

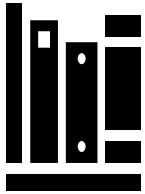
Preparation for OFSTED: “An inspector calls....”

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11th January 2023

Session Objectives



1. To go through the role of Governors
2. To relate these roles to how Governors carry out their job generally
3. To take Governors through the current situation re inspections – Graded (S.5)/Ungraded (S.8)
4. To show Governors how the current situation relates to their school
5. To show Governors what will happen on an inspection
6. To get the Governors to think about how they carry out their role in relation to the Ofsted Framework (2019)
7. To begin to model/role play some likely inspection questions



+ 1 nugget.....

Role of Governors

- “Governance handbook” DfE: updated Oct 2020: p.13
- Responsibilities of the governing body The Roles, Procedures and Allowances Regulations set out the key functions of the governing body, which are to:
 - ☐ ensure that the vision, ethos and strategic direction of the school are clearly defined;
 - ☐ ensure that the head teacher performs his or her responsibilities for the educational performance of the school; and
 - ☐ ensure the sound, proper and effective use of the school’s financial resources.

→ **Coronavirus (COVID-19)** | Latest updates and guidance

Home > [Education, training and skills](#) > [Inspections and performance of education providers](#)
> [Inspection and performance of further education providers](#)

Guidance

Education inspection framework (EIF)

This framework sets out Ofsted's inspection principles and the main judgements that inspectors make.

From: [Ofsted](#)

Published 14 May 2019

Last updated 23 July 2021 — [See all updates](#)

Applies to England

Related content

[Education inspection framework](#)

Revised, July 2022

Guidance

School inspection handbook

Ofsted guidance on inspecting maintained schools and academies in England under the education inspection framework.

From: [Ofsted](#)

Published 14 May 2019

Last updated 1 October 2021 — [See all updates](#)

Applies to England

Documents



HTML

[School inspection handbook](#)

Related content

[Education inspection framework \(EIF\)](#)

[Section 8 school inspection handbook](#)

[Education inspection framework](#)

[Ofsted inspections of maintained schools and academies](#)

[Inspecting schools: guide for maintained and academy schools](#)

[School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-inspection-handbook)

Revised July 2022

Ofsted-Summary of changes Updated 11 July 2022

- The names of inspections have been changed:
- Section 5 inspections are now graded inspections
- Section 8 inspections of good and outstanding schools are now ungraded inspections
- Inspections with no formal designation and unannounced behaviour visits are now urgent inspections.
- The former section 5 and section 8 handbooks have been merged into a new school inspection handbook (covering graded, ungraded and urgent inspections) and a monitoring handbook (covering monitoring inspections).
- The content of part 3 of the previous section 5 handbook ('applying the EIF in different contexts') has been merged with part 2. The grade descriptors (which were previously in part 2 of the section 5 handbook) have been separated out into part 3. A new part 4 sets out all the guidance for urgent inspections.
- The 'Inspection and the COVID-19 pandemic' section of the previous handbooks has been removed and incorporated as relevant throughout.
- Some terminology has been changed throughout the handbook. References to 'fixed term exclusions' are now 'suspensions' in line with new DfE guidance. Previous references to 'gender' refer only to 'sex' in line with legal advice on protected characteristics.
- The 'Privacy notice' section has been renamed 'Gathering personal information on inspection' and updated to focus on inspectors' powers to gather, use and store evidence.
- <https://www.gov.uk/government/publications/school-inspection-handbook-eif/summary-of-changes>

Ofsted judgement areas

- Education Inspection Framework began in September 2019
- Overall effectiveness judgement determined by judgements in:
 - Leadership and Management (includes Governance)
 - Quality of Education (QE)
 - Personal Development
 - Behaviour and Attitudes
 - Early Years
- Judgements in these areas determine the Overall Effectiveness judgement – whether your school is a ‘good’ school, an ‘outstanding’ school, a school that ‘requires improvement’ or a school in ‘special measures’

Ofsted - terminology

Useful terms to know and understand...

- Good and Outstanding
- Requires improvement
- Inadequate
- Graded (Section 5)
- Ungraded (Section 8)

Section 5 and Section 8 inspections

- Section 5 is a full inspection where inspectors make judgements in all areas (outstanding schools (pre 2015), new schools, RI schools, special measures or risk assessed 'good' schools). This is now known as a **Graded Inspection**.
- Section 8 is an inspection of a 'good' school confirming that the school remains 'good.' Focus on the QE judgement (these happen every 4 years). This is now known as an **Ungraded Inspection**

Length of an inspection

- All inspections are now two days
- Depending on the type of inspection and the number of pupils determines the size of the inspection team

What does this mean for you?

Good or outstanding, requires improvement, inadequate

The grading scale used for inspection judgements

We will use a 4-point grading scale in all inspections to make the principal judgements:

- grade 1 – outstanding
- grade 2 – good
- grade 3 – requires improvement
- grade 4 – inadequate

EIF (2019)

What does this mean for you?

Key judgements – Section 5

Inspectors will (also) make graded judgements on the following areas using the 4-point scale:

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

EIF (2019)

Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

- **leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life**
- the provider's **curriculum is coherently planned and sequenced** towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts

- teachers and **leaders** use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned **curriculum, sequenced towards cumulatively sufficient knowledge** and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to **learners' phonics knowledge**

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
 - learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Leadership and management

- **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**
- the provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults

Inspectors will always report on whether arrangements for safeguarding learners are effective.

What does this mean for you?

Section 5

Ofsted can only change judgements under a section 5 full inspection.

Sometimes inspectors will inspect a good school under section 8 in the first instance but determine that more evidence needs to be collected and that the school should be considered against the criteria for a full inspection. In such circumstances,

Ofsted will do one of three things:

- Write to the headteacher, explaining the school may be outstanding and that a section 5 full inspection will happen in the next year or so.
- Write to the headteacher, explaining the school may not be good anymore and that a section 5 full inspection will happen in the next one to two years.
- Consider that there are significant problems in the school and that the inspection must immediately be converted to a full section 5 inspection.

The 2019 EIF does not change any of these processes. However, whereas most good schools used to receive a 'short' section 8 inspection (lasting just a day), from September 2019, section 8 inspections of good schools will last two days.

The only exception to this is for inspections of very small schools (with fewer than 150 children), which will last one day.

What does this mean for you?

Section 8 inspections

Section 8 monitoring inspections and section 8 inspections of good schools are not graded.

A section 8 inspection of a 'good' or 'outstanding' school can reset the school's inspection interval.

However, Ofsted also says that where the evidence that a school's current grade is **no longer a fair reflection of its work**, inspectors will be able to 'convert' the section 8 inspection to a full section 5 inspection 'either immediately or later in the term'.

What does this mean for you NOW?

External data

- 20. Inspectors will **consider available external data. However, they will be mindful of the age of this data**, especially around statutory assessment and qualifications, when making judgements.
- 21. **Teacher-assessed grades from 2020 and 2021 will not be used** to assess curriculum impact.
- 22. **Inspectors will not expect or accept internal data from schools** either instead of or in addition to published data.

How inspectors gather evidence for Quality of Education judgement

Top level view

Curriculum deep dive

Bringing it together

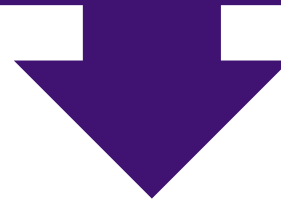
Top level view

Evidence is gathered in two phone calls with the HT the day that the inspection is announced (day before inspector arrives in school)



Call 1: education focused; approx. one hour; deep dives are determined here

1. Context/ challenges
2. Progress since last inspection
3. Strengths and areas to develop
4. Curriculum development

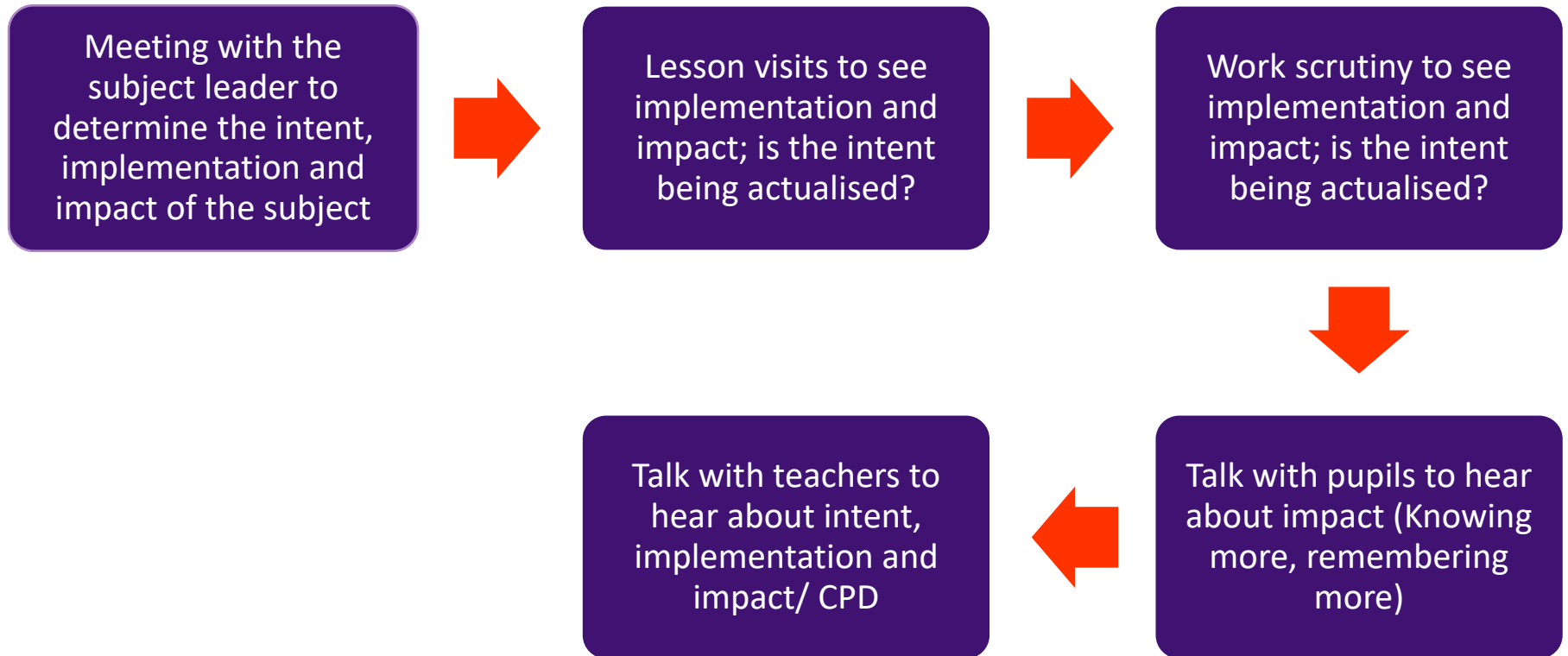


Call 2: practicalities, including structure of GB and arranging the meeting with governors and as many governors as possible to attend the final feedback meeting

Curriculum Deep Dive

- Deep Dives are Ofsted's method of gathering evidence about the curriculum being taught
- Depending on the type of inspection and the number of pupils determines how many deep dives
 - S5: 4-6 deep dives
 - S8 3-5 deep dives

Curriculum Deep Dive



Bringing it together

- Evidence is collected from all Deep Dives to determine an overall judgement for the Quality of Education judgement...a S5 judgement or confirmation in a S8
- The Quality of Education judgement (curriculum) feeds into the Leadership and Management judgement

This is why governors need to know about the curriculum

How do Governors carry out their roles?



- The 3 roles:
 - ☐ ensure that the vision, ethos and strategic direction of the school are clearly defined;
 - ☐ ensure that the head teacher performs his or her responsibilities for the educational performance of the school; and
 - ☐ ensure the sound, proper and effective use of the school's financial resources.

Questions to ask/discuss...

1. Do we know what our statutory responsibilities are for each role?
2. How is this evidenced? Is this currently adequate?
3. How do we know what these responsibilities are?
4. How do we know what we should expect from the school to carry out these roles?
5. How well do we know our school? Data, current trends re admissions, SEND, Finance, Pupil Premium (anything Ofsted might ask us)
6. Safeguarding!
7. Are our structures appropriate to carrying out our responsibilities?

Ofsted Framework 2019

- **88. Inspectors will always seek to meet those responsible for governance during the inspection.** This will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist)..... Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.
- **89. 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 those responsible for governance should take place without the headteacher or senior staff.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

Ofsted Framework 2019

Good – Leadership and Management

- ☐ Leaders and governors are **ambitious for all pupils and promote improvement effectively**. The school's actions **secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics**.
- ☐ Leaders and governors have **an accurate and comprehensive understanding of the quality of education at the school**. This helps them **plan, monitor and refine actions to improve all key aspects of the school's work**.
- ☐ Leaders and governors **use professional development effectively to improve teaching**. They use **accurate monitoring to identify and spread good practice** across the school.
- ☐ **Governors hold senior leaders stringently to account for all aspects of the school's performance**, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, **ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils**.

Requires improvement – Leadership and management

- ☐ Leadership and management are not yet good.
- ☐ Safeguarding is effective. **(What does this mean in practice?)**

Q: Is what we thought about ourselves still true in the light of these grade descriptors?

Inspection evidence to determine the impact of governance is collected through:

- meeting with governors (as many as possible, usually early on Day 2)
- scrutiny of governors' minutes. Is there challenge and support?
- Website compliance

Meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding.' EIF (2019)

- work effectively with leaders to communicate the **vision, ethos and strategic** direction of the school and develop a culture of ambition
- know why the **curriculum** has been designed in the way it has been
- know how the curriculum has been **adapted** to the cohort of pupils the school serves e.g. disadvantaged, SEND
- understand **the impact** of the curriculum on the progress of pupils currently in the school
- know the **strengths and areas to develop** in the school since the last inspection

Inspectors will consider whether governors...

- provide a balance of **challenge and support** to leaders
- understand how **funding streams** e.g. Pupil Premium, PE/Sports funding, Covid are spent and their impact.
- understand how the school makes decisions about teachers' salary progression and **performance of the headteacher**
- understands about the **workload of leaders** and trying to reduce this
- ensuring the school fulfils its **statutory duties** e.g. safeguarding, Prevent and Equality Act 2010
- are **transparent and accountable**, including in recruitment of staff, governance structures, attendance at meetings and contact with parents



Inspectors will consider whether governors...

Ensure they are compliant with statutory and contractual requirements through:

- awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Church of England Measures and Catholic Canon law where applicable;
- regard to Keeping Children Safe in Education (statutory guidance) to ensure that key safeguarding and safer recruitment duties are undertaken effectively;
- plans to ensure that other key duties such as inclusion, special education needs and disability (SEND) are undertaken effectively across the organisation, and monitoring and oversight of the impact of pupil premium and other targeted funding streams;
- for academies, adherence to the requirements of the Education and Skills Funding Agency's (ESFA) Academies Financial Handbook (AFH) and the academy trust's funding agreement and articles of association; and
- understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.



Areas for questions – knowing your school

Inspectors want to make sure that you understand your **role as a governor and your statutory duties**.

More specifically, they want to know how well you fulfil your role and how well you know your school. They'll likely ask you about:

- Your vision for the school
- Your school's culture
- What issues your school faces
- Its strengths and weaknesses
- How the governing board responds to challenges
- Why certain statutory requirements aren't being met, if that's the case. For example they might ask you if you're aware that the school website doesn't meet requirements

The 'strengths' and 'weaknesses' of your school

Even 'outstanding' schools will have 'weaknesses', or areas for improvement.



Areas for questions – knowing your school

Here are some “tips” /pointers I have heard based on very recent inspections.



1. Inspectors wanting to know about the Governors' vision for the school (Role 1)

- How it impacts the school/staff/children
- How do you know?
- How was it arrived at by Governors.

2. Wanting to know the impact of the curriculum

- How do Governors measure this in the absence of “national” data?

3. Have “relatively” formal visit reports

- What is our proforma/policy/timetable for Governor visits?

Areas for questions – knowing your school



4. Early reading and phonics have a very high profile....

5. Safeguarding!!!!!! (Goes without saying!)

- KCSiE/Systems e.g CPOMS
- Inspectors will give a school time to find evidence (careful....the evidence has to be there to be found!!)

6. What is the impact on a child of being in this school?

7. Ensure SLT and Governors are “on the same page e.g.

- SEF
- SDP/SIP
- Strengths and weaknesses

Areas for questions – knowing your school



8. There are some common questions in “subscription” places like the the Key etc, but only if you feel you need them. The questions will be specific to your school....

9. How do you hold the headteacher to account? (Role 2)

10. Be able to articulate the Governing Body structure(s)

11. Inspectors will compare what is said on the website with what you say and what is happening in school.

Areas for questions – knowing your school



Effective governance is based on six key features:

- Strategic leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

Governance handbook (Oct 2020)

Possible areas of questioning

1. How do you ensure there is a clear strategic vision for the school? What is your involvement in this process?
2. How do you know that your actions are taking the school in that direction?
3. How do you ensure that the financial decisions are the right ones and in the best interest of pupils?
4. How do you know you have an accurate picture about the strengths and areas to develop in your school? What subjects are strongest and how are subjects developing? How do you ensure pupils are receiving a high quality of education and how do you know if something needs to improve?
5. SEND and disadvantaged pupils and the curriculum: How EFFECTIVELY is the whole school curriculum being designed and delivered for all children? How do governors know? (SEND governor needs to know how leaders are adapting existing SEND processes and provision in light of the pandemic)
6. How do you know you are fulfilling all your statutory duties, including the Equality Act 2010?
7. What recent training have governors attended? What has been the impact on your effectiveness as a body?
8. Safeguarding: How do you ensure that the children in your school are safe? What additional measures have been put in place because of safeguarding risks during the pandemic?
9. RSHE – Is there a sequenced curric based on DfE's statutory guidance being taught? CPD for staff?
10. Workload for staff: How have school leaders and governors reduced the workload for staff?
Governors: what measures have you taken as a GB to reduce the workload for the headteacher?

Preparation for Ofsted

10 top tips

- **1. Don't do anything solely for Ofsted's benefit**
- Anything your school does should have a clear rationale in terms of providing an excellent education for pupils. If the only answer to “why are we doing this?” is “because Ofsted expects it”, it's probably time to think again. For example, Ofsted doesn't expect a specific style of marking but wants to see that whatever approach the school has adopted is effective.
- **2. Talk to your headteacher**
- An inspection can be a source of anxiety for school staff, particularly the headteacher. Governing boards should ensure that preparing for an inspection does not generate extra workload
- **3. Know what to expect**
- Referring to the relevant inspection handbooks will help the governing board to prepare for an inspection, as will reading NGA's guidance on Ofsted inspection of schools.

Preparation for Ofsted

10 top tips

- **4. Build on the previous inspection**
 - Inspectors will want to see that the governing board and school leaders have addressed the areas for improvement identified at the last inspection. Think of each inspection as free consultancy and use it to drive school improvement.
- **5. Know where you are**
 - A school's self-evaluation should be a key part of the evidence inspectors use. Governing boards should be confident that the self-evaluation is robust and accurate and be able to talk about it.
- **6. Know where you're going**
 - The first core function of a governing board is to ensure clarity of vision, ethos and strategic direction. If you are equipped to explain these, and how they relate to the self-evaluation, this will give the inspector a clear picture of how decisions are made and the rationale behind the school's approach.

Preparation for Ofsted

- 10 top tips (NGA: 2020)

- **7. Know your governing board**

- Showing awareness of your strengths and weaknesses and being able to explain what you're doing to develop your effectiveness, will demonstrate to inspectors that the governance arrangements are sustainable. NGA recommends reviewing the board's performance internally every year, and it can be useful to get an external perspective every few years.

- **8. Be clear about your role**

- Be aware of some instances when Ofsted inspectors have not been clear about the boundary between strategic governance and operational school leadership. Don't assume that Ofsted knows better than you what the role of a governor/trustee is – and don't be afraid to speak up.

- **9. Consider who will meet inspectors and when**

- There are no restrictions on which governors/trustees can meet the inspection team. Given the short notice of inspections you need a plan to ensure governors/trustees will be informed and someone can make themselves available.

Preparation for Ofsted

- 10 top tips

10. Consider what documentation inspectors will need

- Some governing boards keep a small folder with documentation for inspectors, usually including the vision and strategy, minutes of governing board meetings, and the outcome of a governance review. However, this is not a requirement and, as long as documents are stored well as a matter of course, it should be straightforward to provide inspectors with whatever they need.
- Finally, last but not least, your school website is the first port of call for inspectors – make sure it has all the required statutory information.
- **Therefore – what's the plan from here?.....**



**Any
questions?**

What have I learned this evening?

1. What difference will this make to the way I work as a Governor of.....
2. What do I think now of our systems, processes and procedures in the light of this training?
3. How well do I know our school?



What was yours?

**So what are you going to do when
you get back to school?**





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