

Raising standards, improving lives

**Effective governance and the
section 5 inspection framework
from September 2009**

**Briefing for East Riding
Association of Governing Bodies**

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Key features of the revised Framework

New documents

- A revised inspection framework which sets out the inspection process
- A new evaluation schedule of judgements which contains a full suite of descriptors against a four-point scale. The descriptors define minimum standards/expectations
- New guidance – ‘Conducting the inspection’. This establishes protocols, for example about the greater engagement of senior staff in the inspection process
- A ‘streamlined’ SEF

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Key features of the revised Framework

Proportionate inspection:

- Schools which were judged satisfactory at their previous section 5 inspection will be inspected within three school years
- A significant proportion of these schools will receive monitoring inspections to check on their progress following their last full inspection
- Schools judged inadequate in their overall effectiveness will continue to receive regular monitoring visits. As now, they will be re-inspected after a specific period

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Key features of the revised Framework

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.

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Key features of the revised Framework

Pupils' achievement

- Higher expectations: a focus on different groups of pupils as well as individuals and **a greater emphasis on attainment**. More time spent in classrooms observing learning
- The judgement about **pupils' learning and progress has high status**. Schools will still receive credit for outstanding work to improve learning and progress – and attainment - in challenging circumstances
- As now, pupils' achievement and progress will limit the overall effectiveness grade. Unless pupils achieve well, the school will not be judged better than satisfactory overall.

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Key features of the revised Framework

The 'wider' outcomes

- Higher expectations: more emphasis **on the wider ECM outcomes**
- Again, a focus on different groups as well as individuals
- A full suite of descriptors to enable inspectors and schools to pitch their judgements about how well pupils are doing across the range of outcomes

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Key features of the revised Framework

The quality of provision & leadership & management

- Higher expectations: a new judgement about the leadership and management of teaching and learning
- A greater emphasis on the impact of teaching, the curriculum and care/guidance on outcomes for different groups of pupils
- The key leadership & management judgement looks at leaders' and managers' success at all levels in communicating ambition and driving improvements
- More explicit expectations for governors and an enhanced judgement about governance and value for money

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Grade descriptors for governance

Satisfactory

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.

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Grade descriptors for governance

Good

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.

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Grade descriptors for governance

Outstanding

Governors make an exceptional contribution to the work and direction of the school. They have high levels of insight and are extremely well organised and thorough in their approach. They are vigorous in ensuring that all pupils and staff are safe. In discharging their statutory responsibilities, they have very robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review and acting upon their findings. Governors are innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge to hold the school to account. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the school. They use these views to inform strategic priorities for development.

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Grade descriptors for governance

Inadequate

- **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.**

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Key features of the revised Framework

Schools' sustained capacity for improvement

- Higher expectations: 3 clear strands which feed into the final judgement about the school's overall effectiveness -
 - the school's track record in improving provision and outcomes for pupils since the last inspection
 - the quality of whole school self-evaluation
 - the effectiveness of leadership and management in tackling weaknesses and overcoming barriers to improvement (including the use of challenging targets to raise standards)

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Key features of the revised Framework

Parents'/carers' and pupils' views

- Higher expectations: a new judgement about the effectiveness of the school's engagement with parents
- We have consulted widely with parents and pupils – parents' views will help to inform inspection selection
- As now, parents' questionnaires will be distributed once the school has been informed of the inspection
- As now, inspectors will talk to different pupils about their perceptions of the school and will use pupils' questionnaires
- Surveys will be introduced between inspections to gather parents' and pupils' views about the school and about the wider outcomes, for example, about how safe pupils feel in school

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Key features of the revised Framework

Equality of opportunity and the extent to which the school tackles discrimination

- Higher expectations: this will contribute to/may limit the judgement about overall effectiveness. Inspectors will consider:
 - how effectively the school actively promotes equality of opportunity and tackles discrimination
 - how well the school fulfils its statutory duties
- The performance and experience of different groups of pupils will be taken into account; for example, minority ethnic groups, looked after children, the gifted and talented, pupils with learning difficulties and/or disabilities

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Key features of the revised Framework

Safeguarding

- Higher expectations: the safeguarding judgement will be made to a 4-point scale and will contribute to/may limit the judgement about overall effectiveness. Failures in safeguarding will be reported
- Key outcomes: that children **are** safe and that children **feel** safe
- Key aspects of provision:
 - how well pupils are safeguarded and protected
 - how well child welfare concerns are identified and responded to appropriately
 - how well safeguarding is prioritised
 - the school's work with other agencies to safeguard children

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Key features of the revised Framework

Inspection of schools 'in partnership'

- In 2009/10, wherever possible the inspections of partner schools in **statutory hard federations; sixth form consortia; shared early years' provision** will be scheduled to take place at the same time
- Where good or outstanding schools are federated or share important aspects of their provision they may be inspected earlier than they anticipate; it is desirable to inspect such schools in 'partnership' together

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'No-notice' section 5 inspections

- Ofsted has trialled 'no-notice' inspections since the autumn 2008 to test their feasibility and gain further information from key stakeholders. There has been extensive discussion with parents, governors, schools and local authorities
- Schools may receive zero to two working days' notice of a section 5 inspection. The vast majority will receive between one and two days. However, if there are particular reasons or concerns, a school's inspection may take place without notice
- Monitoring visits to schools judged satisfactory or inadequate will be conducted without notice

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The rationale for changing the SEF

- Self-evaluation is well established as a process in schools and as an important element of inspection. Self-evaluation and the SEF will remain central to the new arrangements
- A new evaluation schedule of judgements means the SEF has to change to keep in step – this is an opportunity to respond to concerns about its structure and format
- The changes improve the usefulness and ease of use of the SEF for schools. They also make the SEF a more efficient and effective tool for inspectors.

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An example of the new SEF format

	1	2	3	4
The quality of teaching				

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.

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Making the most of the changes to support school improvement (suggested ways of approaching the new SEF)

- Use the outline guidance for inspectors in the evaluation schedule to check how well the school knows itself
- Follow your normal planning cycle for evaluating the school's work, perhaps looking at different sections of the evaluation schedule over the term or year
- Involve all staff by asking groups to consider different sections of the evaluation schedule
- Interrogate the grade descriptors to identify what the school needs to do to improve

The new framework: key questions for governors

- How do you help to shape the strategic direction of the school?
- How rigorously do you challenge and support leaders and managers?
- How do you hold them to account for tackling weaknesses and further improving outcomes for all pupils?
- How do you ensure that the school fulfils its statutory responsibilities including:
 - ❖ safeguarding
 - ❖ promoting community cohesion
 - ❖ promoting inclusive practice related to special educational needs, race equality, disability and gender equality