

Governor Support Service

# Understanding the Ofsted Framework

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# Sian Mathias

## Leadership and governance consultant

- Working with MATS and Local Authorities (LA's) across London as an independent trainer and consultant
- Currently Chair of the Trust Board of a multi-academy trust (MAT)
- Chaired two maintained schools governing boards
- Worked as head of governor services in a successful LA school improvement team
- Worked on numerous task groups supporting schools causing concern

# Etiquette



We will take it in turns to speak and when not speaking we will keep ourselves on **mute**.



It is good to see colleagues but you can turn your **camera** off if you wish.



You can use the **chat** feature to make comments or ask questions.



## Aims of the session

1. Clear understanding of the current inspection framework
2. What this means for your school
3. Preparation for governors
4. Ofsted's current position - the impact of the coronavirus



- Office for standards in Education, Children’s Services and Skills
- Education Act 2005 (as amended) set up first inspections
- Non-ministerial department of the UK government
- Current Chief Inspector HMCI: Amanda Spielman since 2017
- Section 5 Inspections (**full**) and Section 8 (**lighter**) inspections



WELCOME TO  
MIDFIELD  
PRIMARY

  
**Ofsted**  
Outstanding

In All Areas

Midfield Primary School

**"OUTSTANDING"**

*"Pupils have excellent attitudes for learning"*

## Your school

- What has been your experience of inspections?
- Are you familiar with your school's current judgement and the key development areas?
- Do you know when you are likely to be inspected next?

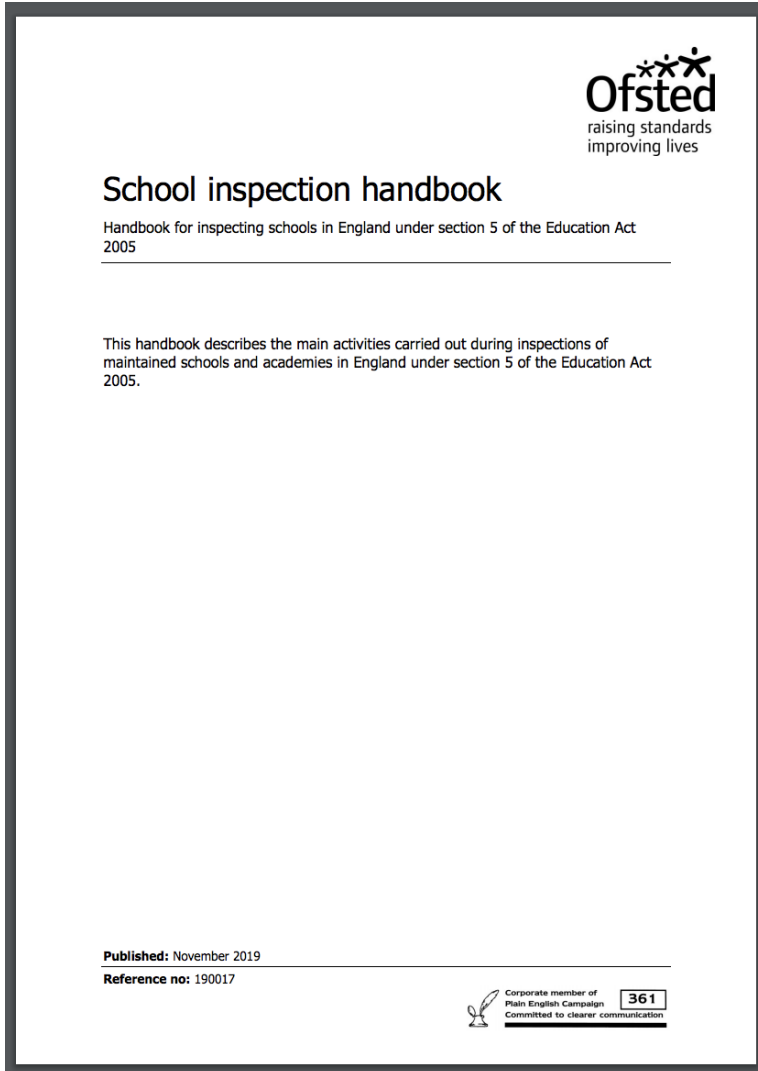
# THE QUALITY OF EDUCATION

## The new framework (from September 2019)

- Focus on the **quality of the child's experience** in school
- Moves away from **attainment data, progress scores and outcomes** to one centred on broad and rich learning experiences which provide all learners – particularly the most disadvantaged or those with special educational needs and /or disabilities (SEND) – access to the **knowledge** and **cultural capital** they need to fulfil their potential.
- This is assessed through the process of **deep dives, workbook scrutiny and speaking to pupils, teachers and other stakeholders**
- 'what children are being taught; how well it is being taught; and how effectively it is setting them up to succeed at the next stage of their lives' (Ofsted, 2019).



# Key Ofsted documents



How schools will be inspected

How Ofsted judges schools

How the framework applies to different contexts

## Full inspections

During a full (**Section 5**) inspection, Ofsted make judgements on:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

Judgements are also made on the following, as appropriate:

- Early years provision
- 16 to 19 study programmes

These feed into a judgement on the '**overall effectiveness**' of the provision at the school.

# Ofsted Grading

Each judgement is graded on the following scale:

- outstanding (grade 1)
- good (grade 2)
- requires improvement (grade 3)
- inadequate (grade 4)

Schools which are **inadequate** overall are put into one of two sub-categories:

- serious weaknesses
- special measures

Depends on whether the school leadership (including the governing board) have demonstrated the capacity to bring about improvement.

# Inspection of Harefield Junior School

Park Lane, Harefield, Uxbridge UB9 6BJ

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Inspection dates: 17–18 September 2019

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## Sections of the report:

What is it like to attend this school?

What does the school do well and what does it need to do better?

Safeguarding

What does the school need to do to improve?

How can I feed back my views?

# When is your school due to be inspected?

What was the last judgement?

## **Outstanding:**

**Primary and secondary mainstream** exempt from inspection unless desk-top risk assessments flag concerns

**Special schools, pupil referral units and maintained nursery schools** are not exempt as performance data may not give a reliable account. They are given a Section 8 (lighter) inspection after 4 years to check they remain outstanding

## **Good:**

Inspected using Section 8 (lighter) every four years unless there has been a significant change or significant concerns. If there are significant concerns the Section 8 could be converted to a full Section 5 (usually within 48 hours). If there is not enough evidence for good or indicators of outstanding the letter will recommend a Section 5 inspection within 2 years.

# When is your school due to be inspected?

## **Requires improvement (RI):**

A full Section 5 inspection within 30 months and at least one monitoring visit during this time. First time RI no monitoring visit.

## **Inadequate:**

Majority will receive an academy order and, if a stand-alone academy, will need to be 're-brokered' into a MAT. Where this is not the case the timing of the next inspection will depend on the rate of improvement informed by monitoring visits.

## **New schools:**

Within the first 3 years of operation, a school converting to an academy or being re-brokered also falls into this category.

# Full and short inspections



## The education inspection framework

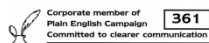
Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

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The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

**Published:** May 2019

**Reference no:** 190015



## School inspection handbook – section 8

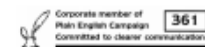
Handbook for inspecting schools in England under section 8 of the Education Act 2005

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This handbook brings together guidance for inspectors and schools about inspections carried out under section 8 of the Education Act 2005.

**Published:** May 2019; updated November 2019

**Reference no:** 190019



# Monitoring good schools

## Section 8 inspections of good schools



24. The EIF supports proportionate inspections of schools' performance and circumstances. Consequently, good schools will normally receive a **two-day section 8 inspection approximately every four years.**

26. As is the case for all schools, a good school may still receive a 'no formal designation' inspection carried out under section 8 at any time in certain circumstances. For example, we may decide that we should inspect a school earlier than its next scheduled inspection if:

- there are **safeguarding issues**, including a decline in the standards of pupils' behaviour and the ability of staff to maintain discipline, and/or welfare concerns
- a subject or thematic survey inspection raises **general concerns**
- we have received a **qualifying complaint** about the school that, taken alongside other available evidence, suggests that it would be appropriate to do so
- concerns are raised about **standards of leadership or governance**
- concerns are identified about the **breadth and balance of the curriculum** (including if the statutory requirement to publish information to parents is not met)

If HMCI or the Secretary of State have concerns about the school's performance. We may also inspect a school under section 8 if we select it as part of a sample to ensure that HMCI's Annual Report reflects evidence from a cross-section of schools of different types, phases and effectiveness.



# Judgement 1.

## The Quality of Education



"place more emphasis on the substance of education" and less on performance data.

What will inspectors look at?

- The extent to which your school's curriculum sets out the knowledge and skills pupils will gain at each stage (**intent**)
- The way your school staff teach and assess your selected curriculum, to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**)
- The outcomes pupils achieve as a result of the education they've received (**impact**)

## **Governance curriculum questions need to be about the intent and the impact**

- Do we understand the context of our school?
- Is the curriculum a good fit for our context?
- What knowledge and skills do our pupils need to equip them for the next stage?
- How do our school leaders/we support our teachers who may not be subject specialists to get the support they need to design and develop the curriculum?
- Does the curriculum allow excellence to develop?
- What does a broad and balanced curriculum mean in practice?
- How do we know that the curriculum on offer leads to the best outcomes?

# School Inspection handbook

- 242. Inspectors will explore how governors carry out each of these functions. **For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum.** Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

# Your school and the curriculum

Are you aware if the curriculum **intent** in your school?

Possible questions for governors during an inspection:

- How does the board ensure that the curriculum stays as broad and balanced as possible?
- How do you ensure that pupils gain the essential knowledge they need to be educated citizens, with an appreciation of human creativity and achievement?
- What opportunities do pupils get to participate in and respond positively to artistic, musical, sporting and cultural events?

# Judgement 2

## Behaviour and attitudes



201. The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.
202. The judgement focuses on the factors that research and inspection evidence<sup>80</sup> indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

## Ofsted focus

- Calm and orderly environment
- Clear routines and expectations
- Focus on attendance and punctuality
- Clear behaviour policy
- Positive attitudes to learning
- Positive school culture - staff care about pupils
- Safe place – bullying, discrimination not accepted

# Questions for governors?

# Judgement 3

## Personal development

28. Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:
- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
  - the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
  - at each stage of education, the provider prepares learners for future success in their next steps
  - the provider prepares learners for life in modern Britain by:
    - equipping them to be responsible, respectful, active citizens who contribute positively to society
    - developing their understanding of fundamental British values
    - developing their understanding and appreciation of diversity
    - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.



# Questions for governors?

# Judgement 4

## Leadership and Management



### Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

## Judgement 4

### Leadership and management

#### Leadership covers:

- Ambitious vision
- Supporting staff developing their knowledge and the curriculum
- Not allowing gaming or off rolling
- Engaging effectively with their community
- Manage staff effectively, taking into account workload
- Protect staff from bullying and harassment
- Provide a culture of safeguarding

How do you support and hold your school leaders to account?

## Judgement 4

### Leadership and management - governance



- those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

## Three Core Statutory Functions

1. Ensuring clarity of vision, ethos and **strategic** direction;
2. **Holding executive leaders to account** for the educational performance of the organisation and its pupils, and the performance management of the staff; and
3. Overseeing the **financial performance** of the organisation and making sure its money is well spent.

*Governance Handbook, October 2020*

# Ofsted Handbook

## Leadership and governance

- As many governors or trustees as possible are invited to meet inspectors during an inspection
- They will also invite as many governors' and where possible their clerk to attend the final feedback meeting where a provisional and **confidential** grade is given

## Observing teaching, learning and assessment

- Inspectors will visit lessons to gather evidence about teaching, learning and assessment and will consider this first-hand evidence alongside documentary evidence about the quality of teaching and views from leaders, governors, staff, pupils and parents

## Preparing for interview

Take a look at the NGA handout 'Ofsted possible questions'

1. Which questions are you most and least confident about answering

2. Focus on 3.

'Can you update us on progress made since the last inspection and what areas still need improving?'

How would you respond?

# Overall effectiveness

## **Outstanding (1)**

- The quality of education is outstanding.
- All other key judgements are likely to 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 sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- Safeguarding is effective.

## **Good (2)**

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

## **Requires improvement (3)**

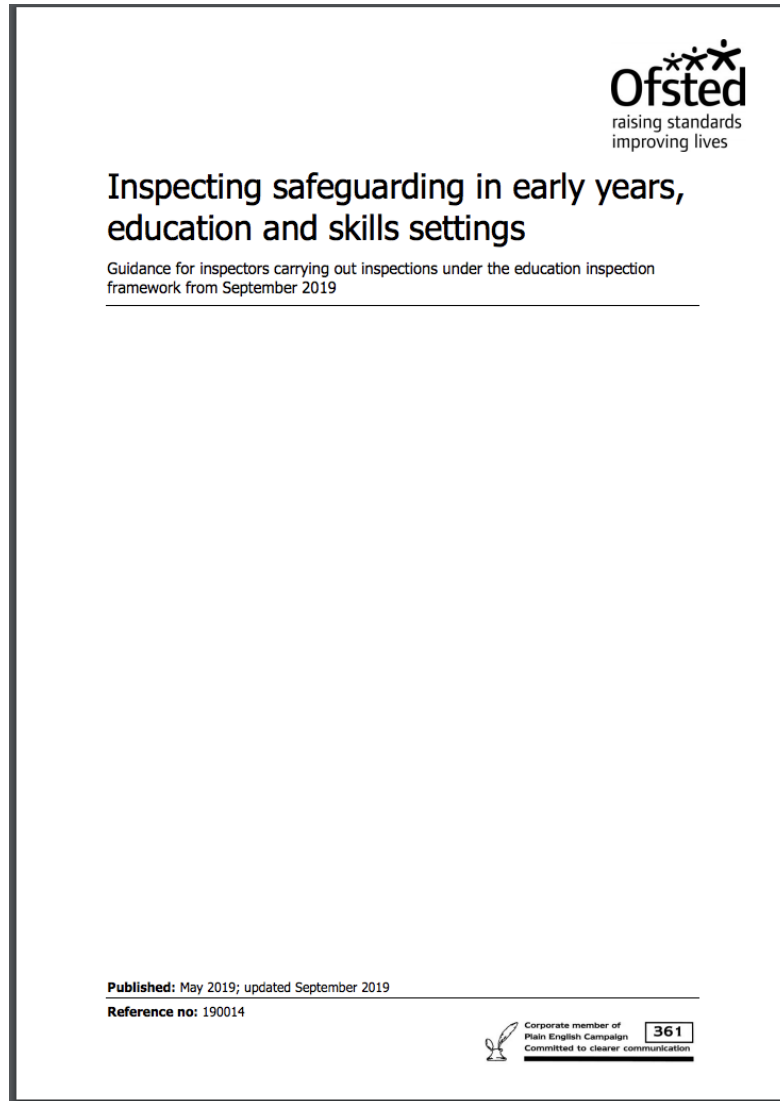
- Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

## **Inadequate (4)**

- The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.



# First issue is safeguarding



*167. Inspectors will always make a written judgement about the effectiveness of the arrangements for safeguarding pupils.*

## **Questions for governors. Do we know if:**

Children feel safe in school and do they have a trusted adult they can approach if necessary?

We have effective child protection and staff behaviour policies?

Do we keep appropriate records?

We have a designated safeguarding lead?

Do we offer good safeguarding training?

That we apply safer recruitment principles and our central

## Tips for governors



- Encourage parent view participation
- Ensure that you have a good method for understanding the views of parents
- Ensure safeguarding oversight
- Ensure you have oversight of the principles behind the school curriculum
- What enrichment (cultural capital) opportunities do pupils have?
- How do you know if behaviour is good?
- Do you understand the school experience of your pupils?
- How do you evaluate and develop the governing board?

# An exceptional year – the impact of Covid-19

- Partial closing of schools
- Unprecedented health risks for staff and pupils
- Concern for pupils isolated at home
- Significant loss in learning and progress
- Staff working through traditional holiday time
- Managing constant change and uncertainty
- New ways of supporting pupils learning at home
- Virtual meetings and the impact on relationships
- Assessment and data impact

# The impact of Covid



## 7.3.1 Ofsted Section 5 inspections and Section 8 inspections

14. Routine Ofsted inspections of state-funded schools under section 5 and section 8 of the Education Act 2005 are **currently suspended** as part of the Government's response to coronavirus.

- During the autumn term 2020, Ofsted inspectors will visit a **sample of schools** to discuss how they are managing the return to education of all their pupils. Ofsted has published information about the autumn visits: Education Plans from September 2020.
- Ofsted may also inspect a school in response to any significant concerns, such as safeguarding.
- It is intended that routine Ofsted inspections will restart from January 2021, with the exact timing being kept under review.

15. Ofsted publishes guidance on its inspections of state-funded schools: a Section 5 School Inspection Handbook and a Section 8 School Inspection Handbook. The handbooks set out details of the school inspection process, including how boards are involved, and the criteria for inspections, including how the effectiveness of governance is assessed and reported. Ofsted also publishes specific guidance on the inspection of safeguarding in early years, education and skills. 16. Governors are encouraged to read the 'Clarification for schools' section of the Section 5 School Inspection Handbook (paragraphs 43-48), which aims to dispel myths about inspection that can result in unnecessary workload in schools.

‘Remote inspections of schools and further education providers will begin from 25 January, with a particular focus on how well children and learners are being educated remotely. We will inspect schools rated ‘inadequate’ or ‘requires improvement’ as planned, but we will also follow up on complaints raised by parents across all grades of school in order to resolve issues. As these inspections will not involve an on-site visit, they will be unable to cover the full scope of a monitoring inspection. We will publish details of the inspection process shortly’.

Ofsted website 12<sup>th</sup> January 2021



Matt Rooney  
Head of School  
St Giles, Retford



Matt reflects on  
the Ofsted visit to  
his school in  
autumn 2020





Questions?





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