

“What Ofsted Want”

Not “preparing for Ofsted”
but “being Ofsted ready”

Who said this and when?

“The role of the governing body has changed beyond recognition ... governing bodies have become the strategic leaders of schools. They are rightly responsible and accountable in law and in practice for major decisions about the school and its future. Governing bodies are equal partners in leadership with the head teacher and senior management team.”

Who said this and when?

“Governance is one of my top priorities ... All schools make two vital decisions. Who is the head and who sits on the governing body ... Governors can effect significant change ... Although governance is a voluntary role that does not mean it’s an amateur one. It’s a highly professional, highly responsible job, performing an absolutely critical role .”





“Important Information for Governors

Her Majesty’s Chief Inspector has made it clear that effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement of all pupils in their school, including the most able and those who are disadvantaged.”

Locking Stumps Community Primary School (URN: 111204 DfE No. 8772677)



Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2011	2012	2013	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	311	311	307				
National	245	251	257	4	132	206	259
							380
							1,130
% girls							
School	40.2	43.1	47.2				
National	49.0	49.0	49.0	0.0	46.0	48.1	49.8
							51.9
							100.0

Governors' Handbook

“Governors who lead on understanding and scrutinising attainment data should see and analyse the full RAISEonline summary report. For other governors, less detail may suffice – but it is important that all governors see some form of summary of key RAISEonline data for their school.”

The Inspection Handbook (April 2014)

- Outstanding:
 - All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a **deep and accurate understanding of the school's performance**

The Inspection Handbook

- Outstanding:
 - Governors, or those with a similar responsibility, ~~robustly~~ **stringently** hold senior leaders to account for all aspects of the school's performance.
- Stringent: 'Strict, precise, and exacting'

Subsidiary Guidance for Inspectors (April 2014)

Inspectors must evaluate the extent to which governors both challenge and support the school and hold senior staff, including the headteacher, to account for the achievement of the pupils. Governors are not expected to be routinely involved in the day-to-day activity of the school.

Subsidiary Guidance for Inspectors

“Governors are not expected to undertake lesson observations, unless the school has clear protocols for visits so their purposes are understood by school staff and governors alike. However, they hold important strategic responsibilities for the development and improvement of the school.”

Governors' Handbook (May 2014)

“Through pre-arranged visits that have a clear focus, governors can see whether the school is implementing the policies and improvement plans they have signed off and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views.”

Governors' Handbook

“Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the headteacher. ***If governors wish to spend time within a classroom, they need to be very clear why they are doing so.***”

Subsidiary Guidance for Inspectors (added 2014)

“Inspectors should ensure that they clearly understand the governance arrangements for a school and that they identify and engage with the right people.”

Subsidiary Guidance for Inspectors (added Feb 2013 September 2013)

Inspectors should meet with as many governors during an inspection as is possible, and should determine how well governing bodies evaluate the performance of the school, particularly in terms of: pupil progress; the leadership of teaching; the management of staff; and the difference made by initiatives such as the pupil premium, the Year 7 catch-up premium or the new primary school sport funding.

School Inspection Handbook

the effectiveness of governance including how well governors:

- ensure clarity of vision, ethos and strategic direction
- contribute to the school's self-evaluation and understand its strengths and weaknesses, **including the impact of their own work.**
- support and strengthen school leadership, **including by developing their own skills**

- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, **including by using the data dashboard, other progress data, examination outcomes and test results**
- use performance management systems, including the performance management of the headteacher, to improve teaching, leadership and management

- ensure solvency and probity and that the financial resources made available to the school are managed effectively
- operate in such a way that statutory duties are met and priorities are approved
- engage with key stakeholders
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

Subsidiary Guidance for Inspectors

Inspectors should consider whether governors:

- are aware of the impact of teaching on learning and progress in different subjects and year groups
- are challenging and supporting leadership in equal measure
- are providing support for an effective headteacher, or whether they are hindering school improvement by failing to tackle key concerns

- are transparent and accountable, including in terms of governance structures, attendance at meetings, and contact with parents and carers
- understand how the school makes decisions about teachers' salary progression
- performance manage the headteacher rigorously
- are failing to perform well and contributing to weaknesses in leadership and management.

School Information (England) (Amendment) Regulations 2012

Removed the requirement for schools to produce a prospectus and instead provide specified information online. This includes:

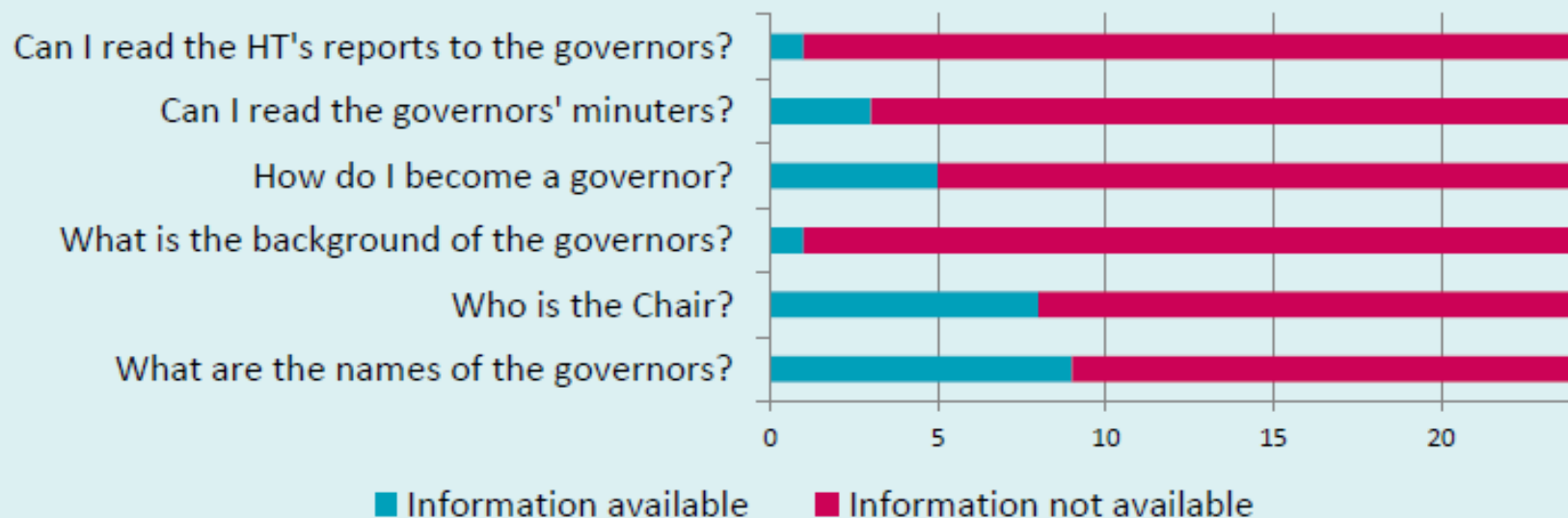
- The amount of this year's pupil premium allocation and how it will be spent;
- A statement of how last year's money was spent and the impact that it had on educational attainment of pupils on FSM;
- details of the school's curriculum, by academic year and by subject;

School Information (England) (Amendment) Regulations 2012

- Details or links (if through LA) to the school's admission arrangements;
- details of the school's policies on behaviour, charging and SEN and disability provision;
- links to the school's Ofsted reports, DfE School Performance Tables and details of the school's latest Key Stage 2 and/or Key Stage 4 attainment and progress measures;
- a statement of the school's ethos and values

Even outstanding schools do not openly provide information about their governors and what they do in the school

Sample of outstanding schools' websites governor information



A very small number of schools provide detailed information about the governors, including biographies; the headteacher's termly reports to them; and lists of which faculties each is attached to. Governor biographies are more common for independent schools.

“It is also good practice for the board to publish an annual governance statement including:

- the governance arrangements that are in place, including the remit of any committees;
- the attendance record of individual governors at board and committee meetings; and
- an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that have arisen.”

More from Sir Michael Wilshaw

“This dashboard raises the stakes. Many governors already know their school well. But for those that don’t, there are now no excuses. Inspectors will be critical of governing bodies who, despite the dashboard, still don’t know their school well enough and don’t take the necessary action in good time.”



School Data Dashboard

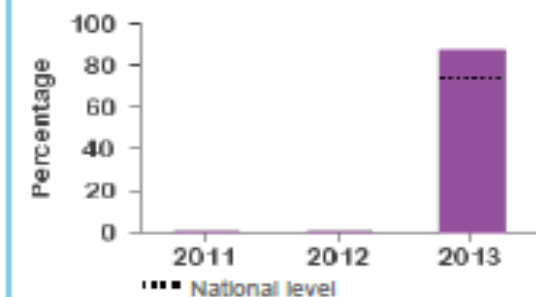
Locking Stumps Community Primary School (URN: 111204, DfE No.: 8772677) - Key Stage 2

How are pupils doing in exams? (Attainment)

English grammar, punctuation and spelling

In 2013, 87% of pupils attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test. No comparison is possible with the previous year.

Percentage of pupils who attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test



In 2013, the school's result was in the top 40% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Reading

In 2013, 98% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is an increase of 14 percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 reading test



In 2013, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

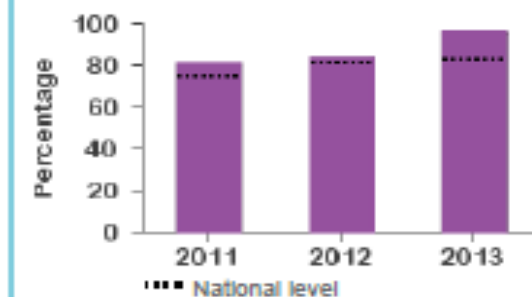
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Writing

In 2013, 96% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. This is an increase of 12 percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2013, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Pupil Results - Attainment (2013)

% Level 4+ (Re, Wri, Ma)



64%

Results are significantly below the national average (77%)

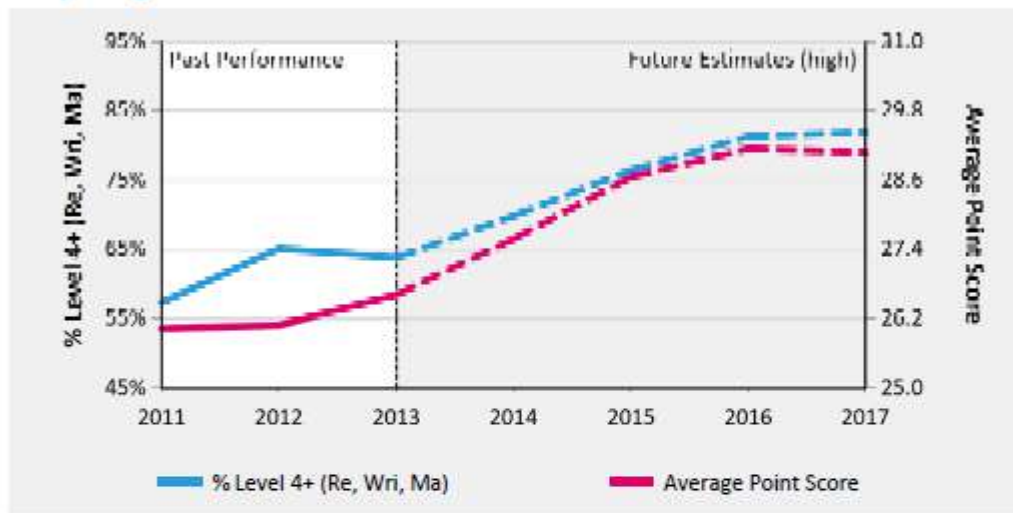
Average Point Score



26.5

Results are significantly below the national average (28)

Key Stage 2 Headline Performance



Pupil Progress - Achievement (2013)

% Level 4+ (Re, Wri, Ma)



8%

Progress is significantly above the national average of zero

Average Point Score



0.7

Progress is significantly above the national average of zero

Key Stage 2 Performance Summary

	Actual Results			Pupil Progress (Act vs Est)		
	2011	2012	2013	2011	2012	2013
Number of Pupils	80	84	81	-	-	-
% Level 4+ (Re, Wri, Ma)	● 56%	● 65%	● 64%	1%	-1%	★ 8%
% Level 5+ (Re, Wri, Ma)	10%	● 6%	16%	1%	-5%	7%
Average Point Score	● 26.0	● 26.2	● 26.5	-0.4	● -0.8	★ 0.7
% 2 Levels Progress - Reading	● 77%	90%	91%	● -8%	-3%	★ 8%
% 2 Levels Progress - Writing	90%	94%	97%	4%	2%	5%
% 2 Levels Progress - Maths	76%	86%	87%	-5%	-2%	6%

Relative Strengths and Weaknesses (3 years)

Stronger Areas	Weaker Areas
Other Asian	SEN School Action +
Pakistani	SEN School Action
Higher ability	Joined school in Yrs 5 or 6

‘School Governance Learning from the Best’

Ofsted May 2011

All the governing bodies ...sought a range of good quality, regular information from a variety of sources to ensure that they had an accurate understanding of the school’s strengths and areas for development. This information included:

- concise, focused reports from the headteacher, heads of departments and subject leaders
- external reports, for example from the school improvement partner, consultants and accrediting bodies

- presentations from school staff, pupils and external experts
- internal performance monitoring information
- internal and external analyses of national tests using both benchmarking and comparative information
- school self-evaluation reports
- formal and informal visits to the school
- questionnaires
- discussions with parents, pupils and staff.

Changes to the Constitution Regulations...?

- We propose that information published about candidates for election should include:
 - Evidence that they possess the skills required by the governing body;
 - The training and development opportunities they will commit to undertake to acquire or develop the skills to be an effective governor; and
 - If seeking re-election, details of the contribution and key achievements of their previous term of office.





“His main responsibility is to lead Ofsted’s work in improving schools by developing inspection policy and frameworks”

@mcladingbowl
@ofstednews



Watching the Watchmen

The future of school inspections
in England

Harriet Waldegrave and Jonathan Simons



- Inspectors should have relevant experience
- Inspectors should have to pass a data interpretation course and be re-tested every five years
- Random moderation of inspections
- Ofsted should not endorse particular teaching methods

- Ofsted should find better ways of getting parental feedback
- Ofsted should design a system of inspecting academy chains
- No more additional inspectors

Sir Michael Wilshaw:

- Ofsted needs to undertake a root and branch review of outsourced inspection
- Ofsted needs to continue to move towards more proportionate and risk-based inspection of those institutions that need greater intervention
- Her Majesty's Inspectors should lead the great majority of our inspections

Regional Schools Commissioners

“Monitoring performance and intervening to secure improvement in underperforming academies, including directing them to commission school improvement services and using formal interventions in the most severe cases”

What's it all for?






Ofsted
Outstanding
2013 | 2014



2015 | 2017

Albert Einstein

“Not everything that counts can be counted, and not everything that can be counted counts.”