

<b>DIRECTORS' REPORT SPRING TERM 2019</b>	<b>ITEM NO 12</b>	<b>FOR INFORMATION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Ofsted update</b>		
<b>SUMMARY</b>	Proposed changes to the Ofsted Framework from September 2019		
<b>KEY ACTION POINTS</b>	Consultation closes 5 April 2019		
<b>AUTHOR / TITLE</b>	Therese McNulty, School Governance Lead		
<b>TELEPHONE NO.</b>	020 8825 8542	<b>EMAIL ADDRESS</b>	tmcnulty@ealing.gov.uk

On 16 January 2019 Ofsted launched consultation proposals, which if approved, will form the basis of all inspections of schools and other institutions from September 2019. A summary is below.

Details of the changes and consultation which closes on 5 April 2019 can be found at <https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>

### **Inspections of 'good' schools increased to two days**

Ofsted is proposing that its 'short' (section 8) inspections of 'good' schools will take place over two days, rather than one, as they do now. Although the principle of such visits – to confirm whether schools deserve to remain 'good' or to be marked up or down – will remain the same, Ofsted want to ensure that there is opportunity, "to gather sufficient evidence while on inspection to confirm that a school remains good under the new criteria." Inspectors will still be able to upgrade to a full inspection if they feel a 'good' school has changed.

### **Near no notice inspection**

Currently inspectors carry out their preparation remotely the day before they visit a school. Ofsted is proposing that from September, this preparation will take place in the school on the afternoon before inspection. In practice, this will mean that schools will receive a call from Ofsted no later than 10.00am, informing them of the inspection, and the lead inspector will arrive on site no earlier than 12.30pm the same day leaving no later than 5.00pm. Senior leaders will then be used, "to gain an overview of the school's recent performance and any changes since the last inspection."

### **Personal development, behaviour and welfare judgment split**

Current personal development, behaviour and welfare judgment will be replaced with two separate judgments: behaviour and attitudes and personal development. In practice, this means that schools' management of behaviour and discipline will be considered separately to how they look after their pupils and encourage them to grow.

### **New 'quality of education' judgment**

The quality of teaching, learning and assessment judgment, which Ofsted has admitted is too focused on outcomes, will be replaced with an overall quality of education judgment. However, the quality of teaching, learning and assessment will still be judged - see 'curriculum impact.' It is not clear in the draft framework how much weight will be given to test/exam performance in forming an overall judgement.

### **Ofsted won't use internal performance data as inspection evidence**

Ofsted proposes that inspectors "will not use schools' internal performance data for current pupils as evidence during an inspection, "to ensure inspection does not create unnecessary work." Instead, inspectors will gather information on the quality of education and hold, "meaningful discussions with leaders about how they know that the curriculum is having an effect." Inspectors will ask schools to explain why they collect the data they do, what they draw from it and how it informs their curriculum and teaching.

## Other

The 'leadership and management' judgement will remain and will include looking at how leaders develop teachers and staff, while taking their workload and wellbeing into account. Inspectors will continue to make an overall effectiveness judgement about a provider.

### The current Ofsted framework and [Ofsted Handbook 2018](#)

Whilst the draft framework and handbook do acknowledge the role of governors and the three core functions, they do not make explicit the expectations of governors, unlike the current handbook which outlines eight specific areas as below. In discussion with London colleagues we feel these will still be important and useful to refer to.

- Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- Provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- Performance manage the headteacher rigorously
- Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, year 7 literacy and numeracy catch-up premium, primary physical education (PE) and sport premium, and special educational needs funding
- Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.