

Governor Briefing - Ofsted

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Overview of session:

- Timing of inspections
- Types of inspection
- Duration
- Grading and judgements
- Format for inspection
- The Governor interview – knowing your school



The timing of an inspection

- The requirement for schools to be inspected every five years was paused in March 2020
- Since September 2021 this window has been extended to **7 years**
- Schools can therefore expect their first inspection since the pandemic began **to be up to six terms later** than it would have been before the pandemic
- Once a school has been inspected, its next inspection will be in line with normal timescales

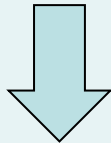


Previously exempt Outstanding schools

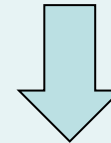
All must now receive an initial inspection under
Section 5 or Section 8 **before** 01.08.26

Section 5 Pre-2015

Section 5 Post-2015



Section 5



Section 8



Exceptions

- Some good or outstanding schools will automatically receive a S5 instead of a S8 if the risk assessment process indicates that the quality of provision may have deteriorated significantly or if the school has undergone a significant change e.g. age range



How long do inspections last?

- Section 5 – typically 2 days
- Section 8 – typically 2 days (with less than 150 pupils, 1 day)

However, the number of inspectors on the team will vary according to the size and nature of the school and whether a S8 inspection is converted to a S5



Section 8 Inspection

- Used for good or outstanding schools to confirm the school remains at this standard and that safeguarding is effective
- **No graded judgements are given**



There are 4 possible outcomes for a Section 8 inspection of a good or outstanding school:

- Outcome 1 – the school continues to be a good/outstanding school. This is the most common outcome
- Outcome 2 – the school was previously judged to be good and it remains so and there is sufficient evidence of improved performance to suggest that it might be judged outstanding if it received a section 5 inspection at the time of the section 8 inspection. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within 1 to 2 years of the publication of the section 8 inspection report



There are 4 possible outcomes for a section 8 inspection of a good or outstanding school:

- Outcome 3 – the lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out at the time of the section 8 inspection. The school will be informed that its next inspection will be a section 5 inspection within the statutory timeframe, which will typically take place within 1 to 2 years of the publication of the section 8 inspection report



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There are 4 possible outcomes for a section 8 inspection of a good or outstanding school:

- Outcome 4 – the lead inspector has gathered evidence that suggests that the good or outstanding school may now be **inadequate** in one or more of the graded judgements under a section 5 inspection, and there are serious concerns about the quality of education, pupils' behaviour or safeguarding. The section 8 inspection will usually be deemed to be a section 5 inspection, usually within 48 hours. Alternatively, for outstanding schools only, there are concerns that the performance of the school could be declining to '**requires improvement**'. Again, the section 8 inspection will usually be deemed to be a section 5 inspection, usually within 48 hours



Judgements & Grades

Inspectors will make judgements on the following:

- overall effectiveness

And the 4 key judgements:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management

Inspectors use the following 4-point scale to make all judgements:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate



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Overall Effectiveness: Outstanding

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. *In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding.* Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- Safeguarding is effective.



Format for Inspection

- Pre-Inspection call to Headteacher
- Sharing lines of enquiry
- Evidence gathering - meetings, observations, surveys, documentation, scrutiny
- Team meetings - interim updates
- Final feedback



Governors are interviewed as part of the judgement of Leadership & Management.

Ofsted are testing that:

- 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



Triangulation

- How do you check that information from the Headteacher correlates with what is really happening in the school?
- Have you read or commissioned external reports?
- Do you visit the school to see the impact of policies?
- How do you know that safeguarding procedures are sound?



The interview - approx. 45mins - 1hr

- You don't need to memorise statistics and numbers – take into the meeting your SOAP (School On A Page)
- Plan (as far as possible) which governors will meet with inspectors
- Ask yourself the same questions that inspectors would ask: What are the strengths of our school (how do we know?) and what needs to improve?



The interview questions - Inspectors will ask 'What have you done?' rather than 'Why haven't you done...' and they will be looking at the evidence you provide

- **SDP/SEF** - what are the priorities? How often do you review this at your FGB meetings? What are the schools strengths/areas for development?
- **Governing Body SEF & Action Plan** - when was the last skills audit? What training have governors undertaken?
- **Safeguarding** - who is the link governor and how is safeguarding monitored? How is safer recruitment covered in interviews? How often is the SCR checked and by whom?



Interview questions

- **Quality of education** – how is it monitored? What are the strengths and areas for development?
- **Curriculum** – how has it been developed and how does it meet the needs of all learners?
- **Finance** – what are priorities for Pupil Premium spending? What evidence is there of it closing the gap between disadvantaged and non-disadvantaged pupils?
- **The school website** – is it up to date and fully compliant?
- **Well-being** – how do you ensure staff well-being?



Interview questions

- **Groups of pupils** – which groups of pupils are governors concerned about and how are these concerns being addressed?
- **The School Vision/Values** – what role have governors had in developing this? How is it shared?
- **Accountability** – how does the GB hold the HT to account? Do you challenge school leaders by asking probing questions? Where is the evidence of this?
- **Community engagement** – are you canvassing the views of stakeholders? How are you doing this and giving feedback?



Next steps....

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