

Ofsted update

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Updated school inspection handbook – section 5



- Inspect in the CIF in the same way as last year – no major changes in the section 5 school inspection handbook
- Clarified details about who inspectors need to meet with to inspect governance at the school
- Amended the grade descriptors in outcomes to reflect changes to national assessment and accountability measures
- Staff and pupil survey are online; no paper copies

Updated school inspection handbook – section 8



- Requires improvement (RI) section updated to reflect the Education White paper proposal on improvement periods where RI schools have new headteachers; a full section 5 re-inspection will be no later than 30 months after publication of the previous section 5 report
- Detailed changes to monitoring of schools causing concern, reflecting recent legislative change and the revised Schools Causing Concern guidance
- Ofsted inspectors may now on occasion lead section 8 'no formal designation' inspections

Policy update – schools causing concern

Section 8 changes:

- Grade 4 academy schools with no change in sponsor trust - this is a continuing school and will receive serious weaknesses/special measures section 8 monitoring as before
- Maintained schools/ pupil referral units with academy orders and academies to be re-brokered - no monitoring programme but Ofsted may visit if there are safeguarding concerns
- Duty to produce statement of action remains in place:
 - Must always address safeguarding concerns
 - Supporting transition where Academy Order has been made – for schools due to become academies or re-brokered academies

Policy update – schools causing concern

- Coasting schools – definition will be finalised shortly with the introduction of regulations
- Regional schools commissioners will have powers to take formal action in any school falling within the coasting definition
- Intervention could include requiring a maintained school to become a sponsored academy or a coasting academy being moved to a new sponsor trust

Key messages – publishing information

- Every local authority maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2012

Key messages – publishing information

- For most academies, these requirements will be reflected in their funding agreement
- Some early academies still have Funding Agreements that do not specify a requirement to publish certain information e.g. pupil premium
- However, DfE has published guidance setting out what academies and free schools should publish. Not a statutory duty but it is recommended by the DfE
- Section 5 report template has a section to record whether schools are meeting these requirements

Key messages – publishing information

Safeguarding policy – KCSIE 2016

Key messages – secondary schools

Progress 8 is now the secondary accountability measure

- Reference to 5A*-CEM is only made in relation to historic performance
- Exemption from inspection for secondary schools that secure a progress 8 score of +1.0 or higher
- Exemption will apply in the calendar year following the publication of the final performance tables in 2016
- If a school requests, Ofsted can inspect during this period

Key messages: pupil groups

Most able

- Inspectors should report in a meaningful way so that it is clear whether or not schools are challenging the most able pupils
- Inspectors should include a focus on the most able disadvantaged pupils

Disadvantaged

- Pupils who attract government pupil premium funding: pupils eligible for free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route
- Special educational needs and/or disabilities

Key messages

- Inspectors give most weight to the progress of current pupils in all year groups
- Inspectors must take account of how this compares with the progress of recent cohorts
- Inspectors evaluate achievement across the curriculum, not just in English and mathematics

HMCI's commentary on science and modern foreign languages – May 2016

“It is fair to say that in recent years, Ofsted’s inspections of primary schools have prioritised the quality of provision in English and mathematics. In my view, this has helped to bring about the improved performance and standards I referred to at the start of this commentary.

However, the evidence from this recent investigation has convinced me that we do need to put a sharp focus on the other subjects as we do in English and mathematics. As a result, I have reminded inspectors that they should always be looking closely at the subjects of the wider primary curriculum, including science and foreign languages, as set out in the inspection handbook.”

Most-able disadvantaged pupils

- HMCI's 2015 Annual report highlighted the underperformance of disadvantaged pupils, particularly the most able disadvantaged
- In the foreword of the May 2016 guide to effective pupils premium reviews, the Minister emphasised the need for the most able disadvantaged pupils to be supported
- The inspection dashboard and RAISEonline will show progress and attainment of disadvantaged pupils with low, middle and high prior attainment, enabling performance of the most able disadvantaged cohort to be evaluated

Disadvantaged – good descriptors

Current pupils

- In a wide range of subjects, the progress of disadvantaged pupils ... currently on roll is close to or is improving towards that of other pupils with the same starting points

Previous cohorts in historic data

- Progress of disadvantage pupils ... is above average or improving across most subject areas
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally

Key messages – myth busting

- Inspectors must not advocate a particular method of planning, teaching or assessment
- Lesson planning – no specific requirements to produce plans for Ofsted, no requirement about how planning is set out, inspectors assess impact
- Self-evaluation – for schools to determine format and business as usual for the school
- Lesson observations – no grading of lessons, teaching or outcomes in a lesson
- Pupils' work and marking – no specific requirements for quantity, frequency or type.

Governance and inspection

Meeting those responsible for governance



S5 school inspection handbook, para 85

Inspectors will always seek to meet those responsible for governance during the inspection. This will usually include maintained school governors or academy trustees (including sponsor representatives, where they exist). However, in a multi-academy trust, the board of trustees may have established a local governing body to which it may have delegated certain functions. In some other cases, there may be a local governing body that is wholly advisory, with no formal governance responsibilities delegated to it. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

S5 school inspection handbook, para 86

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

Governance and inspection

Inspectors will consider ...



S5 school inspection handbook, para 141



Governance and inspection

Inspectors will consider whether governors ...



S5 school inspection handbook, para 148

- 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 in the school
- understand how the school makes decisions about teachers' salary progression and performance

S5 school inspection handbook, para 148

- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment to 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

S5 school inspection handbook, para 148

- ensure the school's finances are properly managed and can evaluate how the school is using pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport funding, and special educational needs
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents

Governance and inspection

Questions that governors could be asked by inspectors



What is your involvement in the performance management of the headteacher and the staff?

Can you tell me about the use of additional funding for disadvantaged pupils?

Where has the funding had its biggest impact?

How do you know?

Last year, the proportion of pupils reaching the standard in the Year 1 check on phonics was well below average.

What changes have been made to address this underachievement?

What impact have the changes had?

How do you know?

How well are the pupils with low prior attainment doing in Year 3, Year 7 or Year 9?

Which groups of pupils in which year groups are making pleasing progress?

How do you know?

What is your evaluation of the school's overall effectiveness at this stage of its development?

What are the school's three greatest strengths and three crucial areas for development?

How do you know?

Can you tell me about the impact of the government's pupil premium funding on the attainment and progress of the school's higher ability, disadvantaged pupils?

How do you know?

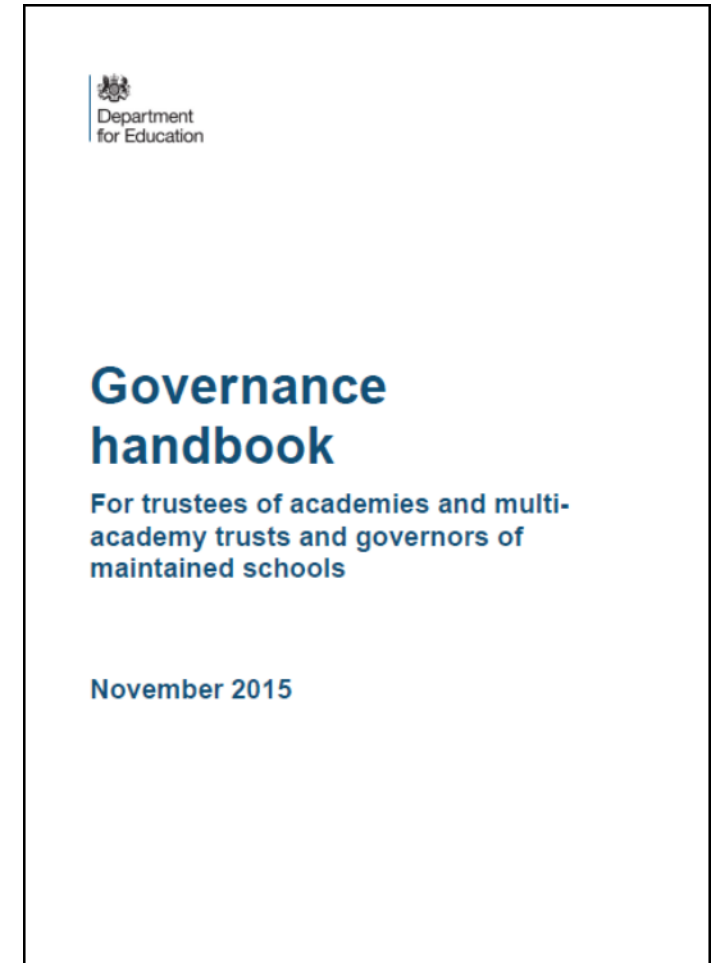
Governance and inspection

What is coming up?



Look out for:

- Annual update to the Governance handbook
- Competency framework for governance
- Ofsted's report on governance



Governance and inspection

After the conference ...



Check:

- your details are on Edubase
- all the required elements about governance are on your school's website
- your headteacher checks the single central record regularly
- your scheme of delegation is published on your academy school's website
- you have a full knowledge of the impact of pupil premium, PE and sport and Year 7 catch-up funding in your school
- your evaluation of the school's effectiveness is based on hard evidence.

Governance and inspection

Useful references



HMCI's monthly commentary, November 2015

21st century governance needed for 21st century schools:

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



Changes in the 2016 school inspection handbooks:

<https://educationinspection.blog.gov.uk/2016/08/23/latest-school-inspection-handbooks-published/>

What maintained school must publish online:

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

What academies, free schools and colleges should publish online:

www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

Statutory policies for schools:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

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