

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

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17th January 2024

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
7. To be able to model/role play some likely inspection questions



+ 1 nugget.....

Structure of this training

- Role of Governors
- Ofsted documents
- Terminology
- What does this mean for you? The Ofsted grade definitions
- How inspectors gather evidence for the Quality of education judgement
- How do Governors carry out their roles? What Ofsted consider in terms of governance, areas for questions, possible questions
- Getting ready for Ofsted? 10 “top tips.”
- **Issues raised by Ruth Perry’s death – current debate – Ofsted response (so far.....)**
- Questions and evaluation

A stylized illustration of three people sitting at a table. The figures are rendered in a simple, rounded, greyish-blue color. They are positioned behind a long, dark grey table. The person on the left is shown in profile, facing right. The person in the center is facing forward. The person on the right is shown in profile, facing left. The background is a light, neutral color. The text 'Role of Governors' is centered over the table area.

Role of Governors

Role of Governors

DfE “Governance Handbook, 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.



Ofsted documents

Education inspection framework (EIF) - GOV.UK (www.gov.uk)

The screenshot shows the GOV.UK website page for the Education Inspection Framework (EIF) guidance. The page features the GOV.UK logo at the top left, a navigation menu, and a search icon. The breadcrumb trail indicates the page is part of a series of documents related to education inspection. The Ofsted logo is prominently displayed, along with the tagline 'raising standards improving lives'. A blue banner highlights the title 'Education inspection framework' and the update date 'Updated 14 July 2023'. A grey box states 'Applies to England'. The 'Contents' section lists various topics, and a callout box notes that the guidance came into force on 1 September 2023. The 'Introduction' section begins by explaining the purpose of the framework and its application to various educational settings in England.

GOV.UK

Home > Education, training and skills > Inspections and performance of education providers > Inspection and performance of further education providers > Education inspection framework (EIF)

Ofsted
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improving lives

Guidance
Education inspection framework
Updated 14 July 2023

Applies to England

Contents

- Introduction
- Provision inspected under the education inspection framework
- What inspectors will consider when making judgements
- Arrangements for different types of provision

Print this page

i This guidance came into force on 1 September 2023.

Introduction

The education inspection framework ('the 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.

The framework has been devised by His Majesty's Chief Inspector for use from September 2019. It sets out the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England (for a full list, see [provision inspected under the framework](#)).

School inspection handbook - GOV.UK (www.gov.uk)

The screenshot displays the GOV.UK website interface. At the top, the GOV.UK logo is on the left, and a 'Menu' dropdown and search icon are on the right. Below the header, a breadcrumb trail reads: 'Home > Education, training and skills > Inspections and performance of education providers > Inspection and performance of schools > Inspection of maintained schools and academies'. The main heading is 'Guidance School inspection handbook'. The sub-heading describes it as 'Ofsted guidance on inspecting maintained schools and academies in England under the education inspection framework.' Below this, it states 'From: Ofsted', 'Published 14 May 2019', and 'Last updated 6 October 2023 — See all updates'. A button with a bell icon says 'Get emails about this page'. A grey box on the left indicates 'Applies to England'. On the right, under 'Related content', there are two links: 'Inspecting the curriculum' and 'Ofsted inspections of maintained schools and academies'. The word 'Documents' is visible at the bottom left of the page content area.

GOV.UK

Home > Education, training and skills > Inspections and performance of education providers > Inspection and performance of schools > Inspection of maintained schools and academies > School inspection handbook

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Guidance
School inspection handbook for September 2023
Updated 11 August 2023

Applies to England

Contents

- Introduction
- Clarification for schools
- Part 1. How schools will be inspected
- Basics of inspection
- Before the inspection
- The inspection
- After the inspection
- Inspection outcomes
- Part 2. Explanation of Ofsted's judgements
- Evaluating the quality of education
- Evaluating behaviour and attitudes
- Evaluating personal development
- Evaluating leadership and management
- Evaluating early years and sixth-form provision on graded inspections
- Part 3. Grade descriptors for graded inspections
- Reaching a judgement
- Ofsted judgements
- Grade descriptors for quality of education
- Grade descriptors for evaluating behaviour and attitudes

1 This guidance came into force on 1 September 2023.

Introduction

1. This handbook describes the main activities carried out during graded, ungraded and urgent inspections of maintained schools and academies in England under sections 5 and 8 of the Education Act 2005, respectively. It sets out the grade descriptors that inspectors use to make their judgements and on which they report. It applies to school inspections under the [education inspection framework \(EIF\)](#).

2. Graded inspections are carried out under section 5 of the Education Act 2005. They were previously known as section 5 inspections. In graded inspections, we use Ofsted's full framework and grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management), for any relevant provision judgement (early years and/or sixth form provision) and for its overall effectiveness, against our grade descriptors.

3. Ungraded inspections are carried out under section 8 of the Education Act 2005. They were previously known as section 8 inspections of good and outstanding schools. An ungraded inspection differs from a graded inspection because it does not result in individual graded judgements. Instead, it focuses on determining whether the school remains the same grade as it was at its previous graded inspection.

4. Urgent inspections are also carried out under section 8 of the Education Act 2005. They were previously known as inspections with no formal designation and unannounced behaviour inspections.

5. Ofsted may also carry out inspections under section 8 of the Education Act 2005 in order to comply with a request from the Secretary of State under section 118(2) of the

Guidance
Summary of changes
Updated 6 October 2023

Applies to England

Contents

- October 2023
- September 2023
- August 2023 (for September 2023 version)
- July 2023 (for September 2023 version)
- July 2022
- April 2022
- February 2022
- October 1 2021
- September 2021
- August 2021 (for September 2021 version)
- June 2021 (for September 2021 version)
- April 2021

Print this page

This sets out changes we have made to reflect our inspection practice. It does not include corrections or changes made to improve clarity.

October 2023

This summary sets out minor changes we have made to the School inspection handbook (September 2023 version), including:

- providing more detail on what evidence inspectors will ask schools to provide in relation to safeguarding, to prevent unnecessary workload for schools
- clarifying that inspectors will want schools to provide details about adults living on school sites
- clarifying that inspectors will look at attendance when carrying out ungraded inspections of schools
- minor changes to take account of the new Department for Education's exclusions and suspensions guidance

September 2023

Schools monitoring handbook (for September 2023 version)

This summary sets out updates we have made to clarify some of the terminology we use and to address the changes we set out recently about inspection processes. It does not include minor corrections made purely to improve readability.

We have included new definitions that clarify the following:

- what we mean by the terms 'school', 'maintained school' and 'academy'
- what we mean by the terms 'board of governors', 'governors', 'board of trustees' and 'trustees'
- what we mean by the terms 'leaders' and 'trust leaders'

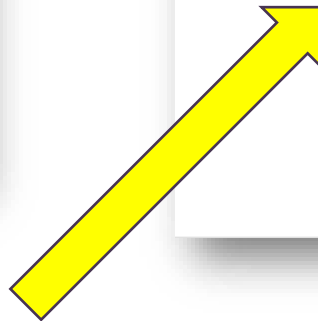
We have made amendments throughout the handbooks to apply the changes detailed above.

We have made changes to reflect the changes we have made in how we inspect safeguarding:

- we have updated the monitoring policy to include early monitoring inspections
- we have added new paragraphs on monitoring programmes for inadequate schools
- we have added a new section on monitoring programmes for schools judged inadequate solely due to ineffective safeguarding (early monitoring inspections)
- we have added new paragraphs on deeming of monitoring inspections that are inadequate with serious weakness due to ineffective safeguarding
- final feedback meeting for inadequate schools with serious weakness solely due to ineffective safeguarding

Other changes included in this update:

- a new 'conduct during inspection' section
- clarity about what we mean by 'capacity to improve'
- clarity about the monitoring process for inadequate schools that are not subject to academisation or re-brokering
- clarity on academy orders and the monitoring process



“We have made changes to reflect the changes we have made in how we inspect safeguarding”

A light gray illustration of three stylized human figures sitting at a rectangular table. The figures are simplified, with circular heads and blocky bodies. They are positioned behind the table, which is a solid gray rectangle. The figures on the left and right are shown in profile, sitting on chairs with curved backs. The figure in the center is shown from the front, sitting on a similar chair. The text 'Ofsted terminology' is overlaid in the center of the image.

Ofsted terminology

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 (formally known as Section 5)
- Ungraded (formally known as Section 8)

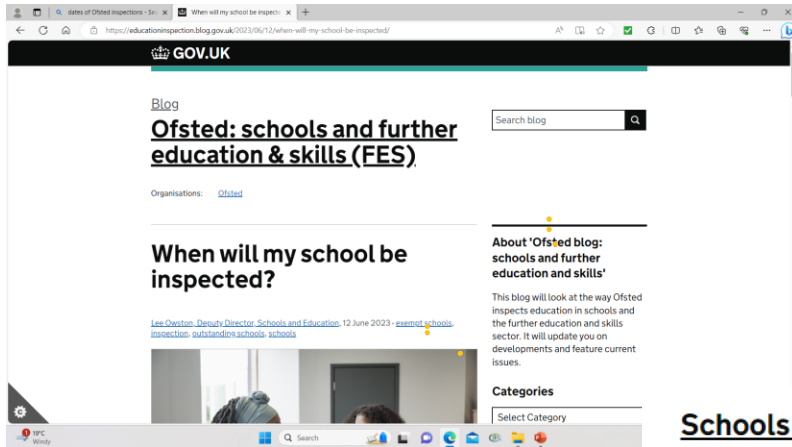
Graded and Ungraded inspections

- A graded inspection (formally 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)
- An ungraded inspection (formally 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)

Length of an inspection

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

When....?



Schools with a good or outstanding judgement

If your school's most recent grade was good or outstanding, and you either:

- Haven't had an ungraded inspection
- Or your ungraded inspection didn't recommend that your next inspection be graded

Then your next inspection will be:

Date of last inspection	Likely date of next inspection
Before September 2018	Before July 2024
Before April 2020	Before September 2025
After April 2021	Around 4 years after your last inspection



What does this mean for you?

***The Ofsted
grade definitions***

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 – Graded inspections

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/Sept 2022)

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?

Graded

Ofsted can only change judgements under a graded 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 graded inspection will happen in the next year or so.
- Write to the headteacher, explaining the school may not be good anymore and that a graded 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 graded 5 inspection.

The 2019 EIF does not change any of these processes. However, whereas most good schools used to receive a 'short' ungraded (lasting just a day), from September 2019, ungraded 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?

Ungraded inspections

Ungraded monitoring inspections and ungraded inspections of good schools are not graded.

An ungraded 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 ungraded inspection to a full graded 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.

The background of the slide features a light gray illustration of three stylized human figures sitting at a long table. The figures are simplified, with circular heads and rectangular bodies. They are positioned behind the main text, creating a subtle context for the topic of inspection or discussion.

How inspectors gather evidence for the Quality of Education judgement

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

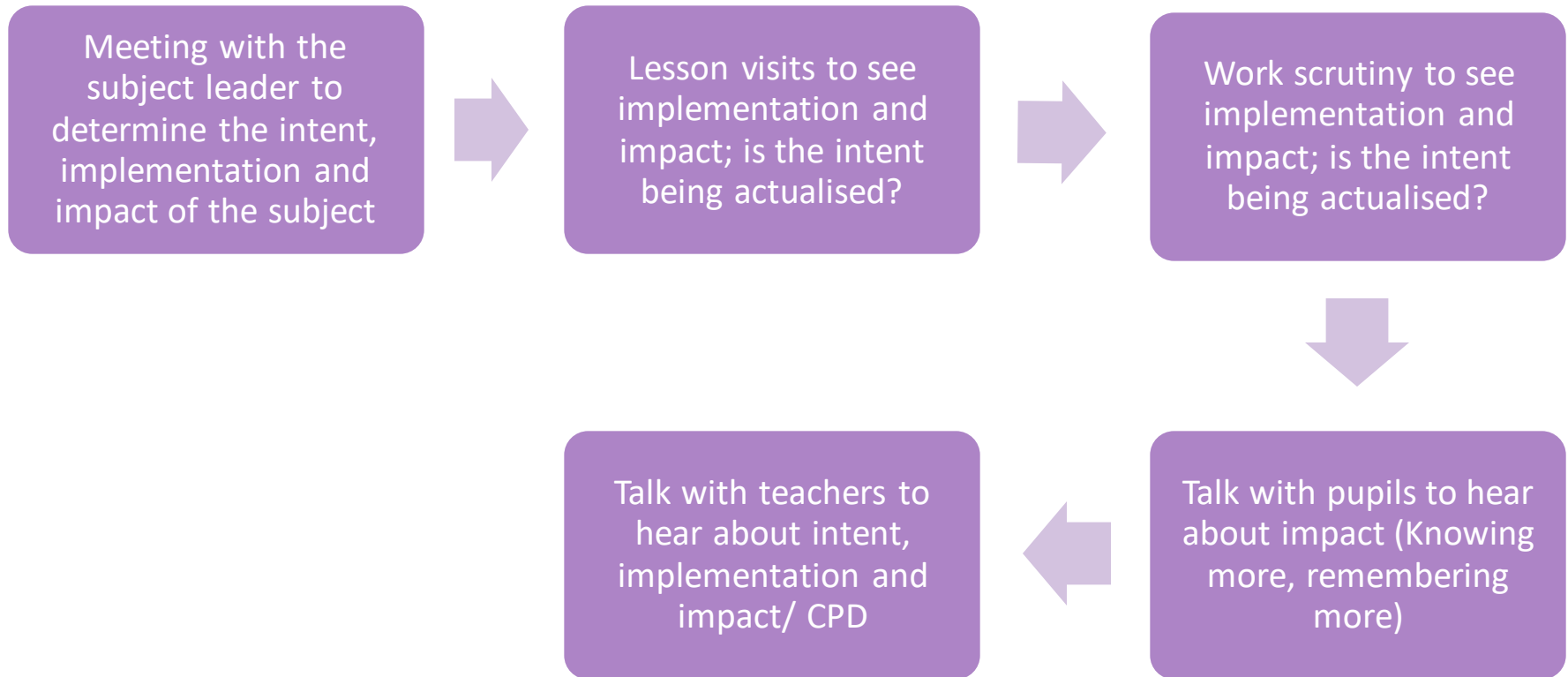
1. Context/ challenges
2. Progress since last inspection
3. Strengths and areas to develop
4. Curriculum development

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
- The type of inspection and the number of pupils determines how many deep dives:
 - Graded: 4-6 deep dives
 - Ungraded 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 graded judgement or confirmation in an ungraded inspection
- 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?

What Ofsted consider in terms of governance, areas for questions, possible questions

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;
- 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

- **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

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 & resources delivers good or improving outcomes for pupils**.

Ofsted Framework

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**
- understand about the **workload of leaders** and are trying to reduce this
- ensure 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

Some “tips” /pointers based on 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. How do you hold the headteacher to account? (Role 2)

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

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

11. There are some common questions in “*subscription*” sites like the Key etc, **but only use if you feel you need them. The questions will be specific to 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.

[DfE Governance Handbook, October 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)

Possible areas of questioning

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 curriculum 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.”**

Preparation for Ofsted

10 top tips from NGA:

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 should 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

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...

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 (it's recommended to self-review the board's performance internally every year, and get an external perspective every few years).

8. Be clear about your role

NGA have commented on 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

Whilst not a requirement, some GBs find it useful to keep a small folder with documentation ready for inspectors (e.g. could include the vision and strategy, last 3 minutes of governing board meetings, visit records, safeguarding GB reports, current objectives on the SDP etc).

Finally, last but not least, your **school website & GIAS** are the first port of call for inspectors – make sure they have all the required statutory information!

- Therefore – what's the plan from here?.....

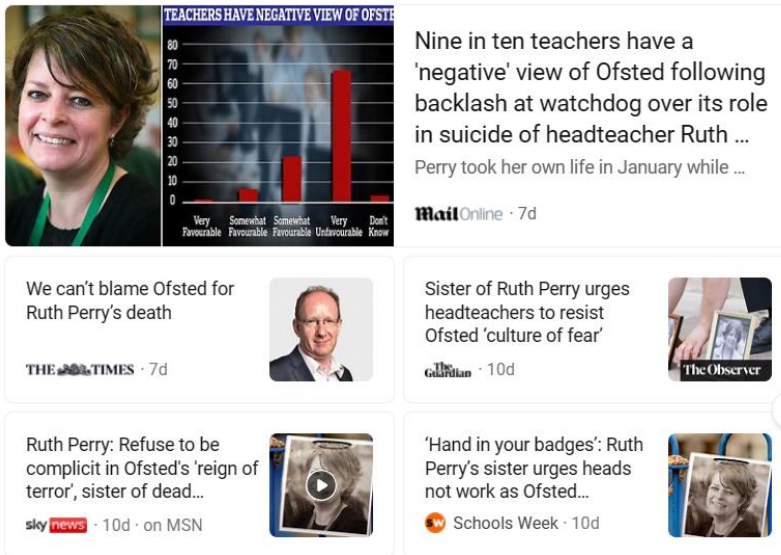


**Ofsted: issues raised by the death of
Ruth Perry**


- current debate
- Ofsted response (so far.....)

Ofsted

Impact and issues raised following Ruth Perry's death



TEACHERS HAVE NEGATIVE VIEW OF OFSTED



Nine in ten teachers have a 'negative' view of Ofsted following backlash at watchdog over its role in suicide of headteacher Ruth ... Perry took her own life in January while ...

MailOnline · 7d

We can't blame Ofsted for Ruth Perry's death

THE TIMES · 7d

Sister of Ruth Perry urges headteachers to resist Ofsted 'culture of fear'

The Guardian · 10d

Ruth Perry: Refuse to be complicit in Ofsted's 'reign of terror', sister of dead...

sly news · 10d · on MSN

'Hand in your badges': Ruth Perry's sister urges heads not work as Ofsted...

Schools Week · 10d



I am sure we all saw the headlines...

1. What were the issues being raised?
2. What are the specific issues for us as Governors?



Impact and issues raised following Ruth Perry's death



1. The “**one word**” judgement.
2. **Safeguarding** – are **inspectors skilled enough** at judging this?
3. Are inspectors “pre – judging” despite the framework and handbook?
Outstanding schools and the length of time since their last inspection.
4. The length of “**notification time**. Inability to discuss the report – why had this lengthened so much?
5. Was she the only one who knew the outcomes – who else was in for feedback?
Role of Governors in managing HT wellbeing. Personal nature of judgements for HT's?
6. Ofsted and **complaints**. “Marking their own homework?”
7. **Fear of raising issues**. Belief this could have a negative impact.
8. Impact this has had on “**trust**” in Ofsted
9. Should **inspections be halted** until these questions are adequately answered?
New HMCI this January.....

The Inspection Handbook included from July 2022:



239. ('253' in 2023 Handbook).


During the inspection, it is important that pupils are able to express their views freely to inspectors. Therefore, inspectors must have the opportunity to **speak to pupils with no other adults present.**



Following this new inclusion, widespread anecdotal reports of:

1. 'heavy handed' inspectors robustly questioning lone pupils (including primary) about personal & sensitive subjects, including 'upskirting' 'sexting' and sexual abuse
2. Inspectors refusing HT requests for an 'appropriate adult' to be present during questioning of individual SEND and very young children
3. Complaints raised over distress this caused, including to quite young pupils, and of youngsters left feeling 'traumatised' and intimidated following the approach taken & subject matters discussed

Changes to handbook: Sept 2023 - safeguarding

Contents	
Introduction	
Clarification for schools	
Part 1. How schools will be inspected	
Basics of inspection	
Before the inspection	
The inspection	
After the inspection	
Inspection outcomes	
Part 2. Explanation of Ofsted's judgements	
Evaluating the quality of education	
Evaluating behaviour and attitudes	
Evaluating personal development	
Evaluating leadership and management	
Evaluating early years and sixth-form provision on graded inspections	
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Part 4. Urgent inspections	
Print or save to PDF	
 Print this page	
Safeguarding	
367. All schools should have an open and positive culture around safeguarding that puts pupils' interests first. This means they:	<ul style="list-style-type: none">• protect pupils from serious harm, both online and offline• are vigilant, maintaining an attitude of 'it could happen here'• are open and transparent, sharing information with others and actively seeking expert advice when required• ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns• actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed• have appropriate child protection arrangements, which:<ul style="list-style-type: none">• identify pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by the peers), grooming, exploitation, sexual abuse and online harm• secure the help that pupils need and, if required, refer 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 pupils• are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review
368. Inspectors will not use the four-point grading scale for this aspect of the school. However, inspectors will always make a written judgement under 'leadership and management' in the report about whether the arrangements for safeguarding pupils are effective.	
369. Inspectors will be familiar with relevant guidance and statutory responsibilities for schools on safeguarding, including:	<ul style="list-style-type: none">• 'Keeping children safe in education: statutory guidance for schools and colleges'• 'Working together to safeguard children'• 'Positive environments where children can flourish'
370. However, inspectors will go beyond ensuring that schools meet their statutory requirements and beyond simply reviewing documents. They will triangulate evidence gathered during the inspection to evaluate the effectiveness of the safeguarding culture that has been established in the school.	
Evaluating safeguarding culture	
371. Inspectors will evaluate the extent to which there is an effective whole-school approach to safeguarding. They will want to find out how well staff keep pupils safe.	
372. Inspectors will not make judgements about safeguarding based solely on the evidence that the school presents during the inspection. To examine safeguarding culture, inspectors must probe further and take into account a range of evidence so that they are able to evaluate the effectiveness of safeguarding arrangements over time.	
373. Inspectors will look for evidence of effective safeguarding practice and at the impact of this practice on all pupils. Inspectors will examine how a school is implementing its safeguarding policies and processes effectively and how it keeps them under review.	
374. Inspectors will ensure that the school has proper arrangements in place for sha	

This is the relevant section starting at Para 367

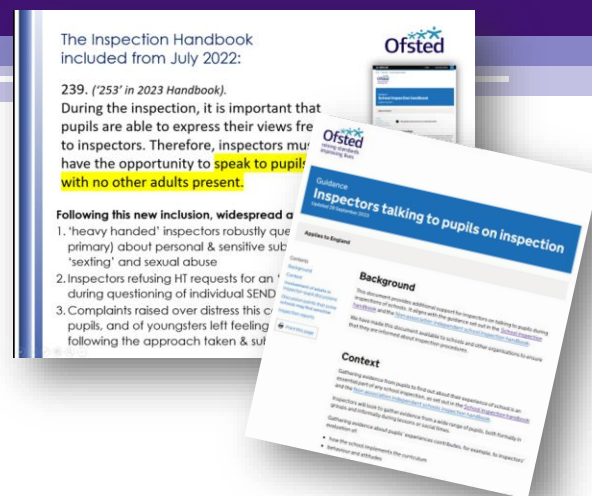
Changes to handbook: Sept 2023 - safeguarding

Links to new guidance on
'Inspectors talking to pupils on inspection'
which includes:

- for SEND pupils: inspectors should check whether any pupils require an adult to be present as a reasonable adjustment
- If school leaders insist that an adult from the school, or one nominated/approved by the school, must be present when inspectors are speaking to pupils, inspectors will consider pupils' feedback.
- If a primary or secondary school requests that inspectors do not speak to pupils about a topic that the inspector agrees is reasonable for the school to consider sensitive for its pupils, inspectors will not ask pupils questions about it.

Some have commented this does not go far enough!

Remember, the HT & GB have a duty of care for the wellbeing of all pupils, even during an inspection



Changes to handbook: Sept 2023

- safeguarding

- Evaluating safeguarding culture
- Arrangements for handling evidence or allegations of abuse
- Evidence or allegations of abuse identified in the inspection
- Minor safeguarding improvements – refers to “administrative errors and out of date policies.” **Can be rectified during the inspection.**
- Ineffective safeguarding – “serious or widespread failures in the school’s safeguarding arrangements.” *(Para 385 provides a “not exhaustive” list)*

Changes to handbook: Sept 2023 - safeguarding

Para 385:

While it is not possible to produce an exhaustive list, the following are examples of what may constitute ineffective safeguarding:

- insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements
- safeguarding allegations about staff members are not being handled appropriately
- clear evidence of serious failures in safeguarding practice that lead pupils or particular groups of pupils not to be safe in school
- statutory requirements, such as breaches of the requirements for Disclosure and Barring Service (DBS) checks, are not being met
- pupils have little confidence that the school or setting will address concerns about their safety, including risk of abuse, because leaders have not taken their views seriously and/or addressed relevant concerns
- pupils, particularly vulnerable pupils, who are not on the school site (whether long term, temporary or for part of the school day) and the school are either not clear where those pupils are or are not able to give reassurances as to the appropriate steps taken to safeguard them when off-site. This can include children absent from education and children attending inappropriate, unregistered or unmonitored alternative provision.

Changes to handbook: Sept 2023

Further updates to the handbook include:

- a new 'conduct during inspection' section
- confirmation of the likely date of the next inspection for schools
- that inspectors will protect anonymity of individuals when drawing on evidence
- confirmation that evidence from pupils, parents and staff will always be considered in a proportionate way, alongside other evidence
- updates to 'behaviour' and 'attendance' sections
- clarity about what we mean by 'capacity to improve'
- clarity about what we mean by 'culture of safeguarding'
- clarification on schools' obligations in relation to 'separation by sex' and the steps inspectors should take in relation to this

Schools Week 12/6/2023:

The 8 Ofsted inspection changes following Ruth Perry's death



1. Faster re-inspections for safeguarding “failures.” Revisits within 3 months.
2. Academy orders can be revoked - were automatic if judged inadequate.
3. Greater clarity on effective safeguarding. The inspection handbook to give schools greater clarity about the threshold.
4. Consultation to overhaul the Complaints process. Ofsted are proposing to allow schools to contact them the day after an inspection if they have “unresolved concerns.” proposing to replace current system to a direct escalation to the Independent Complaints adjudication service for Ofsted (ICASO)
5. Schools told which year they will be inspected. See [blog post](#)
6. Heads told they can share draft report findings
7. Critical reports will be “de – personalised.” From September critical reports will refer to “the school” by default rather than individuals.
8. DfE expands heads’ wellbeing service. Increased funding for the teacher wellbeing charity [Education Support.](#)

Changes to Ofsted...Spring Term 2024

We have a new HMCI – Sir Martyn Oliver



He has to reply to the Coroner by 9th February [following the inquest into Ruth Perry's death](#)

On day 1 (2/1/2024) he said:

- Inspections would be “paused” for a few weeks
- Ofsted would conduct mental health training for its inspectors
- He wanted more HT's to be inspectors
- He met with union leaders and Julia Waters (Ruth Perry's sister) during that week.

As Governors we will need to keep informed of what comes about as HT and teacher wellbeing is our responsibility.

What Ofsted are(were?) saying themselves.....



If you want further information (and have plenty of time on your hands!) there is always the Ofsted channel on YouTube.....

[Ofstednews - YouTube](#)



**Questions
and
evaluation**



**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?

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





Governor Support Service Ltd
Based in Hillingdon and
supporting governors and clerks
throughout the borough and beyond

Email: office@governor.support

Phone: 01895 717321

Website: www.governor.support

A screenshot of the GSS website homepage. The header features the GSS logo in the top right corner. On the left, there is a 'Log In' section with fields for 'Username' (containing 'Melanie Wright') and 'Password' (masked with dots), a 'Remember Me' checkbox, and a purple 'LOG IN' button. Below this is a blue box for 'LA Statutory Duties' with a 'Read more' link. The main content area has a 'Home' breadcrumb and a 'Welcome to the Governor Support Service' heading. Below the heading is a paragraph of text describing the service, followed by a 'More' link and a group photo of five staff members. At the bottom, there are two columns: 'Our services' with a link to 'Advice & Guidance' and 'Courses' with a link to 'Clerks' Briefing Meeting (evening session) - Spring 2010' and a 'More Courses >' link.