

The New OfSTED Framework

Top tips for successful Governing Bodies



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<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools>

The evaluation schedule for schools.
Guidance and grade descriptors for inspecting
schools in England under section 5 of the Education
Act 2005, from September 2009

What's new? What's Different?

What's Important? & What's Vital?

The Evaluation Schedule is new and although the elements are similar to the old Section 5 framework they are grouped differently.

There are 2 Key Judgements:

Overall Effectiveness – based on outcomes for pupils

(The variation between different groups is key to determining this judgement.)

Capacity for sustained improvement – includes the use of challenging targets, the quality of provision, improvement since the last inspection, and leadership and management.

Recommendations – more focused to provide specific improvement points

Much higher emphasis given to role of Governors



The effectiveness of safeguarding procedures

- The school has clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, bullying, health and safety, harassment and discrimination, and meets all required duties
- The school ensures that adults working with pupils are appropriately recruited and vetted
- The school ensures that adults receive up-to-date, high-quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils
- The school has established clear management responsibilities in relation to child protection including relevant designated staff.

Check out the OfSTED website and search for “safeguarding briefing”
www.ofsted.gov.uk

Questions for the school

1. Is a Single Central Record (SCR) of staff in place?
2. Does the SCR record the names, addresses and dates of birth of all members of staff?
3. Is there evidence on the SCR that all teachers have been checked against List 99 (L99)? (If a teacher has a CRB check in place they have been list 99 checked)
4. Is there evidence that all staff who have regular contact with children employed since March 2002 have been CRB checked or have sent for a CRB check if they are new to the school?
5. Have all staff appointed since May 2006 whether or not they have regular contact with children been CRB checked or have sent for a CRB check if they are new to the school?
6. Have new staff who have been out of the workforce, school or local authority for more than 3 months completed or sent for an enhanced CRB check?
7. Does the SCR include evidence that supply teachers who work at the school regularly been checked against L99 or have a recent CRB check?
8. Has the school evidence that agency supply teachers have been L99 or CRB checked?
9. Have volunteers including governors who have regular contact with children (more than once a month) been CRB checked or are they never left in sole charge of children?
10. Does the SCR record the date when the CRB or L99 check was carried out?
11. Does the SCR record all teachers who have qualified teacher status (QTS)?
12. Does the SCR record evidence of permission to work for those who are not nationals of European Economic Area (EEA) country and has criminal record information been obtained (or has it been sought) from countries where individuals worked or lived?

safeguarding - briefing for section 5 inspectors on safeguarding children

The briefing will be back in due course; we are carrying out further revisions to it to reflect changes which will come into being on 12 October 2009 as a result of the Safeguarding Vulnerable Groups Act and the Vetting and Barring Scheme.

Attainment is still the key to success.....

The judgement on attainment is made in relation to national standards and is judged in comparison to all schools.

They should also take into account evidence of pupils' current performance.

Inspectors should consider a range of indicators including:

attainment of different groups, including boys, girls, minority ethnic pupils, looked after children, pupils eligible for free school meals **and other groups identified by the school**; inspectors should use RAISEonline where available **and the school's own data** to make a professional judgement about the importance of any variation

^[1] The terms 'significant' and 'significantly' relate to statistical significance as shown in RAISEonline.

Pupils' attainment: grade descriptors

<p>High (1)</p>	<p>A large majority of attainment indicators for the final key stage over the last three years have been significantly above average as indicated in RAISEonline. Other data and the pupils' current work indicate that attainment is high. Pupils' attainment in key subjects^[1] and the attainment of sizeable groups of pupils are significantly above average.</p>
<p>Above average (2)</p>	<p>A majority of attainment indicators for the final key stage over the last three years have been significantly above average, as indicated in RAISEonline. Other data and the pupils' current work indicate that attainment is above average. Instances of significantly below average attainment, including in key subjects and for sizeable groups of pupils, are rare and there is a pattern of improvement.</p>
<p>Average (3)</p>	<p>Generally, attainment indicators for the final key stage over the last three years have not been significantly below average overall, in all key subjects and for different groups of pupils, as shown by indicators in RAISEonline. Other data and pupils' current work indicate that attainment is average.</p>
<p>Low (4)</p>	<p><input type="checkbox"/>The general pattern of overall attainment indicators for the final key stage over the last three years has been significantly below average, as indicated in RAISEonline. This includes consideration of National Challenge benchmarks. Other data and the pupils' current work indicate that attainment is low.</p> <p>or</p> <p><input type="checkbox"/>The general pattern of attainment indicators for the final key stage over the last three years for one or more key subjects or sizeable groups of pupils has been significantly below average, as indicated in RAISEonline. Other data and the pupils' current work indicate that attainment is low.</p>

The quality of pupils' learning and their progress

The quality of learning for pupils with special educational needs and/or disabilities and their progress

how well pupils make progress relative to their starting points, using contextual value added and other value added measures, including whether there is any significant variation between groups of pupils (for example, minority ethnic groups, groups with different prior attainment, gender groups, gifted and talented groups, pupils speaking English as an additional language), making clear whether there is any underachievement generally or among particular groups who could be doing better

The quality of pupils' learning and their progress and the quality of learning for pupils with special educational needs and/or disabilities and their progress: grade descriptors

Outstanding (1)	Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.
Good (2)	A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.
Satisfactory (3)	Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.
Inadequate (4)	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate or</p> <p>Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects or</p> <p>Pupils, or particular groups of pupils, make too little progress in one or more key stages.</p>

Pupils' achievement and the extent to which they enjoy their learning

This judgement takes account of the pupils' attainment and the quality of learning and progress for all pupils and for pupils with special educational needs and/or disabilities.

Outline guidance:

Inspectors make this judgement **after** making the judgements on attainment and learning and progress.

Judgements should not be made solely on the basis of one year's test and examination results (unless the school is new).

Outstanding (1)	Achievement is likely to be outstanding when: attainment is above average or high and learning and progress are outstanding or attainment is high and learning and progress are good.
Good (2)	Achievement is likely to be good when: attainment is average or above average and learning and progress are good or attainment is average and learning and progress are outstanding. In the most exceptional circumstances, attainment may be low.

<p>Satisfactory (3)</p>	<p>Achievement is likely to be satisfactory when: attainment is average, above average or high and learning and progress are satisfactory or attainment is low but improving strongly and learning and progress are good. In exceptional cases, learning and progress may be satisfactory but improving securely and quickly.</p>
<p>Inadequate (4)</p>	<p>Achievement is likely to be inadequate if either: learning and progress are inadequate or attainment is low and shows little sign of improvement, and learning and progress are no better than satisfactory with little evidence of improvement.</p>

If the school is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is also likely to be judged to be inadequate.

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.

Inadequate (4)

■ The governing body has too little impact on the direction and work of the school.

or

■ The governing body does not challenge the school to address weaknesses and bring about improvement.

or

■ The governing body's negligence in failing to meet its statutory requirements places the pupils' achievement or well-being at risk.

**Satisfactory
(3)**

Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. They are well organised, are visible in the school community, and support staff and pupils. Most governors know the strengths and weaknesses of the school, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The governing body holds the school to account for tackling important weaknesses. Governors engage often with parents and pupils and respond quickly to their views and any significant concerns they may have.

**Good
(2)**

The governing body has the capacity to meet the school's needs and is influential in determining the strategic direction of the school. Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively. They are fully and systematically involved in evaluating the school. Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of parents and pupils and mechanisms for acting on these.

The effectiveness with which the school promotes equal opportunity and tackles discrimination

the performance and experience of different groups of pupils, for example minority ethnic groups, looked after children, gifted and talented pupils, pupils with special educational needs and/or disabilities, and of other groups even though the number of pupils may be small in number

**Satisfactory
(3)**

The school has pertinent information about the precise groups of pupils it serves and evaluates their participation in school life and performance across the curriculum. There is some improvement in areas where the school has targeted its actions.

**Inadequate
(4)**

The school does not have relevant insight into the performance and participation of different groups of pupils and there is no evidence of improvement in the outcomes or experience of different groups or

The school is inactive in tackling material differences between groups and/or in tackling discrimination.

If the school is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is also likely to be judged to be inadequate.

The effectiveness with which the school promotes community cohesion

- the quality of the school's analysis of its context
- the extent to which leaders and managers have placed due emphasis on each of the three strands of religion, ethnicity and the socio-economic dimension
- the extent to which the school has taken appropriate actions to contribute to community cohesion within the school and beyond
- evidence of the impact of the school's work on outcomes, for instance in the quality of the pupils' spiritual, moral, social and cultural development
- evidence of the impact of the school's work in the local community.

<p>Satisfactory (3)</p>	<p>The school has taken a set of actions based on an informed understanding of its religious, ethnic and socio-economic context. It is actively promoting community cohesion within the school community and is reaching out to other communities. Its work has a generally positive impact within the school, which is a largely cohesive community, but there may be only limited evidence of its success in promoting community cohesion beyond the school. Evaluation of its work is patchy but provides some relevant information.</p>
<p>Inadequate (4)</p>	<p>The school has an inadequate understanding of the religious, ethnic or socio-economic factors which define its context.</p> <p>or</p> <p>It does not plan or evaluate its contribution to community cohesion either within or beyond the school.</p> <p>or</p> <p>The school's work makes little effective contribution to community cohesion so that the school itself is not a cohesive community/</p>

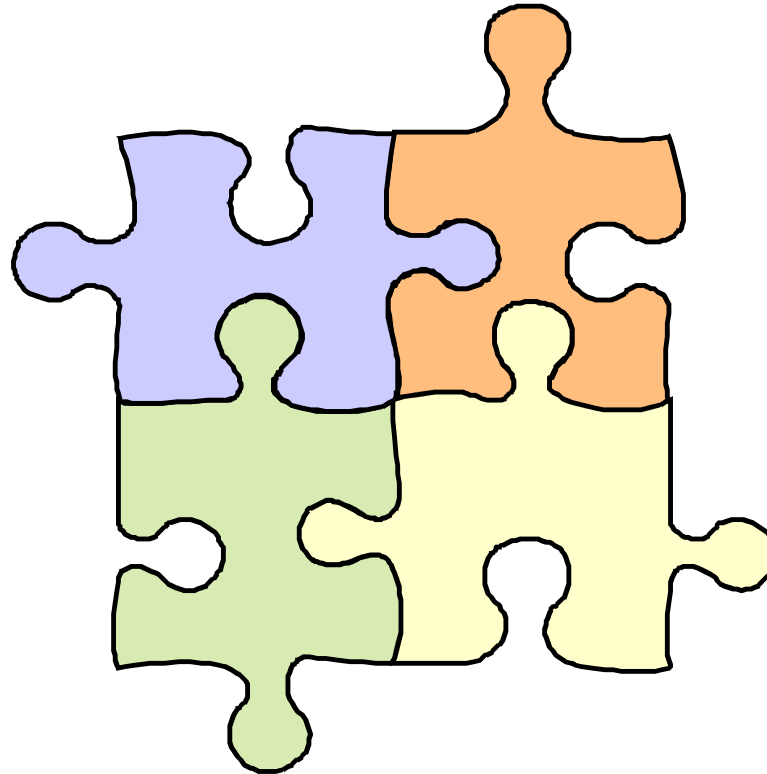
The school's capacity for sustained improvement

- the extent to which there have been sustained improvements in outcomes for pupils, including those for individuals and different groups
- the extent to which the school has met challenging targets, such as: statutory targets for attainment; specialist school targets; other targets, for example for attendance
- progress in tackling the areas for improvement identified at the last inspection
- the school's success in achieving goals and improving areas of weakness it has identified for itself
- the school's response to any external evaluations such as those undertaken by the local authority and Ofsted survey inspections

- the rigour with which leaders, managers and the governing body evaluate the school's effectiveness in meeting the needs of all of its pupils
- the degree to which leaders, managers and the governing body are self-critical when evaluating the school's performance on local and national priorities compared with that of other schools
- the extent to which self-evaluation is established across the school community, including the extent of the involvement of key partners
- the clarity with which areas for improvement are identified
- the effectiveness of leadership and management at all levels across all areas of the school's work

Pieces of the jigsaw.....

The SEF , The SDP, The SIP & the right questions

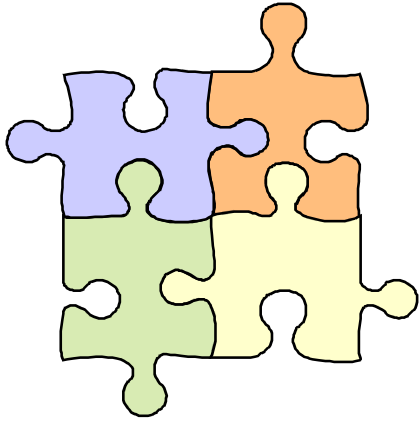


A section of the new SEF

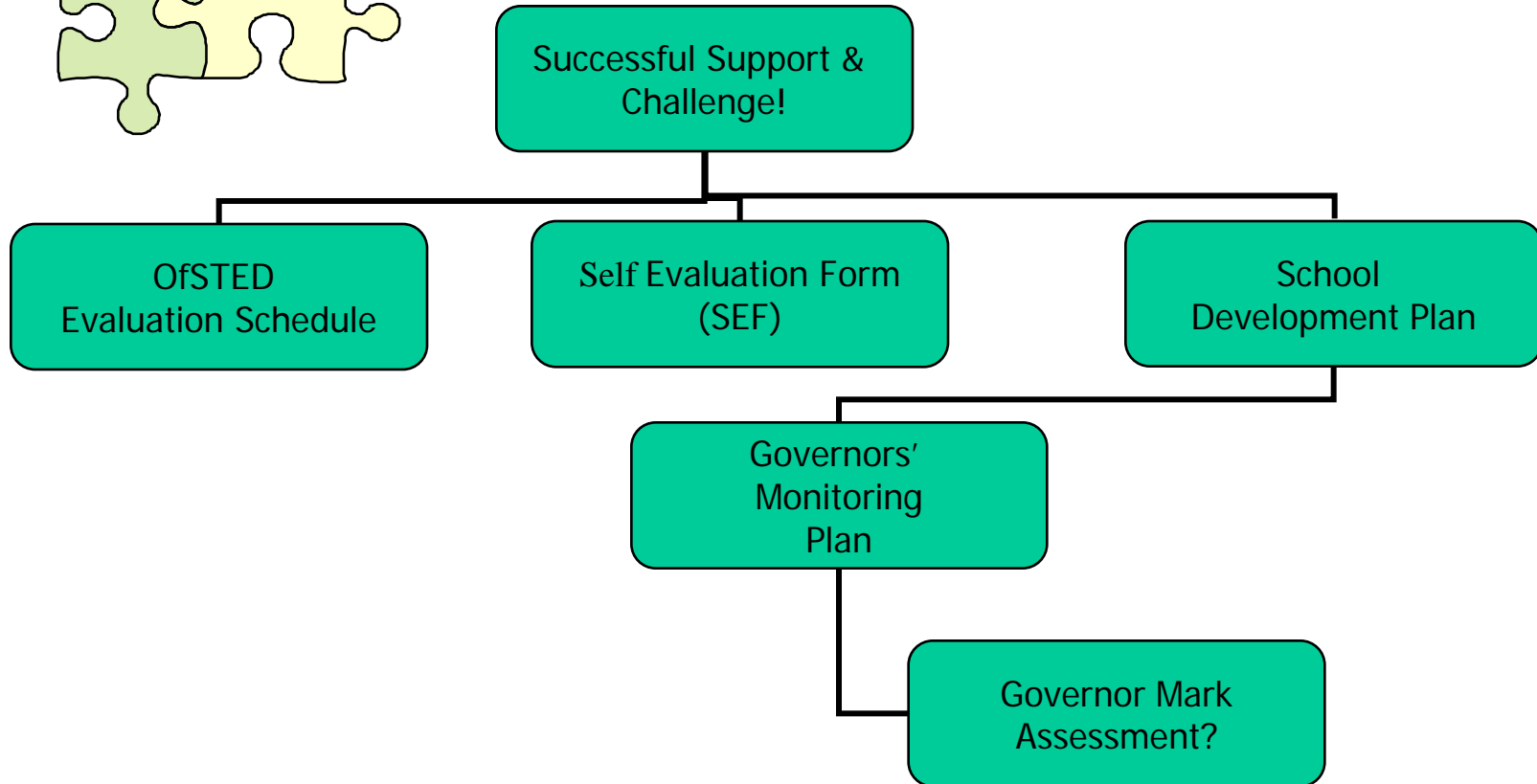
	1	2	3	4
How well do pupils achieve and enjoy their learning?				
The quality of pupils' learning and their progress				
The quality of learning for pupils with learning difficulties and/or disabilities and their progress				
Pupils' attainment				

How well do pupils achieve and enjoy their learning?

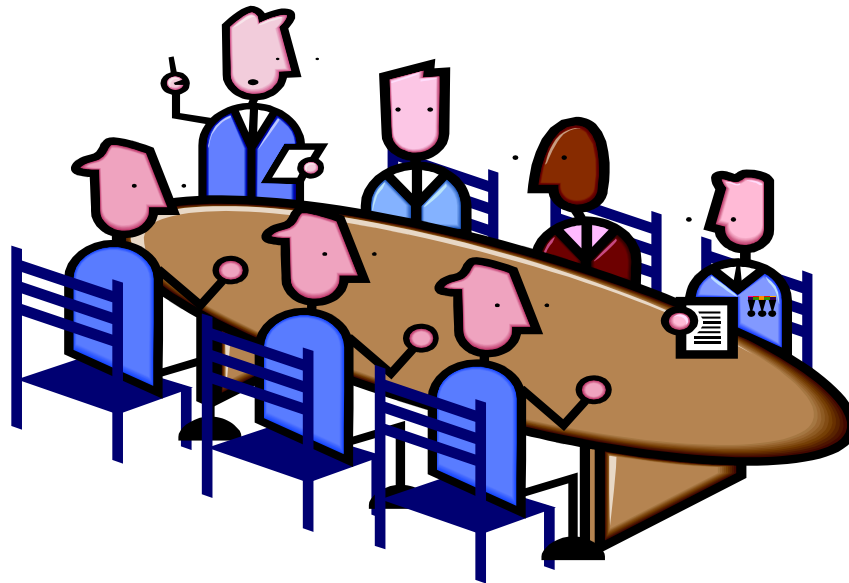
Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.



Pieces of the jigsaw



The right questions.....



Strengthening governance: knowing your school

The questions surrounding the cycle are linked to each of the core elements that need to be in place to support school improvement. The responses to the questions provide a detailed picture of the progress that children are making in school and how well the school is doing. You can use these questions in your role as governor to support the school to make any necessary changes. They will help you to act as a critical friend, by supporting the work of the school, and offering an element of challenge through your role.

Pupil progress meeting

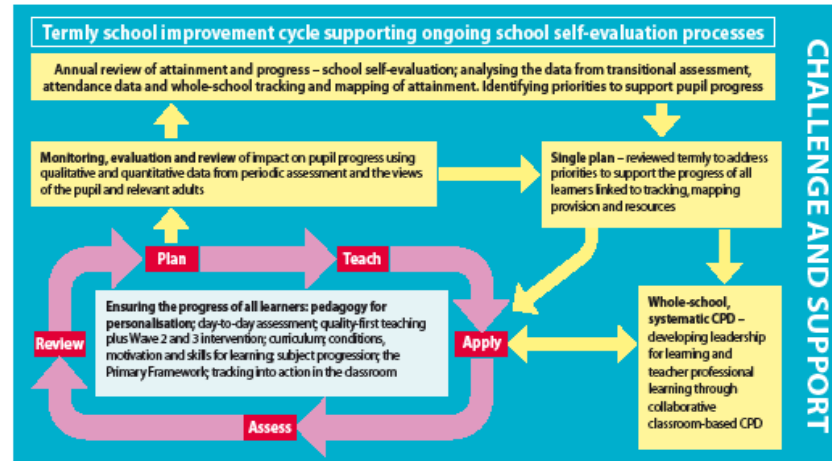
- Why do we have pupil progress meetings?
- What happens in a pupil progress meeting?
- What happens as a result of the meetings?
- What is being done to improve progress?
- How do the findings impact on classroom practice?

The school improvement cycle

- How do we use the term school improvement cycle to set our priorities?
- What are the focuses for monitoring/scrutiny and how will it be done?
- What are the systems for reporting and assessing progress?
- How does the headteacher's report to governors reflect the priorities and progress?
- How does the governor's role fit into the cycle?
- What happens if we don't meet our priorities?

Tracking

- What does the tracking tell us?
- Who are the target pupils in e.g. Year 4? Are they making adequate progress?
- What action does the school take from looking at tracking information?
- How many children are reaching age-related expectations and above at the end of the year compared with the starting point at the beginning?
- How does that compare with other schools nationally and in the LA?



The single plan

- Is there a single plan that focuses on progress? How do we know?
- Can you identify the priorities? How do we know?
- Who will be responsible? Who has the authority? How do we achieve it?
- How do we monitor that the plan is working? How do we know?

An explicit focus on teaching and learning

Questions for the headteacher:

- What percentage of teaching and learning is good or better? How do we know this?
- What are we doing about teaching and learning that isn't consistently good?

Questions for teachers:

- How does your classroom environment help children to learn? What did the children learn in this lesson? How do you know?

Questions for children:

- What are you learning in today's lesson? How do you know? Tell me about your target (in maths, reading and writing).

Whole-school systematic continuing professional development (CPD)

- What is the whole-school focus for CPD?
- How will we know whether this has made a difference to our teaching and your teaching?
- How can the governors learn more about this?
- How has good practice been shared? How do we work together and learning from each other?

Making the most of SIP visits

- Visit A – standards, pupil progress, data analysis & target setting
- Visit B – HTPM
- Visits C & D – School Self Evaluation validation & school agenda

YOU ARE **ALL** CORDIALLY INVITED TO SIP VISITS A, C & D

Make the most of them, they are free CPD and are open to as many
Governors who can make it!

It's good practice; It's good succession planning for Governors;

Its good sense!

Timescales for inspections

- 40% of schools that were deemed satisfactory overall before Sept 09 or under the new framework will be re-visited within 12 – 24 months.
- The visits will be within a 4 week, notified window and OfSTED will ask for specific documents including the SDP.
- No date will be given and schools will be notified on the morning of the inspection.
- Improvement since inspection and the impact on the capacity for sustained improvement will be judged.
- ‘Good’ or ‘Outstanding’ schools will receive an inspection within a 5 year window subject to an interim data driven health report.

Proportionate Inspection

- Robust annual risk assessment. All schools inspected to the same standard tariff, the best inspected less frequently
- Schools previously judged good or better will be inspected at approximately five-year intervals unless, for example:
 - the annual assessment of their performance raises concerns
 - there are safeguarding or welfare concerns and/or there is a strong 'voice' of concern raised by parents
 - they are part of an annual sample selected for inspection
- Schools not inspected three years after their previous inspection will receive an **interim assessment, published in the place of an inspection report**
- Special schools and PRUs will be inspected every three years. The nature of their indicators means that inspectors need to look at data on-site to evaluate pupils' attainment, learning and progress.

How it was for us.....



Clearwell Primary School

Forest of Dean

HT: Mrs Chris El-Shawk

Q & A.....

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools>

School inspections from September 2009

A school inspection is carried out under section 5 of the Education Act 2005.

An overview of the legislative basis for inspection and the underlying principles which guide inspectors is contained in [*The framework for school inspection*](#).

Outline guidance and grade descriptors for all of the judgements which inspectors make are set out in [*The evaluation schedule for schools*](#).

The way in which inspections are organised is explained in [*Conducting school inspections*](#).

Self-evaluation plays an important part in inspections and all schools are provided with an interactive online self-evaluation form (SEF) - see [*the self-evaluation and the SEF page*](#). The interactive site has examples of [*blank SEFs for download*](#)