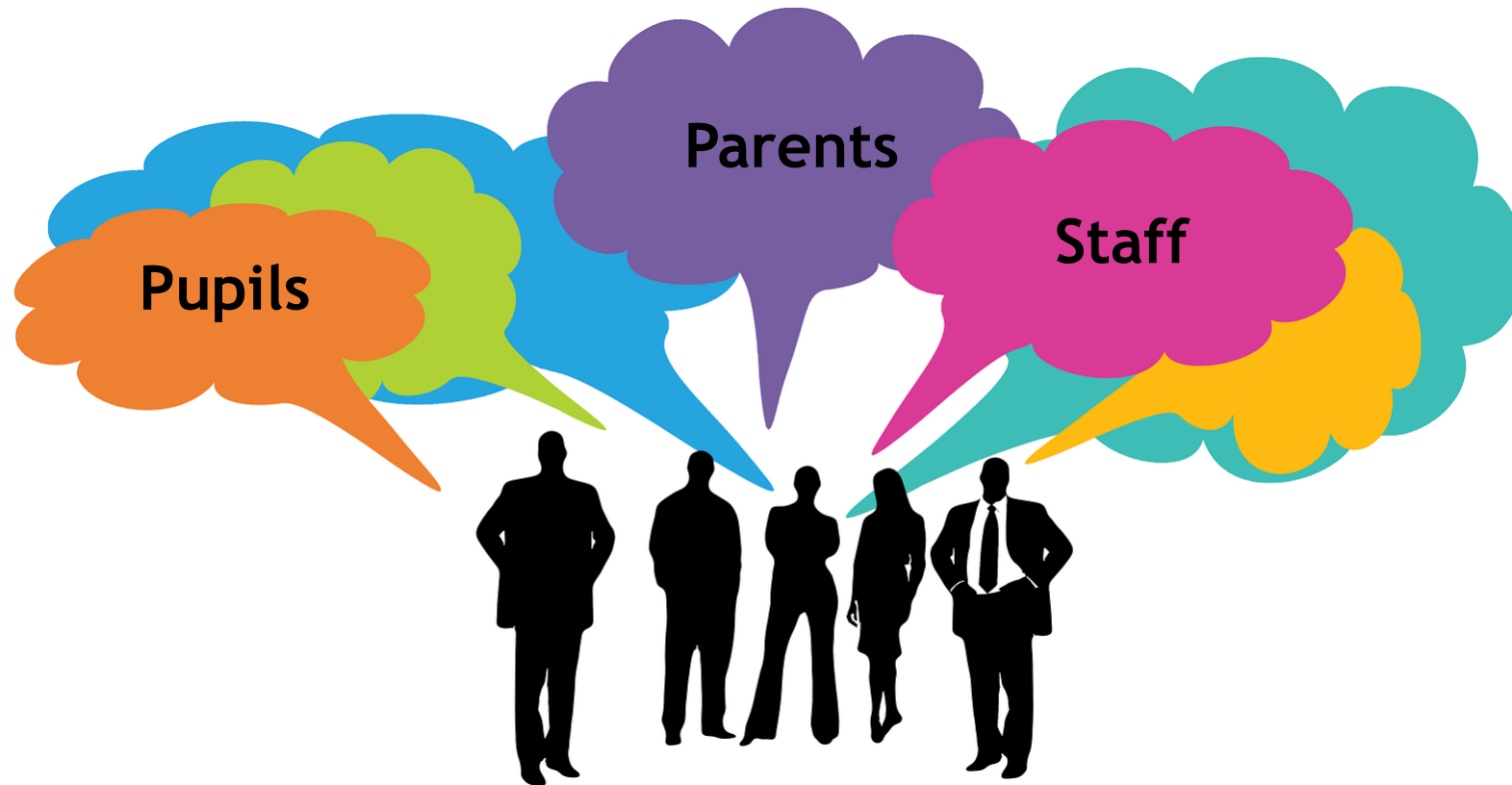
Early Years
Sixth Form

Behaviour and attitudes

Personal development

Leadership and management

Stakeholders



Inspectors will also seek to meet with as many governors as possible.

How much notice?

- ▶ 10.30 am - 3.30pm the day before
- ▶ 90 minute phone call
 - ▶ School progress
 - ▶ Inspection planning



Information inspectors will want to see at the start of inspection

- ▶ single central record for the school
- ▶ the school timetable, current staff list (indicating early career teachers (ECTs)) and times of the school day
- ▶ any information about previously planned interruptions to normal school routines during the inspection
- ▶ records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- ▶ records and analysis of sexual harassment and/or sexual violence
- ▶ records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents

Information inspectors will want to see at the start of inspection

- ▶ a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- ▶ a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan
- ▶ up-to-date attendance analysis for all groups of pupils
- ▶ documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT
- ▶ a summary of any school self-evaluation or equivalent
- ▶ the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy
- ▶ any reports from external evaluation of the school

Are these in place and how do governors know?

Section 8

- Assumption school remains good
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Quality of Education

Intent

...the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage.

Implementation

... the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills.

Impact

... the outcomes that pupils achieve as a result of the education they have received.

Quality of education

Section 8 paras 57-61

Primary

Reading and early mathematics in early years and KS1.

How well a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2.

Focus first and foremost on the teaching of reading, particularly on how children gain access to the whole of the national curriculum through learning to read fluently and with

Secondary

How well the school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9, or whether the school is in the process of bringing this about.

Whether the school is aware of the DfE's national EBacc ambition and what it is doing to prepare to achieve this through its key stage 4 curriculum

Curriculum deep dive

what lies beneath?



Use of assessment

Inspectors will not look at internal progress or attainment data

Inspectors will review nationally published performance information about pupils' progress and attainment, where available from the DfE. They will ask school leaders to set out their understanding of pupils' educational performance. However, inspectors will not themselves look directly at schools' internal progress or attainment data in relation to current pupils as evidence.

Section 8 para 60

Behaviour

- high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly.
- pupils' positive behaviour and conduct.
- staff make sure that pupils follow appropriate routines
- low-level disruption is not tolerated
- pupils' behaviour does not disrupt lessons or the day-to-day life of the school.
- leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.



Pupils' wider development

- ▶ the extent to which the curriculum goes beyond the academic, vocational or technical, whether the school provides effectively for pupils' broader development and whether the school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.



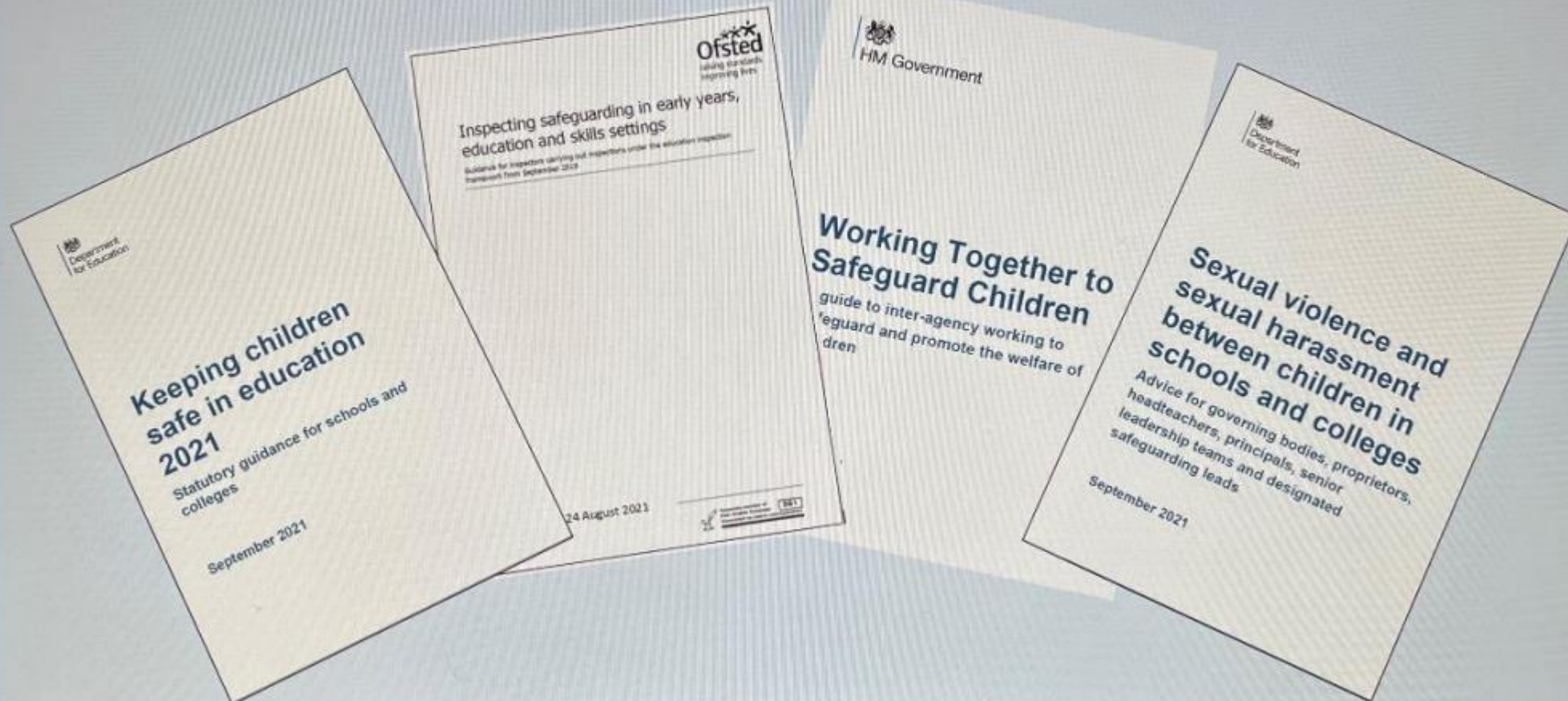
Workload

- ▶ The extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively.
- ▶ The extent to which staff are free from bullying and harassment.
- ▶ Whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens.

We understand that assessment arrangements may have been altered as a result of the COVID-19 pandemic. Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload. *(para 72)*

Safeguarding

Statutory and guidance documents



Safeguarding

- Compliance
- Culture
- Curriculum



- Child protection and safeguarding – the difference?

Safeguarding - the broader aspects

- ▶ Health, safety and wellbeing including children's mental health
- ▶ Meeting the needs of children with SEND
- ▶ The use of reasonable force
- ▶ Meeting the needs of children with medical conditions
- ▶ Providing first aid
- ▶ Educational visits
- ▶ Intimate care and emotional wellbeing
- ▶ Online safety and associated issues
- ▶ Local context

Safeguarding

For consideration

- Is the school's Single Central Record up to date? How do governors know?
- Is your staff training regarding safeguarding up to date? Where is the evidence?
- Do you know what to do if you saw a something that you feel may be a safeguarding issue?
- Do you know who your Designated Safeguarding Leads are in school?
- Is your school's policy regarding safeguarding up to date with the latest guidance? How recently was it reviewed for impact by governors?
- How is safeguarding included in your school's new staff induction processes?
- Who on the governing body is trained in Safer Recruitment? Is the training up to date?
- Have all your staff and governors read the latest 'Keeping Children Safe in Education' guidance?
- Who on the governing body has been trained in Safeguarding ('Protecting Children') or 'Monitoring and Evaluating Safeguarding Culture'?
- Do you know if all your pupils feel safe in school?
- Are there any pupils frequently missing from school; if so, how this is dealt with?
- What are the levels of bullying across the school? Is there an upward trend?
- Do pupils know what to do if they suffer bullying or abuse?

After the inspection

At the end of the section 8 inspection, the lead inspector will provide brief oral feedback that will typically:

- report the range of evidence gathered
- provide the school with a judgement about whether it remains good or outstanding (as relevant)
- report whether safeguarding is effective
- make clear that the text of the section 8 inspection report will differ from the oral feedback as the feedback is for the school and the report is written for parents
- ensure that leaders are clear about the procedures for publishing the report

Governor attendance

Findings are confidential – a breach of confidentiality may result in a re-inspection.

A draft written report will be sent to the school before the final publication.

Clerks should attend this meeting, if possible, to take comprehensive notes of the feedback.

What is your role?

School Inspection Handbook paras 275-285

Inspectors will consider how governors fulfil the core functions:

- ensure clarity of vision, ethos and strategic direction
- hold executive leaders to account
- oversee the financial performance of the school

and

- ensure that the school fulfils its statutory duties including equalities, prevent duty and safeguarding



What
evidence do
you have to
support this?

How does your governing body fulfil the three main roles?

Ensuring clarity of vision, ethos and strategic direction

Holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff

Overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium



NEXT STEPS



Useful links

- ▶ [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/policies/statutory-policies-for-schools-and-academy-trusts)
- ▶ [What academies, free schools and colleges should publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/what-academies-free-schools-and-colleges-should-publish-online)
- ▶ [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-inspection-handbook)
- ▶ [School inspection handbook: section 8 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-inspection-handbook-section-8)
- ▶ [Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills)
- ▶ [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2021)
- ▶ [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)