

NEYH Update Conference

September 2017





September inspection update

National Inspection outcomes 2016/17

- As at 30 June 2017, 89% of schools were good or outstanding at their most recent inspection.
- For **primary** schools, 90% were judged good or outstanding at their most recent inspection. This is the same as at August 2016.
- For **secondary** schools, 79% were judged good or outstanding at their most recent inspection. This is a one percentage point increase from August 2016.

What else has been happening this year?

- Over 700 schools have closed this year.
- Lots of new MATs have opened. There are now nearly 1,000, compared to 800 last August.
- Existing MATs have grown.
- We've inspected more exempt outstanding primary and secondary schools.

Source: inspection data is based on Ofsted's published official statistics for inspections of maintained schools and academies as at 30 June 2017.

Key priorities for 2017/18

Development work for the new inspection frameworks

- Potentially a new way of evaluating/inspecting MATs by September 2018.
- A new ITE framework by summer 2019.
- A new common education inspection framework for September 2019.



Short Inspections- the response to the consultation

- **Three fifths of respondents agreed or strongly agreed that some good schools should receive a section 5 inspection instead of a short inspection.**
- **Just over half of respondents disagreed with extending the window of conversion to a period of up to 15 days, but some were prepared to accept a shorter period.**
- **Should Ofsted send more inspectors to large secondaries? (an additional issue raised by NAHT)**

The way forward



- Following October half-term 2017, rather than first carrying out section 8 short inspections of all good schools, Ofsted will begin to conduct section 5 inspections for good schools where our risk assessment tells us that a short inspection would be highly likely to convert. This group currently makes up about 20% of all good schools, although it will vary over time. We will take this change forward in line with our proposals in the public consultation.

The Way Forward

- Following October half-term 2017, we will continue where possible to convert within 48 hours, but, where necessary, we will extend the conversion window to a maximum of seven working days. We expect that most short inspections that have to convert will do so within the current timescale. If the follow-on inspection cannot begin within 48 hours, it will not take place later than the end of the week following the week in which the short inspection took place.

The Way Forward

- **Ofsted will increase the short inspection tariff in large secondaries with more than 1,100 students by one on-site day.** While the judgements currently reached in short inspections of large secondaries are secure, we recognise that inspectors are under considerable pressure to ensure that all relevant evidence is collected and properly considered. We will therefore add one inspector to the on-site tariff of a short inspection of any school with 1,100 or more pupils.

The new consultation

- Proposes that inspectors will continue to convert short inspections within 48 hours or, in certain circumstances, within seven days where the evidence indicates that a school may be inadequate. Inspectors will convert a short inspection if the evidence they have gathered gives rise to concerns that the school may be providing an inadequate quality of education.
- In addition, inspectors will continue to convert short inspections within 48 hours/seven days, and usually sooner, if there are serious safeguarding or behaviour concerns

New Consultation

- **As a result, some good schools will receive a letter saying that their next inspection will be a section 5 inspection.** This would happen where the inspector believes that the evidence suggests that the school might not achieve a grade of good if a section 5 inspection were carried out, but that it nevertheless provides an adequate quality of education, safeguarding is effective and behaviour is not inadequate. The section 5 inspection will take place within the statutory window for inspection; that is, before the end of the five- to six-year period since the school's previous section 5 inspection. The clock will not be reset by the short inspection because the essential test of the 2015 education inspection regulations has not been met. The school's current overall effectiveness judgement will stand until a new full inspection is carried out and the letter schools receive will confirm this.

New consultation

- A school that may be improving towards outstanding will also receive a letter recommending that its next inspection be a section 5 inspection. This letter will confirm that the school remains good, that specific areas of particularly strong education and practice have been identified, and that the inspector will recommend that the next inspection be a section 5 inspection. The decision on timing will be for the relevant Ofsted regional director to determine. Schools may request an early inspection and these requests will be considered, as now, by the Ofsted region

New consultation

- **The new consultation**
(www.gov.uk/government/consultations/short-inspections-of-good-schools-maintained-schools-and-academies) **proposes that Ofsted will further reduce the number of conversions.**



Safeguarding – inspecting the practice and impact in schools

Safeguarding in a school context

Applying the *Working together* definition to a school context, in essence, safeguarding is:

- **a broad term we use to mean taking action to keep children and young people safe and free from harm.**



Safeguarding - what really matters?

Three key questions...

- **Identify** the right children. How does the school do that?
- **Help:** what timely action do staff within the school take, and how well do they work with other agencies?
- **Manage:** how do governors and staff manage their statutory responsibilities, and, in particular, how do they respond to allegations about staff and other adults?

Leadership and management



Evidencing
capacity when inspecting
schools in challenging
circumstances

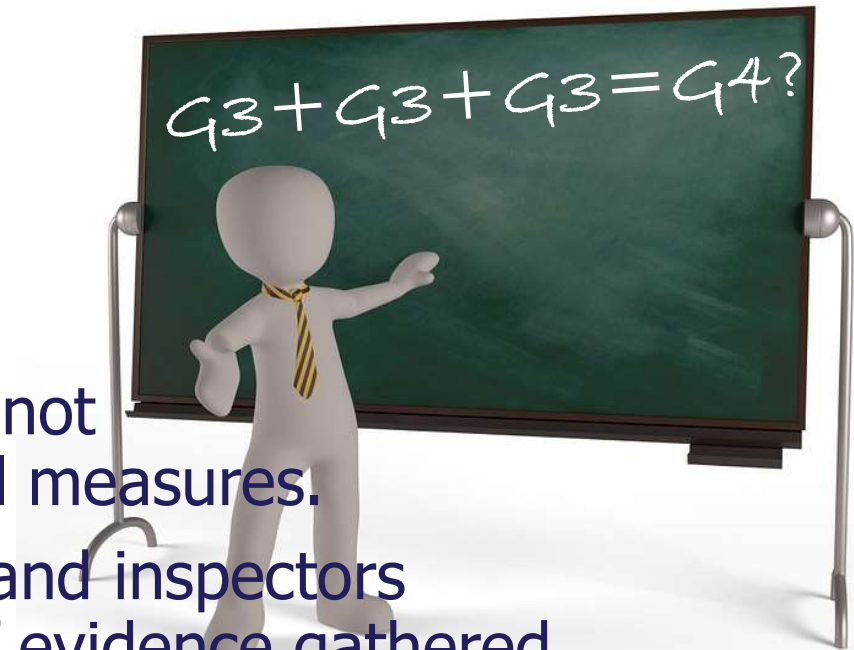
What do we mean by capacity?

- A professional judgement based on inspection evidence.
- Capacity for improvement is about:
 - **demonstrable** and **sustainable** improvement from **all** management levels
 - **self**-reliance (not over reliant on external support)
 - **accuracy** and **rigour** of self-evaluation
 - **clear** and **relevant strategies** for identifying and tackling weaknesses.



Key principles

- There are **no automatic or limiting judgements**, such as ineffective safeguarding = special measures, or if not good at third RI re-inspection = special measures.
- **Each inspection is a unique event** and inspectors must make judgements on the basis of evidence gathered at the point of inspection.





The new inspection data summary report (IDSR) and using data analysts

New inspection data summary report – what is changing from the 'dashboard' and why?

Key reasons for the change:

- to ensure that all inspectors focus on meaningful data
- to reduce the over-interpretation of data about very small groups by revising changes to data groupings
- to refine the criteria for 'areas for investigation' and provide greater clarity for inspectors.



'Gaming the system'

Inspectors will continue to sustain a sharp focus on challenging leaders and managers about unusual patterns of examination entry.

Inspectors will report on any unusual examination entry patterns that are to the detriment of future opportunities for pupils.



Tackling workload together – a new question for staff at the point of inspection

The question.....

- Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff (you may wish to expand upon this in the free text box at the end of this questionnaire).
- Response choices...strongly agree; agree; neither agree nor disagree; disagree; strongly disagree.

Things to look out for....

- 'School inspection update: special edition' has already been published on 8 September
- Sean Harford's Blog – Ofsted's developments in education
- Twitter



Governance and inspection

Belita Scott HMI



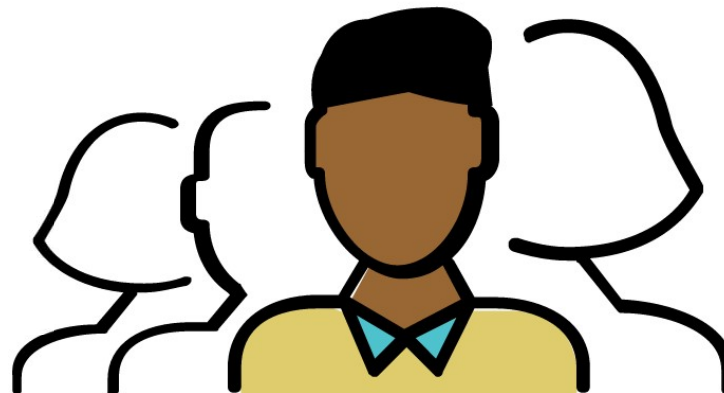
What Parents on the Ofsted Parents Panel said about the amount of contact they have with Governors at their children's school

The answer for me is 'some' but this is not a negative. I feel that on a day to day level this is enough contact. I also know that if I wanted to speak to a governor, it would be easy to contact someone.

They are very good at communicating when necessary but are understandably quiet the rest of the time.

Governors are unsung heroes who take on a huge amount of work and responsibility for no obvious reward.

They have not made themselves known to us as parents and we would only contact them if we thought there was something going wrong at the school and we had already talked to teaching staff. That's not to say they are not doing good work in the background, we just haven't heard anything.



The inspection process and what it means for governors



Before the inspection, the lead inspector considers:

- the previous inspection report
- any recent Ofsted survey and/or monitoring letters
- responses from Parent View
- issues raised by the investigation of any qualifying complaints
- the local authority's child protection arrangements
- information on the school's website
- data from the inspection dashboard and RAISEonline
- other publicly available information.

Before the inspection, the lead inspector calls the headteacher to:

- confirm what the governance structure of the school or academy is, including with reference, particularly for academies and multi-academy trusts, to the range of functions delegated to local governing bodies or other committees

Before the inspection, the lead inspector calls the headteacher to:

- make arrangements for a meeting with the chair of the governing body, or where appropriate the chair of the multi-academy trust, and as many governors as possible – they will also invite as many governors as possible to the final feedback meeting



Only the chair of governors meets with the inspectors during an inspection.

<http://bit.ly/OfstedMyths>



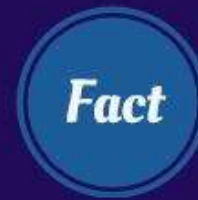
As many governors as possible are invited to meet with the inspectors during an inspection.





The inspector only talks with the chair of governors in person.

<http://bit.ly/OfstedMyths>



An inspector may talk to the chair of governors by telephone if they are unable to attend a face-to-face meeting in school.





Inspectors only meet with members of the local governing body during inspections of academies.

<http://bit.ly/OfstedMyths>



Inspectors meet with those directly responsible for governance including the CEO and the chair of trustees.



Before the inspection, the lead inspector calls the headteacher to:

- request either a face-to-face meeting or a telephone call with a representative of the local authority, academy chain, multi-academy trust board, sponsor or other relevant responsible body

Before the inspection, the lead inspector calls the headteacher to:

- request that, where appropriate, a representative from the local authority, academy chain, multi-academy trust board, sponsor or other relevant responsible body is present at the final inspection feedback meeting

During the inspection, the inspectors will:



- meet with those who are directly responsible for exercising governance of the school and for overseeing its performance. In a multi-academy trust, this could include meeting with a local governing board where relevant responsibilities are devolved in accordance with the scheme of delegation

During the inspection, the inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school

During the inspection, the inspectors will consider whether governors:

- understand how the school makes decisions about teachers' salary progression and performance
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils

During the inspection, the inspectors will consider whether governors:

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

At the end of the inspection:

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.



Only the headteacher is invited to observe the inspectors' final team meeting.

<http://bit.ly/OfstedMyths>



The headteacher and CEO are invited to observe the inspectors' final team meeting in academy schools.



At the end of the inspection:

The headteacher, who has attended team meetings, already has full details about the findings from the inspection. The headteacher (and the CEO in an academy school) will have observed the final team meeting to hear how the inspection team arrived at their corporate judgements.

The lead inspector will feedback the main findings together with the judgements.

At the end of the inspection:

Section 5 inspection judgements:

Effectiveness of leadership and management

Quality of teaching, learning and assessment

Personal development, behaviour and welfare

Outcomes for pupils

Early years provision

16 to 19 study programmes

Overall effectiveness

At the end of the inspection:

Section 8 short inspection judgements:

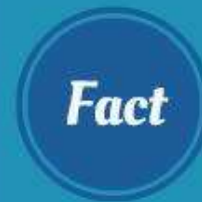
The school continues to be good.

Safeguarding is effective.



Only governors who attend the final feedback meeting know the outcome of the inspection.

<http://bit.ly/OfstedMyths>



All governors need to know the outcome of the inspection as soon as possible. Individual governors must keep the outcomes confidential until the school receives the final inspection report.

Useful references for governors

The common inspection framework: education, skills and early years

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

School inspection handbook

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

School inspection handbook: section 8

<https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>

Useful references for governors

Improving governance: governance arrangements in complex and challenging circumstances

www.gov.uk/government/publications/improving-governance

School inspection update March 2017

<https://www.gov.uk/government/publications/school-inspection-newsletter-academic-year-2016-to-2017>

Ofsted inspections: myths

www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting

Useful references for governors

What governors can expect during an inspection:

<https://www.youtube.com/watch?v=676mZrDrY9o>

<https://www.youtube.com/watch?v=g6vySUUIPhs>

<https://www.youtube.com/watch?v=txehqOy-2TU>

Useful references for governors

What governors can expect during an inspection:

<https://www.youtube.com/watch?v=LgwsB4vkP7Y>

Useful references for governors

Governance handbook

www.gov.uk/government/publications/governance-handbook

A competency framework for governance

www.gov.uk/government/publications/governance-handbook

Clerking competency framework

www.gov.uk/government/publications/governance-handbook

Useful references for governors

National Governors Association

<http://www.nga.org.uk>

National Co-ordinators of Governor Services

<http://www.ncogs.org.uk/>

School Governors' One Stop Shop

www.sgoss.org.uk

Inspiring Governance

<http://inspiringgovernance.org/>

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www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

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