

**THE NEW OFSTED FRAMEWORK FOR SCHOOL INSPECTIONS**

**SUMMARY REPORT**

**Purpose of the Report**

1. To update elected members on the Ofsted framework for school inspections which came into force on 1<sup>st</sup> September 2009.

**Summary**

2. Please see attached handout which gives a summary of a power point presentation to be discussed at the meeting.

**Recommendation(s)**

3. It is recommended that:-
  - (a) Members note the contents of the report.

**Murray Rose,**  
**Director of Children's Services**

**Background Papers**

Ofsted update for scrutiny presentation Appendix 1

St George's Ofsted report Appendix 2

Inspections by Ofsted of Darlington Schools September 2006 onwards Appendix 3

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S17 Crime and Disorder	This report has no directly impact on Crime and Disorder
Health and Well Being	This report has no directly impact on Health and Wellbeing
Sustainability	This report has no impact on sustainability
Diversity	This report has no implications for diversity
Wards Affected	All wards with schools
Groups Affected	All schools
Budget and Policy Framework	There is no direct impact
Efficiency	There are no implications for efficiency
Key Decision	This is not a key decision
Urgent Decision	This is not an urgent decision
One Darlington: Perfectly Placed	The outcome of OFSTED inspections has direct links to Aspiring Darlington

## MAIN REPORT

### Information and Analysis

4. Set out below are a number of important things about the new Framework for OFSTED inspections which gives an overview of the new framework.
5. Evolutionary not revolutionary.
6. Read the three key documents and use them to inform your self-evaluation processes and the self-evaluation form (SEF).
7. Every judgment has exemplification in the Evaluation Schedule which is available interactively from the online SEF.
8. Greater emphasis on attainment, but not at the expense of learning and progress. Attainment also includes what is happening in lessons and in children's work at the time of the inspection.
9. 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 learning/progress), equality of opportunity and discrimination, and safeguarding.
10. Inspectors will look more at 3 (or 4) years of data and trends and what is currently happening in the school for attainment.
11. Proportionality. 5 years between inspections for good/outstanding with an interim assessment ("health check" – may be superseded by School Report Card) and 3 years for other routine inspections. Specials and Pupil Referral Units will be inspected every three years regardless of previous judgments.
12. It is important to submit SEFs regularly as they may be used in the risk assessments to determine if an interim assessment is possible.
13. Up to two days notice for routine inspections and "no notice" for the rest: monitoring visits for up to 40% (from 5%) of previously satisfactory schools and for almost all schools in categories. "No notice" inspections apply to all monitoring visits except the first three visits for special measures. The inspector will call the day before the inspection starts and arrive in school that afternoon to prepare and meet with the senior leaders.
14. All routine inspections will be of two days duration.
15. Ofsted conduct risk assessments on published data and can bring an inspection forward for issues around safeguarding, qualifying complaints, etc.
16. Federations and other partnerships will be inspected together, if Ofsted know about the federation or partnership.

17. Teaching makes most difference, therefore twice as much time in classrooms.
18. Senior leaders will be more engaged in the inspection from joint observations to involvement in team meetings.
19. More on Every Child Matters (ECM), partnerships, safeguarding, equal opportunities and discrimination. All these are reflected in a much more straightforward SEF which focuses minds on evaluation.
20. Recommendations will be more useful than the current Key Issues and will be developed with schools.
21. The SEF has no prompts under each section, but twenty-odd judgments which are made before the text, which should explain the rationale for your judgment.
22. EYFS and Sixth Forms are now separate sections of the SEF.
23. There is only one opportunity to explain the key actions to be taken, which is at the end.
24. Views of parents, pupils and staff take a higher profile.

#### **Outcome of Consultation**

25. Not Applicable
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