

Raising standards, improving lives

The inspection of schools and academies from September 2012 including the inspection of governance

Cathryn Kirby

Senior HMI

North East, Yorkshire and Humberside Region



The importance of governance in driving school improvement



Sir Michael Wilshaw HMCI: NGA Policy Conference in 2012.

- 'strong governance is increasingly transforming schools and building effective partnerships'
- 'without strong and effective governance, our schools simply won't be as good as they can be'
- 'It (new inspection framework) will examine how governors support and challenge school leaders and hold them to account for the quality of teaching and pupils' achievement, behaviour and safety. It will also cover the management of finances, including the use of the pupil premium to overcome barriers to learning.'

Outline of the presentation

- Key messages arising from changes to school inspection from September 2012
- Focus on the 'inspection of governance'
- Some key findings from inspection outcomes about governance
- Ofsted's new regional structure

The focus of school inspection

We are continuing to focus on what really matters.

Inspectors judge the quality of education provided in the school and its overall effectiveness - taking account of four other key judgements:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of the leadership in, and management of, the school.

The focus of school inspection

Inspectors will also consider:

- the spiritual, moral, social and cultural development of the pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those with special educational needs
- the impact of the pupil premium on eligible pupils.

During the inspection

Inspectors will continue to:

- spend as much time as possible in classes, observing lessons, talking to pupils about their work, gauging their understanding and engagement in what they are doing, and their perceptions of the school
- hear children in primary schools and some Year 7 and 8 pupils read
- scrutinise pupils' work and look at data
- involve the headteacher and senior managers fully during the inspection, including during inspection team meetings and joint lesson observations

Inspection grades

We continue to use a four point scale.

The satisfactory grade has been replaced by 'requires improvement'.

- Outstanding (grade 1)
- Good (grade 2)
- Requires improvement (grade 3)
- Inadequate (grade 4)



'Outstanding' schools

An 'outstanding' school must have 'outstanding' teaching.

- This does not mean that every lesson seen by inspectors needs to be outstanding, but that over time teaching is enabling almost all pupils to make excellent progress as they acquire knowledge, deepen their understanding and develop and consolidate their skills.
- Inspectors do not expect to see a particular teaching style.
- Good and outstanding teaching ensures that pupils know how well they are doing and what they need to do to improve.
- In an 'outstanding' school it is highly likely that the proportion of pupils making, and exceeding, expected progress is high compared with national figures.

'Good' schools

We only judge schools to be 'good' if they are providing a good standard of education

- If, as a result of good teaching, pupils are learning well and making good progress over time, a school is likely to be judged to be good for achievement.
- Pupils' starting points - as shown by their prior attainment - are different, and our judgements are based on progress from starting points - not just attainment alone.
- Ofsted's grade descriptors show that a school can be 'good' even where pupils' attainment is below average - provided they are making good progress.

Requires improvement

We have replaced the 'satisfactory' judgement with 'requires improvement'.

- We think that the only acceptable standard of education is a good or better education. Only a good school is good enough.
- Where a school is not yet a good school, but it is not inadequate, it will be deemed to 'require improvement'.
- 'Requires improvement' is not a formal category of concern
- Inspection reports must be clear about why these schools are not yet 'good', what they need to do to improve, and their strengths.



The frequency of inspection

We continue to inspect 'good' schools less frequently than weaker schools.

- Most schools judged to be outstanding at their last inspection are exempt from routine inspection, unless concerns are raised about their performance.
- A school judged to be 'good' at its last inspection will be inspected within five years of the end of the school year in which its last inspection took place, or sooner if there are concerns about the school's performance.
- Further details about the risk assessment process and how Ofsted determines the timing of inspections of schools judged to be good or outstanding at their last inspection can be found in '*The framework for school inspection*' at www.ofsted.gov.uk.

Implications of 'requires improvement'

We will inspect schools that 'require improvement' earlier than 'good' schools.

- Ofsted will re-inspect schools judged to 'require improvement' within a maximum period of 24 months.
- HMI are working with such schools to help them to improve as quickly as possible.
- The timing of the next inspection will reflect the individual school's circumstances and will be informed by what inspectors find out at monitoring visits.

Governance

Governance:

HMCI's annual report for 2011/12 stressed the importance of the leadership in driving school improvement - including the role played by governing bodies.

As now, inspectors will want to meet with as many governors during an inspection as possible.

Governance: How much do you know about your school's performance?

Inspectors will want to know how well governing bodies evaluate the performance of the school, particularly in terms of:

- pupil progress;
- the leadership of teaching;
- the management of staff;
- the difference made by initiatives such as the pupil premium or the Year 7 catch-up premium.

Where governance requires improvement, inspectors will recommend an external review of the governing body.

Governance: Pupil Premium

Inspecting the use of Pupil Premium funding:

During inspections, inspectors are asked to pursue the following:

- What the school is spending the pupil premium money on?
- Why is the school spending it in this way?
- How it is making a difference for disadvantaged pupils?
- How are governors holding their school to account for the way in which this money is spent?
- Senior leaders and governors will be asked to demonstrate improvements in progress and attainment for pupils eligible for the pupil premium in relation to the performance of those not in receipt of this funding.
- **PISA study: <http://www.bbc.co.uk/news/education-21411251>**

Governance: How much do you know?

Information about performance management

- Inspectors evaluate already how effectively school leaders recognise and reward good teaching. In future, inspectors will ask schools for anonymised information from the last three years, which shows the proportions of teachers who have:
 - progressed along the main pay scale
 - progressed to, and through, the upper pay scale
 - progressed along the leadership scale
 - received additional responsibility payments, such as teaching and learning responsibility payments and special needs allowances.

The characteristics of strong governing bodies demonstrated in recent reports



- They understand their role and how it complements that of the headteacher.
- They have a range of skills that brings something extra to the school and to develop a strategic vision.
- Technical knowledge – of education, data, statutory responsibilities and performance management in particular.
- They want to see and hear from middle and senior leaders about their work - and challenge them on it.
- They have the skills and time to be a visible presence in the school.
- They set challenging targets for performance at all levels, including in achievement, teaching and senior management work.
- They can form their own analysis of the school's performance without relying on the headteacher.

Because of all these they are '**exceptionally well informed**' about their school.

Common issues with governance noted in inspection reports (taken from grade 3 reports)



Issues identified in inspection reports included:

- not ambitious about expectations
- lack of a critical friend approach
- over-reliance on information from the headteacher
- lack of systematic visits to school
- lack of engagement with school development planning
- limited role in monitoring, and none of it 'independent'
- limited understanding of data and school quality.

Governance – important questions

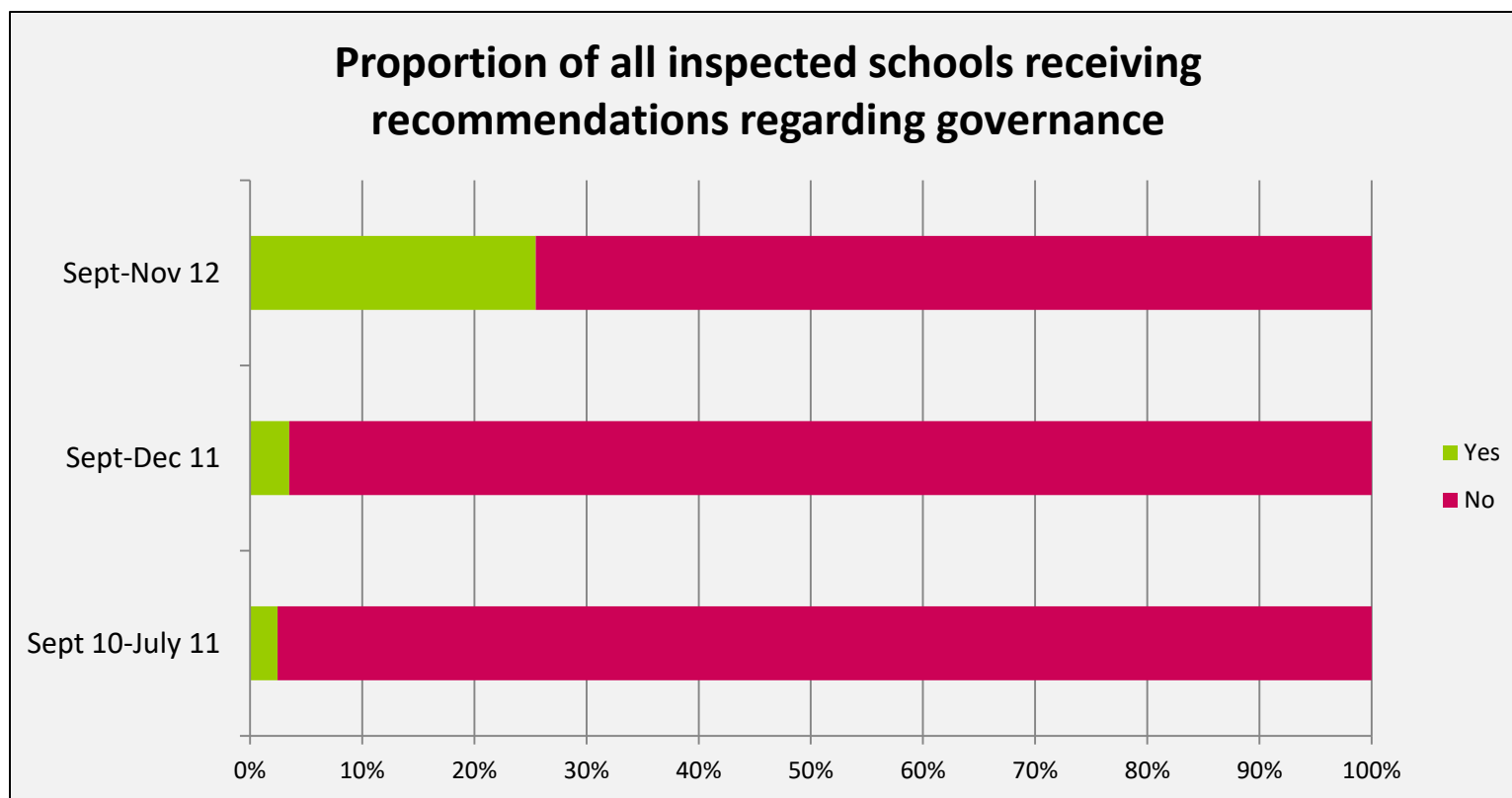
On a scale of 1 to 4 assess the **capacity** to manage change of:

- your senior leadership team
- your governing body
- your middle leaders
- your teaching staff
- other staff
- your pupils.

What do you know about the capacity of these groups?

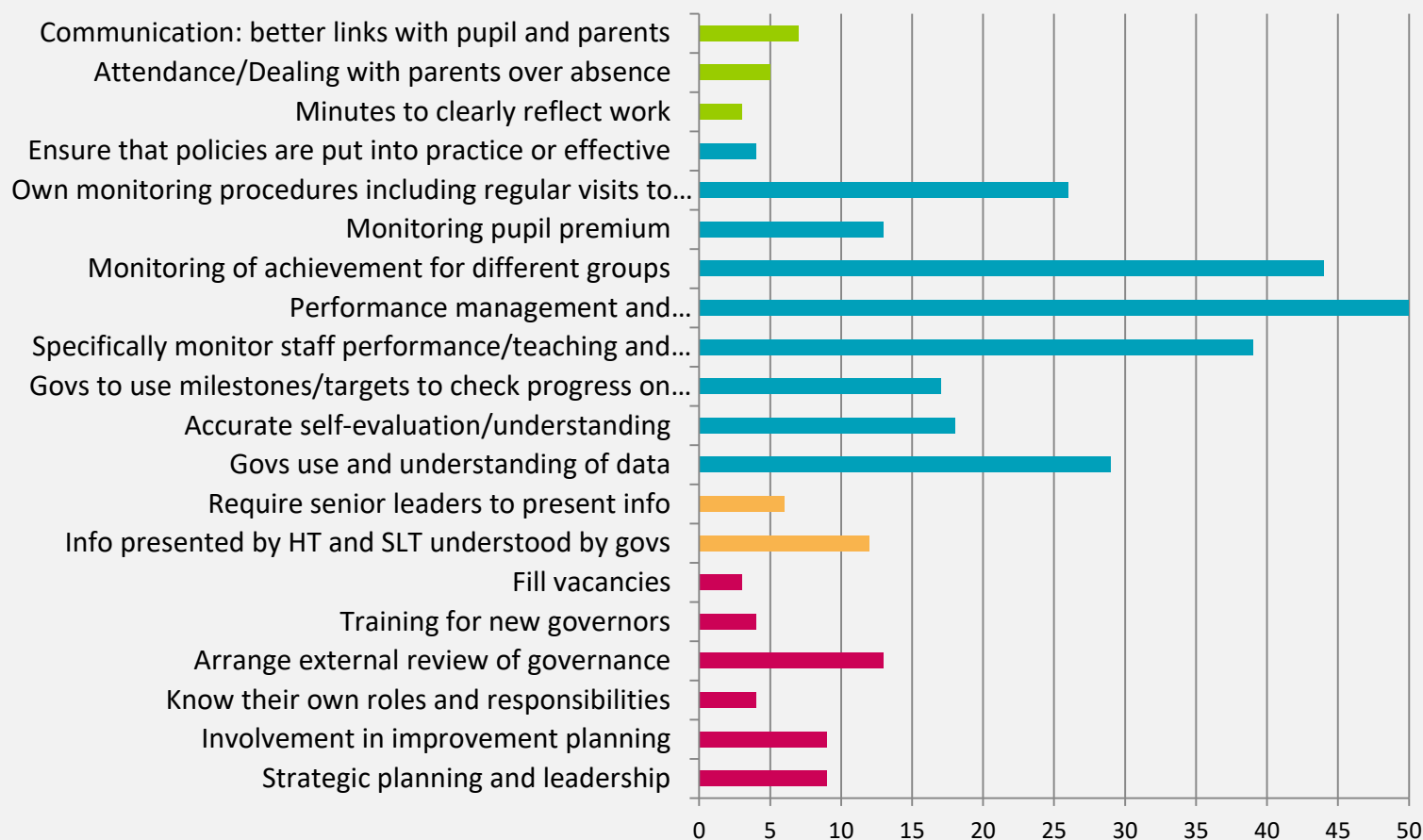
What actions are you taking to strengthen the capacity of each of these groups?

Governance: areas for improvement



Governance: Areas for improvement

Main recommendations for governors September to November 2012



Governance: Outstanding characteristics

Main governance strengths identified in reports on outstanding schools, Sept-Nov 2012



Governors in these schools know how to challenge and have the right skills



'The governors receive regular and comprehensive reports from the head teacher and have also requested that heads of subject areas attend meetings of the governing body where they are challenged to explain any remaining gaps in attainment for different groups of students.'

'The members of the governing body are extremely well informed and possess a range of skills and expertise to challenge leaders and managers about the performance of the school - there are many established members who are critical friends of the school's leaders and have effectively challenged many aspects of the school's performance including the new curriculum developments.'

'The governing body has the knowledge and skills to ask the necessary questions, so that governors can effectively hold the school to account.'

'The Chair of the Governing body is capable and astute. He has used his wealth of business experience to support the school in challenging underperformance.'

'Governors have an excellent understanding of the link between performance management and the salary structure.'

In the best schools inspectors found governors were very well informed



'Regular meetings with the headteacher and presentations from staff inform governors' **understanding** of the school and its work.'

'The governing body **seeks the views** of parents, carers and pupils and **uses the information** obtained to inform the school's self-evaluation and the school development plan.'

'Governors have a **good awareness** of the school and a clear view of the **strategic direction** of the school through **regular visits**, including to lessons and focus groups.'

'Governors **carry out their own monitoring** and use this to evaluate how well all aspects are doing. They clearly **understand how well pupils are progressing**, making it their business to **quiz the school** about any concerns, should they arise.'

'Outstanding quality of work undertaken by the governing body could clearly be seen in an **audit of the impact** on pupils' learning of recent disruptions caused by inclement weather. As a result of the audit, staff have now agreed a plan to make up any future lost learning time.'

'Governors are closely involved in **self-evaluation** procedures, ask penetrating questions and expect and **receive regular reports** and presentations from staff to inform their strategic decision making.'

Reflection:



What do you think are the 3 key STRENGTHS of your governing body and why?

What are the 3 key areas where you consider the governing body could do better and why?

Further reading:

Ofsted's resources home page:

<http://www.ofsted.gov.uk/resources/publications>

School governance: Learning from the best

<http://www.ofsted.gov.uk/resources/good-practice-resource-%E2%80%93-school-governance-learning-best>

How are pupils doing in exams? (Attainment)

English

In 2012, 63% of pupils attained Level 4 or above in the Key Stage 2 English (overall) test and assessment. Data for 2012 are not comparable to previous years due to changes in methodology.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 English (overall) test and assessment



In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 20% of all schools.

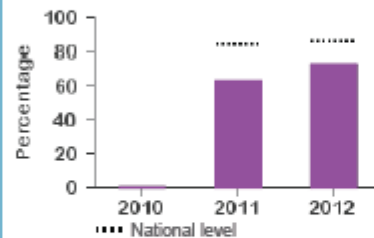
Comparison with other schools

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

Reading

In 2012, 73% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is an increase of 10 percentage points since 2011.

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



In 2012, the school's result was in the middle 20% of similar schools' results, and in the bottom 20% of all schools.

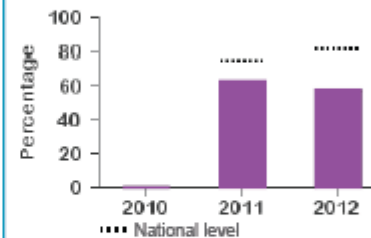
Comparison with other schools

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

Writing

In 2012, 58% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. Data for 2012 are not comparable to previous years due to changes in methodology.

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



In 2012, the school's result was in the bottom 40% of similar schools' results, and in the bottom 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	

Mathematics

In 2012, 65% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of two percentage points since 2011.

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



In 2012, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

Comparison with other schools

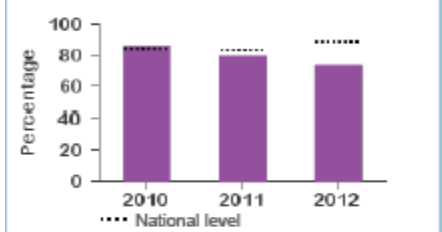
Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Are pupils making progress?

English

In 2012, 73% of pupils achieved expected progress in English. Data for 2012 are not comparable to previous years due to changes in methodology.

Percentage of pupils who achieved expected progress in English



In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 20% of all schools.

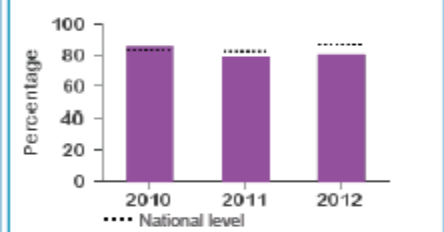
Comparison with other schools

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

Mathematics

In 2012, 80% of pupils achieved expected progress in mathematics. This is an increase of two percentage points since 2011.

Percentage of pupils who achieved expected progress in mathematics



In 2012, the school's result was in the bottom 40% of similar schools' results, and in the bottom 40% of all schools.

Comparison with other schools

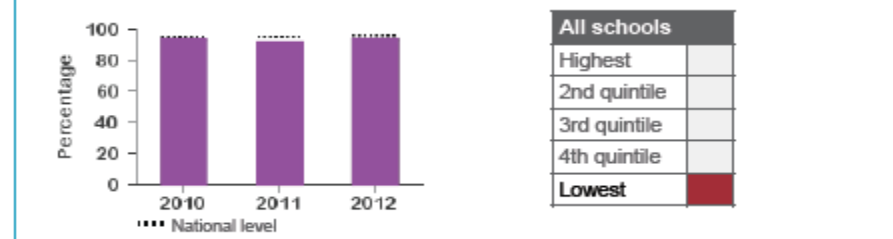
Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

How good is attendance?

Overall attendance

In 2012, the attendance rate at this school was 93.6%. The attendance rate has increased by 1.8 percentage points since 2011. The attendance rate is in the bottom 20% of all schools.

Level of attendance at this school Comparison with other schools

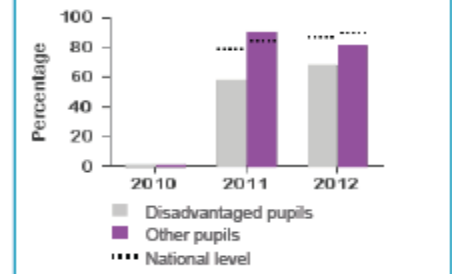


Narrowing the gap between disadvantaged and other pupils

English expected progress

In 2012, 68% of disadvantaged pupils achieved expected progress, while 81% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



Mathematics expected progress

In 2012, 82% of disadvantaged pupils achieved expected progress, while 76% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress

