

# Ofsted update



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**Senior Her Majesty's Inspector**

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# Updated School Inspection Handbooks – section 5



- Inspect in the CIF in 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 surveys are online, no paper copy

# Updated School Inspection Handbooks - section 8



- Requires Improvement (RI) section updated to reflect Education White Paper proposal on improvement periods where RI schools have new headteachers – full section 5 re-inspection will be no later than 30 months after publication of 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



- **Coasting school** - 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](#)
- 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 statutory but it is **recommended** by DfE <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Section 5 report template has a section to record whether schools are meeting these requirements
- **Safeguarding policy- KCSIE 2016**

## **Progress 8 is now the secondary accountability measure**

- Reference to 5A\*-C EM should only be made in relation to historic performance (i.e. 2014 and 2015)
- 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** publication of the final performance tables for 2016
- If a school requests, we 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

## **Disadvantaged**

- Pupils who attract government pupil premium funding: pupils claiming 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

## **Most able disadvantaged**

- Inspectors should include a focus on the most able disadvantaged

## **Special Educational Needs and/or Disabilities**

# Key messages



- 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.
- Evaluate achievement **across the curriculum**, not just in English and mathematics.



# HMCI – commentary May 2016 on science and modern foreign languages



- 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 need to put as **sharp a focus on the other subjects** as we do on 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.**

- **Clarification for schools – ‘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, we 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 handbook

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

November 2015

# True or False?

The governance handbook is only for the governors, headteachers, clerks and others with an interest in the governance of maintained schools.

# False

The governance handbook is also for members, trustees, local governors, principals, clerks and others with an interest in governance of academy trusts and multi-academy trusts.



# True or false?

Overseeing the financial performance of the school and making sure its money is well spent is one of the three core functions of all governing bodies.

# True

Plus ensuring clarity of vision, ethos and strategic direction and holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.



# True or false?

Boards should play a strategic role and avoid routine involvement in operational matters.



# True

School leaders have  
the operational role.



# True or false?

All governors should have an understanding of the financial cycle and the legal requirements of the school on accountability and spend.

# True

All governors should ideally have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend. But, the board should ensure it has at least one governor with specific, relevant skills and experience of financial matters.



# True or false?

The headteacher decides the format regular reports to governors should take.

# False

The board, not the headteacher, should determine the scope and format of headteacher's reports.



# Questions inspectors may ask governors



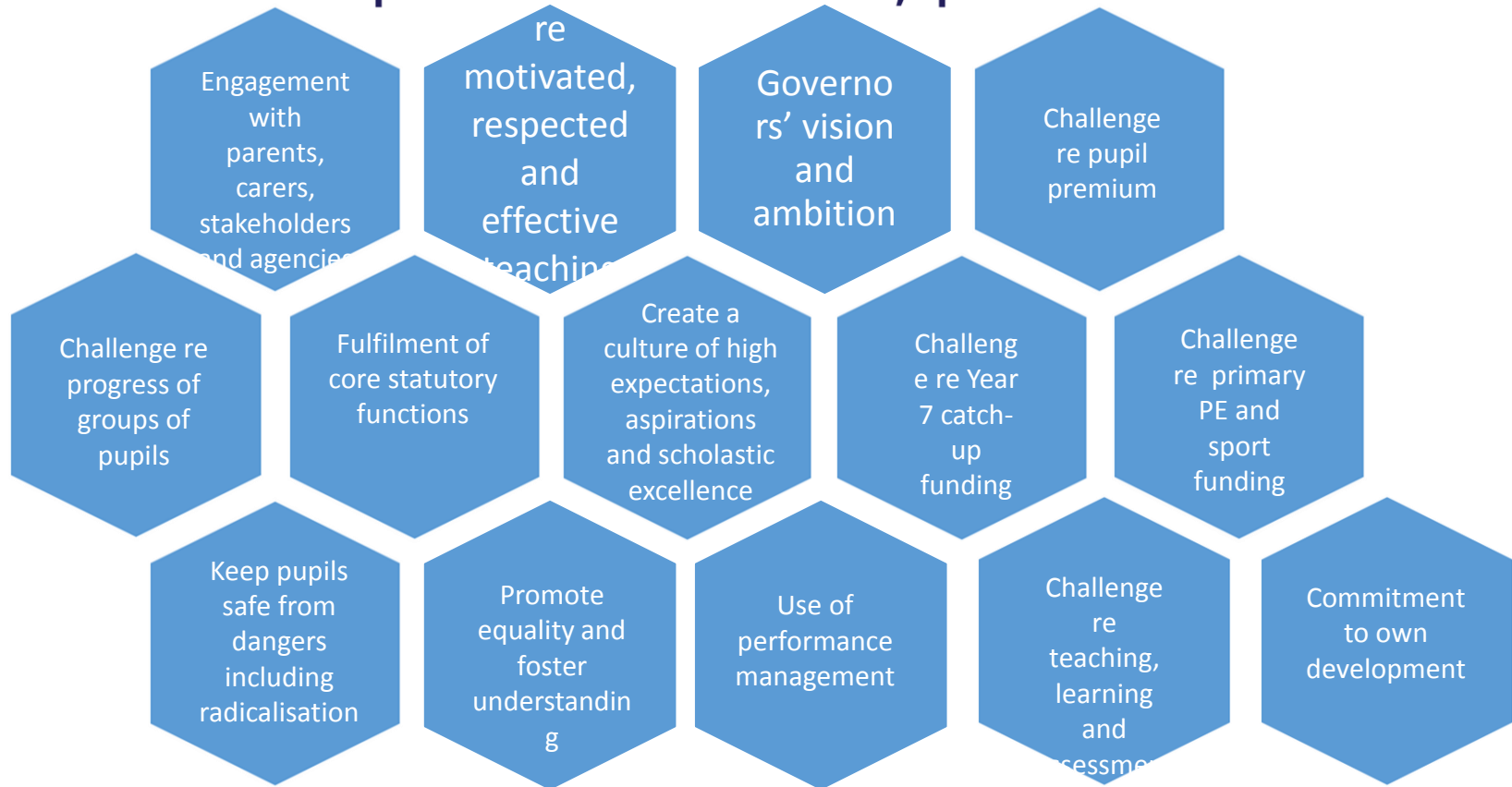
What is your involvement in the performance management of the headteacher and the staff?

Can you tell me about the use of additional funding for disadvantaged pupils? Where has the funding had its biggest impact? How well are the disadvantaged most able pupils doing? 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?

# S5 school inspection handbook, para 141



**Final questions?**

**Thank you**

