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The new inspection arrangements for maintained schools and academies from September 2012

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Outline of the presentation

- A summary of the changes to school inspection
- Inspecting governance
- Preparing for inspection
- Governance – getting to good and good to great
- Where you can find more information
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A good education for all

- The changes, which came into effect from 1 September 2012, are intended to support headteachers and principals in their work to provide the best possible education for pupils and learners.

- The 12-week consultation, launched on 4 February 2012, received over 5,000 responses.

- The views from the consultation directly shaped the changes we have made.
Changes to school inspections
We are continuing to focus on what really matters

Inspectors will continue to 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.

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, those with special educational needs and those eligible for the pupil premium.
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, and they will look at data.

- involve the headteacher and senior managers fully during the inspection, including during inspection team meetings.
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We will 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The satisfactory grade has been replaced by ‘requires improvement’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)
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We will continue to inspect ‘good’ schools less frequently than weaker schools

- Most schools judged to be outstanding at their last inspection will be exempt from routine inspection, unless concerns are raised about their performance.

- Most schools judged to be ‘good’ at their last inspection will be inspected after four or five years, 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 ‘Risk assessment of maintained schools and academies’ at www.ofsted.gov.uk.
We require ‘outstanding’ schools to 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, acquire knowledge, deepen their understanding and develop and consolidate their skills.

- Inspectors do not expect to see a particular teaching style.

- However, good and outstanding teaching also means that pupils know how well they are doing and what they need to do to improve.
We expect pupils to make excellent progress in ‘outstanding’ schools

- In an ‘outstanding’ school it is likely that the proportion of pupils making, and exceeding, expected progress will be high compared with national figures.

- In an ‘outstanding’ school we will expect pupils’ attainment to be at least in line with national averages, with many pupils attaining above this. There will, of course, be exceptions, but in an ‘outstanding’ school, if pupils’ attainment is below that of all pupils nationally, the gap will be closing rapidly.
We only judge schools to be ‘good’ if they are providing a good standard of education

- 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 but they are making good progress.

- Teaching is judged in relation to the impact it has on pupils’ learning. If teaching is good, pupils should be learning well and making good progress over time.
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’.
- Inspection reports will be clear about why these schools are not yet ‘good’, what they need to do to improve, and their strengths.
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 two years.
- We will work with 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 at monitoring visits.
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We expect schools that ‘require improvement’ to become good schools within a defined timescale

- If a school has been judged to require improvement at two consecutive inspections, and is still not ‘good’ at the third, Ofsted is likely to find the school to be inadequate at that inspection.

- This will be because the school is still not providing an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

- This means it will be placed in ‘special measures' unless there are exceptional circumstances. Ofsted will therefore expect schools to improve to ‘good' within four years.
We have replaced the current ‘notice to improve’ with ‘serious weaknesses’

- If a school is inadequate overall and requires significant improvement but has leadership and management that are adequate or better, it is likely to be deemed to have ‘serious weaknesses’.

- Inspectors will monitor, support and challenge these schools.

- Schools which are inadequate overall and which have inadequate leadership and management will be deemed to require ‘special measures’ as at present.
We have shortened the notice we give for an inspection

- Inspectors will normally contact the school during the afternoon of the working day before the inspection, although we reserve the right to inspect without notice where we have concerns.

- A short period of notice will allow the school to make the necessary practical arrangements and inform parents about the inspection.
The views of parents

- After the initial phone call from the lead inspector, we email a letter that schools must use to notify parents about the inspection. The letter includes details about how to access Parent View.

- We ask schools to use any other means they have, such as email or text alerts, to contact parents about the inspection and to remind them to complete Parent View – though parents can submit responses at any time during the school year.
The views of parents

- Schools will no longer be required to administer the circulation and collection of parent and pupil questionnaires. From September 2012, we will use Parent View as the main way for parents to give inspectors their views.

- However, inspectors will also take account of parents’ views expressed through correspondence, through meetings, and through the results of past surveys carried out by the school.
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The views of parents

- Schools can also include links to Parent View on their website.
- We have built in safeguards to minimise the risk of the site being misused.
- More details are available at: www.parentview.ofsted.gov.uk
We evaluate the robustness of performance management within the school

- Inspectors ask schools to provide anonymised information of the outcomes of the most recent performance management of all teachers.

- They evaluate the robustness of performance management arrangements and consider the correlation between the quality of teaching in a school and the salary progression of the school’s teachers.

- We take the necessary steps to ensure that no individual teacher is identified.
We have placed a greater emphasis on governance

- Ofsted places greater emphasis on whether governors are:
  - holding schools sufficiently to account for pupils’ achievement and the quality of teaching
  - supporting and challenging school leaders
  - deploying resources effectively, including the pupil premium.
- From September 2012, all inspection reports will contain a comment on the effectiveness of governance.
- In a small number of schools in autumn 2012, where governance is weak, we will recommend that governance is subject to an external review.
Inspecting governance

Inspectors will examine how well governors:

- ensure clarity of vision, ethos and strategic direction
- contribute to the school’s self-evaluation and understand its strengths and weaknesses
- support and strengthen school leadership
- 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
- use performance management systems, including the performance management of the headteacher, to improve teaching, leadership and management
Inspecting governance (2)

- 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.
Only good is good enough

- Where governance is judged to be weak, particularly where a school is judged to ‘require improvement’ or has ‘serious weaknesses’ and is graded 3 for leadership and management, inspectors should include governance as an area for in the recommendations for improvement in the report.

- For inspections led by HMI in autumn term 2012, such reports where a school is judged to ‘require improvement’ must include a recommendation that an external review of governance should be undertaken.
Preparing for inspection from September 2012
Preparing for inspection

- Inspectors prepare for inspections by:
  - reading the previous inspection report and any recent Ofsted survey and/or monitoring letters
  - analysing the latest data from RAISEonline and the sixth form PANDA (where available)
  - analysing responses from Parent View
Inspectors will also look at the school’s website. It will help the smooth running of the inspection if your website includes:

- a calendar of major events including closures
- the times of the school day
- basic information about how your school is organised including any alternative or specialist provision
- information provided for parents.
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Documents that will help the inspector

- Information about the school day and timetable (if not clearly available on the school’s website)
- Information about the organisation of the school, with staff names and responsibilities (if not clearly available on the school’s website)
- Details of any changes to ‘normal’ routines
- A summary of the school’s self-evaluation if available (if not sent before)
- Evidence of the school’s monitoring data for pupils’ progress and attainment, and the use made of this. This includes pupils who receive alternative provision off the main school site
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Documents that will help the inspector

- Information about the use of the pupil premium and the impact this is having on pupils’ achievement
- Evidence of the school’s internal monitoring and evaluation of teaching and how the findings are used
- Evidence of the school’s improvement planning and subsequent progress
- Information about the robustness of performance management arrangements
- Evidence relating to the work of governors and their impact
Common steps taken to strengthen governance in the schools:

- Headteachers, supported by local authorities ensured that all governors were fully committed to the role. In some cases this led to individual governors deciding to resign.

- Governors embarked on structured training programmes, often provided by the local authority, to strengthen their role.

- Partnerships between governing bodies from different schools were established to share good practice.

- Governing bodies worked alongside headteachers on school improvement. Usually they were allocated specific aspects of school improvement to check and report on.
Building the effectiveness of the governing body, often from a position of relative weakness to equip it to hold the school’s leaders to account and influence the strategic development of the school was crucial to the school’s journey.

In 11 of the 12 schools visited governors were then better trained to ask challenging questions; in five schools they were described as being at the helm of strategic development. In all schools visited the governing body actively took part in monitoring and evaluation activities. At the last inspection governance was judged good in 10 schools and outstanding in two schools.

*Getting to good (Ofsted September 2012)*
Good to great (1)

- Effective governing bodies systematically monitor their school’s progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared. Governors consistently ask for more information, explanation or clarification.

- Governors are well informed and knowledgeable because they are given high-quality, accurate information that is concise and focused on pupil achievement.

- Outstanding governors are able to take and support hard decisions in the interests of pupils: to back the headteacher when they need to change staff, or to change the headteacher when absolutely necessary.

*School governance: learning from the best (Ofsted May 2011)*
Good to great (2)

- Outstanding governance supports honest, insightful self-evaluation by the school, recognising problems and supporting the steps needed to address them.

- Absolute clarity about the different roles and responsibilities of the headteacher and governors underpins the most effective governance. Protocols, specific duties and terms of reference are made explicit in written documents.

- Effective governing bodies are driven by a core of key governors such as the chair and chairs of committees. They see themselves as part of a team and build strong relationships with the headteacher, senior leaders and other governors.

*School governance: learning from the best (Ofsted May 2011)*
Further details about inspection arrangements

- We have published a *School inspection handbook*. It will explain how the inspection will be conducted and the judgements that will be made by inspectors. It will also contain the grade descriptors that are used by inspectors when making their judgements.

- Schools may also wish to look at the *Subsidiary Guidance*, which sets out some additional guidance about inspection in particular settings.

- These documents are available at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
Any questions?