

# Ofsted update

## National Co-ordinators of Governor Services

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## **Governance handbook**

**For trustees of academies and multi-  
academy trusts and governors of  
maintained schools**

**November 2015**

# True or False?



The governance handbook is only for the governors, headteachers, clerks and others with an interest in the governance of maintained schools.

# False

The governance handbook is **also** for members, trustees, local governors, principals, clerks and others with an interest in governance of academy trusts and multi-academy trusts.



# True or false?



A child or young person is defined as having SEN if he or she has a learning difficulty that calls for special educational provision to be made for him or her.

A learning difficulty means that the child or young person has greater difficulty in learning than most of their peers.

# False

A learning difficulty means that the child or young person has **significantly** greater difficulty in learning than most of their peers.



# True or false?



The headteacher decides the format regular reports to governors should take.

# False

The **board**, not the headteacher, should determine the scope and format of headteacher's reports.





# True or false?



Admissions appeal panels are controlled panels set up by admissions authorities in line with the School Admission Appeals Code.

# False

Admissions appeal panels are **independent** panels set up by admissions authorities in line with the School Admission Appeals Code.



# True or false?



All governors should have an understanding of the financial cycle and the legal requirements of the school on accountability and spend.

# True

**All** governors should ideally have a basic understanding of the financial cycle and the legal requirements of the school on accountability and spend. But, the board should ensure it has **at least one** governor with specific, relevant skills and experience of financial matters.



# True or false?



By law, employers should give employees who are school governors in maintained schools 'reasonable time off' to carry out their duties.

# False

By law, employers **must** give employees who are school governors in maintained schools 'reasonable time off' to carry out their duties.



# Ofsted update

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# Updated school inspection handbook – section 5



- No major changes in the section 5 school inspection handbook
- Amended grade descriptors in outcomes to reflect changes to national assessment and accountability measures
- Staff and pupil surveys are online - no paper copies
- Clarification about who inspectors need to meet with to inspect governance at the school



## S5 school inspection handbook, para 85

Inspectors will **always** seek to meet those responsible for governance during the inspection. This will usually include maintained school governors or academy trustees (including sponsor representatives, where they exist). However, in a multi-academy trust, the board of trustees may have established a local governing body to which it may have delegated certain functions. In some other cases, there may be a local governing body that is wholly advisory, with no formal governance responsibilities delegated to it. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

# Updated school inspection handbook – section 8



- Updated requires improvement (RI) section to reflect the Education White Paper proposal on improvement periods where RI schools have new headteachers - a full section 5 re-inspection will be no later than 30 months after publication of the previous section 5 report
- Ofsted inspectors may now on occasion lead section 8 'no formal designation' inspections
- Detailed changes to the monitoring of schools causing concern, reflect recent legislative change and the revised Schools Causing Concern guidance

# Policy update – schools causing concern

## Section 8 changes:

- Grade 4 academy schools with no change in sponsor trust - this is a continuing school and will receive serious weaknesses/special measures section 8 monitoring as before
- Maintained schools/pupil referral units with academy orders and academies to be re-brokered - no monitoring programme but Ofsted may visit if there are safeguarding concerns
- Duty to produce statement of action remains in place:
  - Must always address safeguarding concerns
  - Supporting transition where an academy order has been made – for schools due to become academies or re-brokered academies

# Policy update – schools causing concern

- Coasting schools – definition will be finalised shortly with the introduction of regulations
- Regional schools commissioners will have powers to take formal action in any school falling within the coasting definition
- Intervention could include requiring a maintained school to become a sponsored academy or a coasting academy being moved to a new sponsor trust

## Key messages – publishing information

- Every local authority maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2012

# Key messages – publishing information

- For most academy schools, these requirements will be reflected in their funding agreement
- Some early academies still have funding agreements that do not specify a requirement to publish certain information e.g. pupil premium
- DfE has published guidance setting out what academies and free schools should publish. Not a statutory duty but it is recommended by the DfE
- Section 5 report template has a section to record whether schools are meeting these requirements

# Key messages – publishing information

Safeguarding policy – KCSIE 2016

Published in May 2016 to take effect in September 2016

# Key messages – secondary schools

Progress 8 is now the secondary accountability measure

- Reference to 5A\*-CEM is only made in relation to historic performance
- Exemption from inspection for secondary schools that secure a progress 8 score of +1.0 or higher
- Exemption will apply in the calendar year following the publication of the final performance tables in 2016
- If a school requests, Ofsted can inspect during this period



## Key messages: pupil groups

- Inspectors will report in a meaningful way so that it is clear whether or not schools are challenging the most able pupils
- Disadvantaged: pupils who attract government pupil premium funding - pupils eligible for free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route
- Inspectors will include a focus on the most able disadvantaged pupils
- Special educational needs and/or disabilities

# Most-able disadvantaged pupils

- HMCI's 2015 Annual report highlighted the underperformance of disadvantaged pupils, particularly the most able disadvantaged
- In the foreword of the May 2016 guide to effective pupils premium reviews, the Minister emphasised the need for the most able disadvantaged pupils to be supported
- The inspection dashboard and RAISEonline will show progress and attainment of disadvantaged pupils with low, middle and high prior attainment, enabling performance of the most able disadvantaged cohort to be evaluated

# Disadvantaged – good descriptors

## Current pupils

- In a wide range of subjects, the progress of disadvantaged pupils ... currently on roll is close to or is improving towards that of other pupils with the same starting points

## Previous cohorts in historic data

- Progress of disadvantage pupils ... is above average or improving across most subject areas
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally

# Key messages

- Inspectors give most weight to the progress of current pupils in all year groups
- Inspectors must take account of how this compares with the progress of recent cohorts

# Key messages

- Inspectors evaluate achievement across the curriculum, not just in English and mathematics
- RAISEonline 2016 includes assessment information about reading, writing, mathematics and science
- HMCI's commentary on science and modern foreign languages

# HMCI's commentary on science and modern foreign languages – May 2016

“It is fair to say that in recent years, Ofsted’s inspections of primary schools have prioritised the quality of provision in English and mathematics. In my view, this has helped to bring about the improved performance and standards I referred to at the start of this commentary.

However, the evidence from this recent investigation has convinced me that we do need to put a sharp focus on the other subjects as we do in English and mathematics. As a result, I have reminded inspectors that they should always be looking closely at the subjects of the wider primary curriculum, including science and foreign languages, as set out in the inspection handbook.”

# Key messages – myth busting

- Inspectors must not advocate a particular method of planning, teaching or assessment
- Lesson planning – no specific requirements to produce plans for Ofsted, no requirement about how planning is set out, inspectors assess impact
- Self-evaluation – for schools to determine format and business as usual for the school
- Lesson observations – no grading of lessons, teaching or outcomes in a lesson
- Pupils' work and marking – no specific requirements for quantity, frequency or type.

# Ofsted update

Inspectors will consider ...





# S5 school inspection handbook, para 141



# Ofsted update

Inspectors will consider whether governors ...



## S5 school inspection handbook, para 148

- 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 in the school
- understand how the school makes decisions about teachers' salary progression and performance

## S5 school inspection handbook, para 148

- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment to 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

## S5 school inspection handbook, para 148

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

# Governance and inspection

Questions that governors could be asked by inspectors



What is your evaluation of the school's overall effectiveness at this stage of its development?

What are the school's three greatest strengths and three crucial areas for development?

How do you know?

What is your involvement in the performance management of the headteacher and the staff?



Can you tell me about the use of additional funding for disadvantaged pupils?

Where has the funding had its biggest impact?

How do you know?

Can you tell me about the impact of the government's pupil premium funding on the attainment and progress of the school's higher ability, disadvantaged pupils?

How do you know?

Is there an annual training programme for governors?

Does the training attended enable governors to challenge the headteacher rigorously?

Can you give me an example?

What impact did the challenge have on the attainment and progress of pupils?

Last year, the proportion of pupils reaching the standard in the Year 1 check on phonics was well below average.

What changes have been made to address this underachievement?

What impact have the changes had?

How do you know?

How well are the pupils with low prior attainment doing in Year 3, Year 7 or Year 9?

Which groups of pupils in which year groups are making pleasing progress?

How do you know?

# Governance and inspection

Call for evidence



# 2632 responses to the call for evidence

Chairs and vice-chairs of the governing body (including past post holders) – **40%**

Other governors including co-opted, local authority and parent governors – **38%**

Others including, national leaders of governance, clerks, business managers, bursars, governor trainers/support, school staff including headteachers, advisers, CEOs – **22%**

# Five key themes emerged from the responses





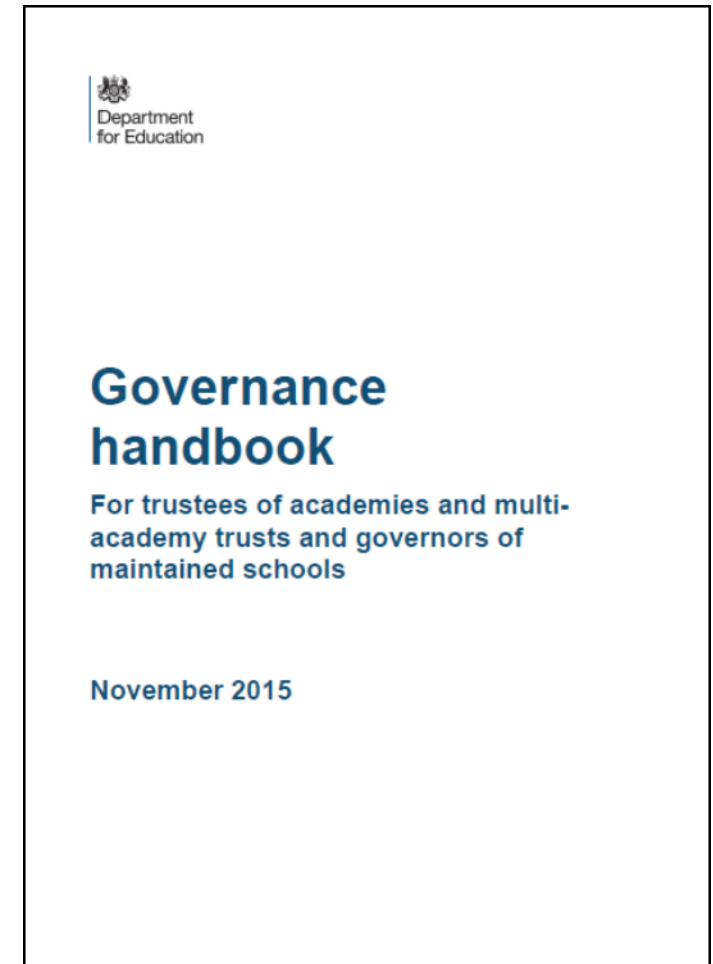
# Governance and inspection

What is coming up?



## Look out for:

- Annual update to the Governance handbook
- Competency framework for governance
- The response to HMCI's call for evidence
- Ofsted's report on governance



# Governance and inspection

After the conference ...



## Check:

- governors details are on Edubase
- all the required elements about governance are on your school's website
- the headteacher and safeguarding governor check the single central record regularly
- the scheme of delegation is published on an academy school's website
- governors have a full knowledge of the impact of pupil premium, PE and sport and Year 7 catch-up funding

## Check:

- the recruitment records for staff have no unexplained employment gaps
- the school's child protection and/or safeguarding policy refers to current guidance
- your evaluation of the school's effectiveness is based on hard evidence

# Governance and inspection

Useful references



HMCI's monthly commentary, November 2015

21<sup>st</sup> century governance needed for 21<sup>st</sup> century schools:

[www.gov.uk/government/speeches/hmcis-monthly-commentary-november-2015](http://www.gov.uk/government/speeches/hmcis-monthly-commentary-november-2015)



Changes in the 2016 school inspection handbooks:

<https://educationinspection.blog.gov.uk/2016/08/23/latest-school-inspection-handbooks-published/>



What maintained school must publish online:

[www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online)

What academies, free schools and colleges should publish online:

[www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online](http://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online)

## Statutory policies for schools:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/357068/statutory\\_schools\\_policies\\_Sept\\_14\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf)

# Ofsted on the web and on social media

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# Keep in contact

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