

# Ofsted Update for Scrutiny

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# Aims

- To inform the Scrutiny Committee about the new Ofsted framework

# The history

- Ofsted began by doing inspections **to** schools and telling them how good schools were
- In 2005 they moved towards letting schools tell their story through their self-evaluation form (SEF) and Ofsted **validated** these judgements
- From September 2009 inspectors will work even more **with** schools and more proportionately to risk – “part of the process rather than being processed!”

# New framework from Sep 09

- Launched on Fri 12 Jun 09 to the following Times Educational Supplement (TES) headline:

*“Dawn raids out but raw results in at Ofsted”*

- Don't believe everything you read in the papers!

# Key Changes 1

- Evolutionary not revolutionary
- “... no more than two working days’ notice”. ‘Phone call from CfBT (the new contractor for the North) and then the lead inspector, but ... only for “routine” inspections. No “light touch” reduced tariff inspections (RTIs), meaning that all routine inspections will be two days.
- More frequent inspections for inadequate or satisfactory schools. Special measures, Notice to Improve (Ntl) and about 40% of satisfactory schools will receive “no notice” monitoring visits where the inspector ‘phones the day before and then arrives in school that afternoon. (The first three special measures monitoring visits will receive two days notice.)

## Key Changes 2

- Proportionality. Maximum 5-year interval for good and outstanding schools provided there is no cause for concern – annual risk assessments completed by Ofsted. There are likely to be interim assessments in the third year, but this may be superseded by the School Report Card
- Double the time in classrooms (and consequently less time in meetings) as the “tariff” is similar
- Inspectors will make specific recommendations based on a diagnosis of strengths and weaknesses – see example on the next slide ...

# Recommendations from Longfield's pilot inspection

- Reduce the in-school variation in the quality of teaching by:
  - improving all teaching to the standard of the best in all departments
  - ensuring all teachers use the school's accurate assessment information when planning lessons, so that work is always matched to pupils' learning needs
  - making sure all staff adhere to the school's marking policy so that pupils always know how well they are doing and what they need to do to improve.

# Key Changes 3

- Views of parents *and* pupils will play a more significant role. Ofsted provide templates. There will also be a voluntary opportunity to gather staff views
- Revised Self-Evaluation Form (SEF) – see later
- HMI continue to lead many/involved in all. A Pre-Inspection Briefing (PIB) will be provided by the Lead Inspector and they will want to see a governor
- Draft report for factual accuracy and final report to school within 15 working days
- No action plan – feeds into school development plan
- Oral feedback to SLT/governors still occurs



# Key Changes 4

- No changes to Categories – Special Measures and Notice to Improve - or grading scale, still four points:
  - 1 Outstanding
  - 2 Good
  - 3 Satisfactory
  - 4 Inadequate
- The final report is similar to the old format with a letter to pupils
- Priority is given to looking at equality of opportunity, discrimination and safeguarding
- Inspectors will look more at 3 (or 4) years of data and trends, plus what is currently happening in the school to judge achievement (attainment and progress)

# Key Changes 5

- Greater emphasis on attainment (TES headline) ... if pupils' achievement and progress is poor this will limit the overall effectiveness grade
- **Three limiting judgements** - if there is a problem with one of these it will prevent the whole inspection from being successful: ***achievement*** (which now covers both attainment and progress), ***equality of opportunity and discrimination***, and ***safeguarding***
- Focus on how effective partnerships are
- Predicting your next inspection date will be harder
- Federations inspected at the same time

# Key Changes 6

- Key documents for inspection are the SEF, RAISEonline (Reporting and Analysis for Improvement through School self-evaluation), qualifying complaints and the last report
- Fostering engagement of headteachers and school staff so they understand judgements made – excellent CPD opportunity
- Headteacher (and senior staff) engagement if they want to:
  - Give views on inspection trails
  - Participate in joint observations
  - Attend team meetings
  - Discuss recommendations

# The new SEF

- See the report for St George's for the headings in both the SEF and the report
- The evaluation schedule helps us to decide on a grade and then to pick out some examples to explain how you know
- Schools have a tendency to write vast amounts - being descriptive rather than evaluative

# Preparation (1)

- Make sure the SEF is an honest and true reflection of the school and that all staff/pupils understand the parts relevant to them
- Refer to relevant Ofsted documentation:
  - Framework
  - Evaluation schedule
  - Conducting the inspection
- Subscribe to Ofsted news and check the main site regularly. Ask one of the SLT to review recent inspection reports and feed back

## Preparation (2)

- Ten things inspectors should know about ...
- One of the best tips for schools is to produce lists of “ten things” about ... SEN, standards, governance, community cohesion, etc. This focuses minds and gives staff scripts/prompts to help them

# Safeguarding

- Safeguarding is important during every inspection and monitoring visit
- Inspections have an extra half day of time just for safeguarding
- It will limit the judgement if things are wrong
- Schools need to get their systems right and make sure they work 100% of the time
- Single Central Records. Much LA help given to schools and our first few inspections are very encouraging in this respect

# Conclusion

- The bar has been raised slightly
- Experience so far indicates that our schools are still getting the verdict they deserve.