



**Moorlands Primary School**

*"Anything is Possible!"*



# OFSTED NEW FRAMEWORK AND GOVERNANCE

Moorlands Governors 2020

# INSPECTORS WILL LOOK AT HOW WELL . . . .

‘Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training’.

‘Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent strategy and safeguarding, and promoting the welfare of learners leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services ‘.

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload

Leaders protect their staff from bullying and harrassment

A single 'quality of education' judgement will replace the existing 'quality of teaching, learning and assessment' and 'outcomes for pupils' categories. Inspectors will consider whether the school offers a "broad and rich learning experience" which gives all learners – particularly the most disadvantaged or those with special educational needs and /or disabilities (SEND) – access to the knowledge and cultural capital they need to fulfil their potential. Pupil attainment will be assessed in the context of the school and inspectors will also consider whether schools are narrowing the curriculum or 'teaching to the test'.

The current judgement for 'personal development, behaviour and welfare' will be split in to two separate categories – 'behaviour and attitudes' and 'personal development'. Inspectors will consider how the school sets high expectations for learners' behaviour and conduct, including how bullying is managed.



# NEW OFSTED FRAMEWORK



**What should form the basis of your discussions with school leaders?** Well, what does your school want children to know and to be able to do? You may want to think about what fits with your ethos. What is going to help the children in later life – whether that's academic or vocational qualifications, a broad curriculum with plenty of arts education and PE, or something else that helps with their wider personal development.

**What will help children develop cultural capital?** This is described in the national curriculum as:

the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

When inspectors make a judgement about the quality of education, they'll consider how much schools are giving pupils the knowledge and cultural capital they need to succeed in life.

**Amanda Spielman at National Governance Association**



But our quality of education judgement will make it easier for us to recognise and reward the good work done by schools in areas of high disadvantage, by tackling the perverse incentives that we know can undermine schools. Rebalancing inspection so that it complements performance tables – rather than intensifying pressure on them – means we can really look at how results are being achieved. Good results should flow from strong education for all children. This will empower schools to put children first always and actively discourage negative practices like ‘off-rolling’, teaching to the test and narrowing the curriculum.

Data - . Even though we won't be looking at it, schools can still collect and use assessment information – that's up to your school – but it should be done for its value for education, **not** done for Ofsted.

Internal data that your school uses certainly shouldn't be collected in a way that puts undue pressure on teachers' time. If someone shows you a great big spreadsheet, you might want to ask who pulled it together and for what purpose. Who does the data help?



# INSPECTION PROCEDURE

Ofsted **will:**

Allow the school to invite as many governors or trustees as possible to meet inspectors during an inspection

Talk to the chair of governors/board of trustees by telephone if they are unable to attend a face-to-face meeting with the inspector in the school

The inspection support administrator will also send the school a note requesting that the following information is available to inspectors by 8am the next day, at the formal start of the inspection:

**Documented evidence of the work of those responsible for governance and their priorities**



The lead inspector will therefore:

Establish what the governance structure of the school is, with reference to the range of functions delegated to local governing bodies or other committees

Confirm arrangements for meetings with the school as well as representatives of those responsible for the governance of the school and anyone else they think relevant.

Make arrangements for a meeting with the chair of the governing body and as many governors as possible. Inspectors will also ask the school to invite as many governors as possible to attend the final feedback meeting

The role that governors play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain a separate paragraph that addresses the governance of the school.



During the **feedback meeting**, the lead inspector will ensure that the headteacher, those responsible for governance and all attendees are clear:

About the provisional grades awarded for each key judgement. The lead inspector must give sufficient detail to enable all attendees to understand how judgements have been reached and for those responsible for the governance of the school to play a part in beginning to plan how to tackle any areas for improvement

That the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school). They may be shared with school staff and all those responsible for the governance of the school, irrespective of whether they attended the meeting, so long as they are clearly marked as provisional and subject to quality assurance. Information about the inspection outcomes should be shared more widely only when the school receives a copy of the final inspection report

That, on receipt of the draft report, they must ensure that the report is not shared with any third party outside those with specific responsibility for the governance of the school, or published under any circumstances

# PERSONAL DEVELOPMENT

**Personal development is likely to be inadequate if any one of the following applies.**

A significant minority of pupils do not receive a wide, rich set of experiences.

Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.

Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.

Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.



PERSONAL  
DEVELOPMENT

# LEADERSHIP AND MANAGEMENT

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school

Inspectors will seek evidence of the impact of those responsible for governance.



The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:

**ensuring clarity of vision, ethos and strategic direction**

**holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff**

**overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium.**

Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

# JUDGEMENTS

## Good (2)

Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

## Inadequate (4)

The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.

There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.

# PUPIL PREMIUM

Inspectors will gather evidence about the use of the pupil premium, particularly regarding: how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact

‘Similarly, with the pupil premium, we know that you have a responsibility to oversee how it is spent and we’ll certainly look at your rationale for how it’s spent and what your school wants the impact of that funding to be. But all we’re doing is making sure you do what the DfE is telling you to do.

We won’t be asking for any specific document or plan other than looking at your school’s pupil premium strategy. And we certainly won’t need any further school-generated data relating to individual students or to closing gaps within classes or within the school ‘.

Amanda Spielman

# ISSUES FOR US.....

Do we have the right knowledge about the school? How can we find the information that we need? No one can, or needs to have have all the appropriate information so how do we work as a team and share information?

Do we challenge and support enough?

Can we demonstrate the work we do to OfSTED? What evidence do we have?

How do you feel about all this?

