



# Governor and Trustee Questioning



# Aims of the session



- Understand the key changes in the new Ofsted inspection framework
- Time to think about key questions that are relevant to your school /trust
- Network with colleague governors /trustees

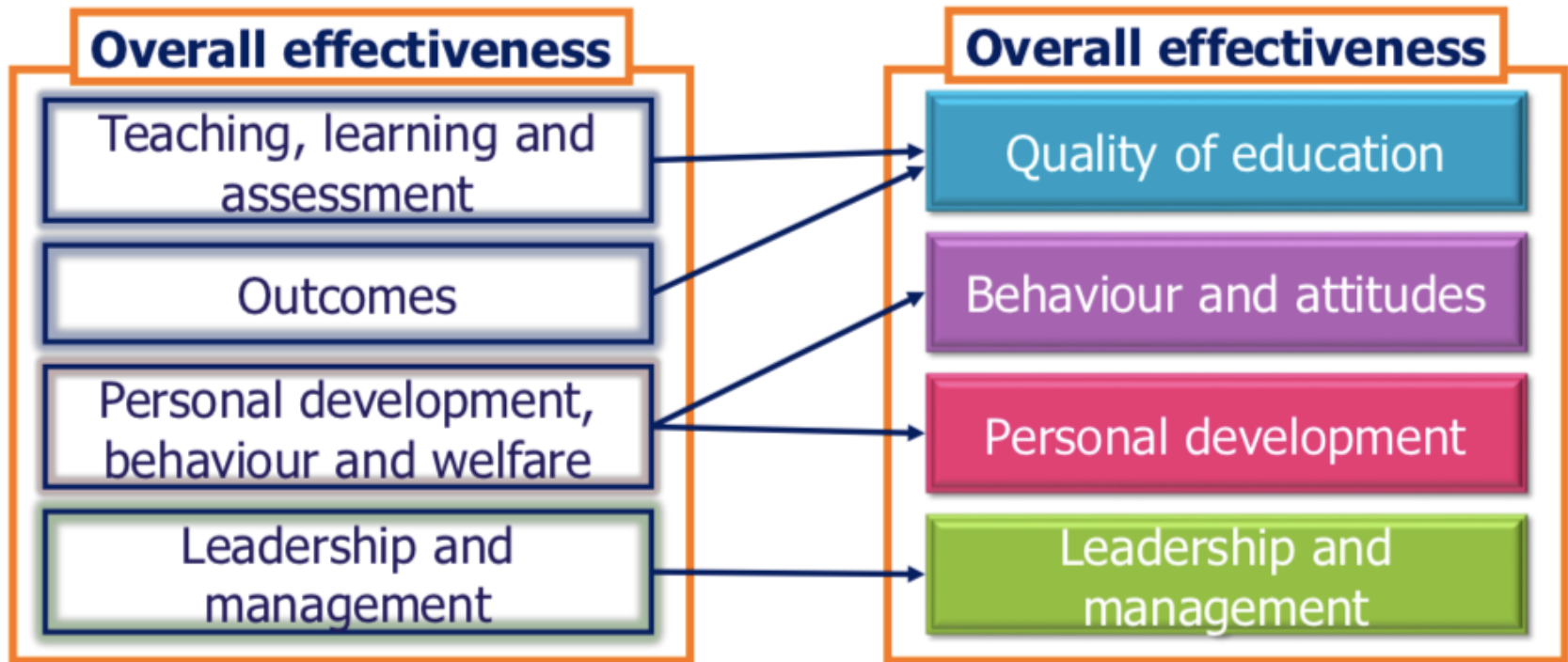
# Here comes a new inspection framework



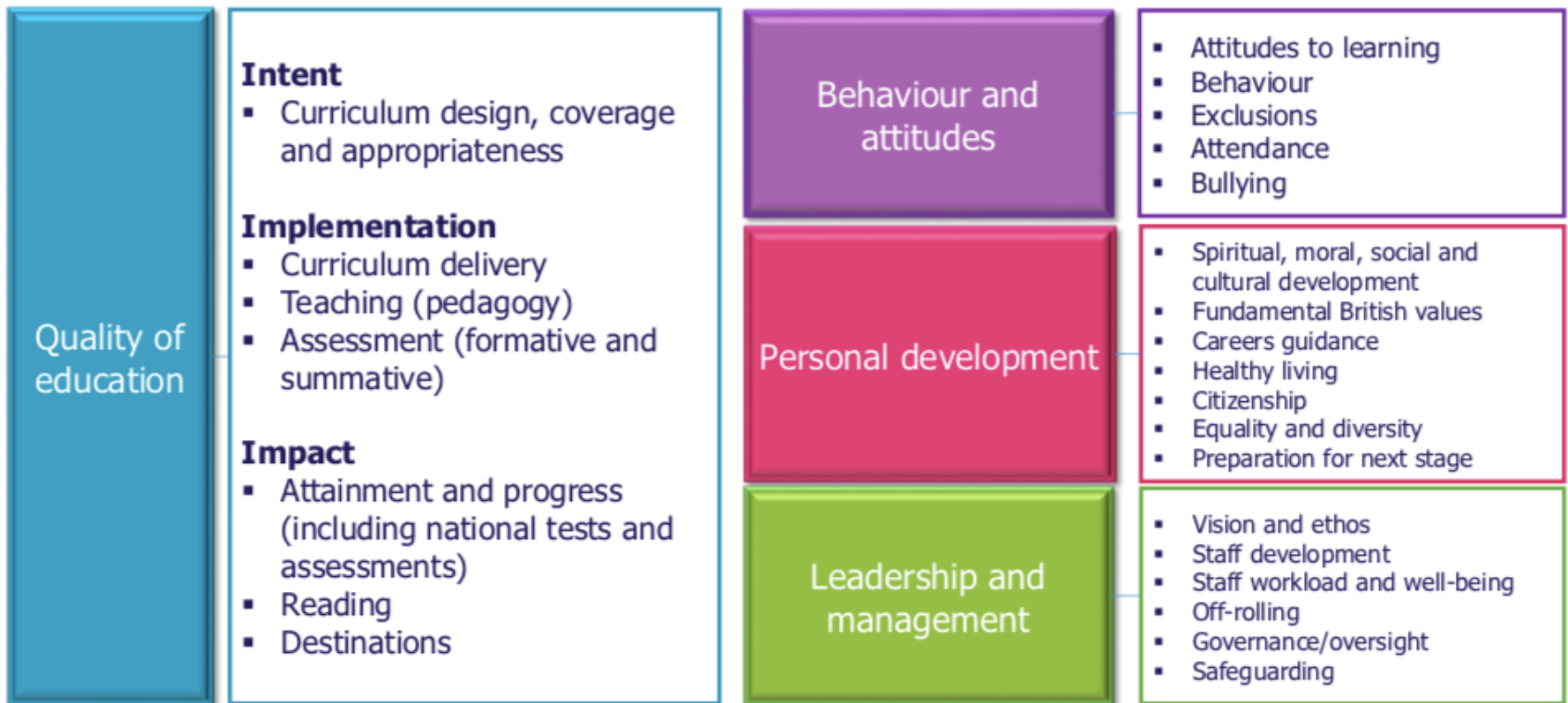
# What's changing?

- > New **'quality of education'** judgement, with an enhanced focus on curriculum
- > Separate judgements for **'personal development'** and **'behaviour and attitudes'**
- > **Section 8** ('short') inspections of 'good' schools to happen over **2 days** instead of 1 (except for small schools)
- > **Internal performance data** no longer used as inspection evidence

# Judgement areas: evolution, not revolution



# Judgements: our working **hypothesis** in detail



# Transition phase

- The new framework won't come into effect until **September 2019**
- During the transition period (**1 year** initially), inspectors won't expect schools to meet the criteria for the curriculum straight away
- Until September, inspectors will continue to look at the curriculum under the **current framework**, but it doesn't have a standalone judgement

# What does the new Section 8 framework say about governance?





# Section 8 Inspections – Governors’ role

- Para 89. ‘The lead inspector will test whether leaders and governors have identified weaknesses or areas needing development at the school.’
- Para 90 ‘The lead inspector will plan the inspection so that leaders and governors have time to present evidence about key improvements at the school, their assessment of the current performance of the school and action planning that supports improvement.’

# Section 8 inspection

Paragraph 53 in the handbook states:

- Inspectors will focus primarily on the **‘quality of education’** during a section 8 inspection of a good or non-exempt outstanding school. Inspectors will form a secure view of whether the quality of education as defined in the ‘school inspection handbook’ remains good at this school. In order to do this, inspectors will focus on key aspects of the school’s provision.

It is important that inspectors speak to those responsible **for leadership and governance** during the inspection. Since schools, and especially MATs, operate a wide variety **of leadership and governance** models, it is essential that inspectors establish who is responsible **for leadership and governance**. The lead inspector will therefore:

- establish what **the governance structure of the school or academy** is, with reference to the range of functions delegated to local governing bodies or other committees
- confirm arrangements for meetings with the school and, where appropriate, **MAT executive leaders, as well as representatives of those responsible for the governance of the school and anyone else they think is relevant**. The lead inspector should be guided by the school on who they need to meet from a MAT
- **make arrangements for a meeting with the chair of the governing body** or, where appropriate, the chair of the board of trustees and as many governors/trustees as possible. Inspectors will also ask the school to invite as many governors/trustees as possible to attend the final feedback meeting

- request either a face-to-face meeting or a telephone call with a representative from the local authority, diocese, sponsor or other relevant responsible body as appropriate
- request that a representative from the local authority, diocese, MAT, sponsor or other relevant responsible body is present at the final inspection feedback meeting as appropriate
- This must be checked with the headteacher as part of the call. Where MATs have delegated responsibility to local governing bodies, this should be set out in a scheme of delegation. Academies should also set out **their governance structure in their annual financial statements**, which can generally be found through the DfE performance tables' site. Inspectors should clarify where responsibility lies and who they should talk to during the inspection, especially where a school is part of a MAT.

# Questions – questions - questions



# A starter...

- Tell me about the structure of governance and your scheme of delegation?
- Explain the mechanisms you have in place to hold school leaders to account?
- What are the key strengths and key priorities for the school?
- How do you monitor and what was the focus of your most recent monitoring visit?

# Section 8

- always consider and evaluate all aspects of the aims of the school's curriculum, including the degree to which the school's overall curriculum is coherently sequenced and structured



- What are your main aims for the school's curriculum?
- Tell me how your curriculum is structured to support strong progress across a wide range of subjects?
- How do you know this is effective?
- How do you challenge this with the headteacher, senior leaders, SENCo, team leaders, subject leaders, TAs, teachers?



- consider the extent to which teachers have good knowledge of the subjects they teach, present subject matter clearly, check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback to pupils



- What information do school leaders provide you with about the quality of teaching?
- What is the mechanism for producing a curriculum policy such as the feedback policy?

- consider the extent to which pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of education, employment or training



- Tell me where outcomes are strengthening and why?
- Tell me where outcomes are less strong and what you are doing about this?
- What does progress look like for disadvantaged / EAL / SENd pupils in this school?
- How does the school prepare pupils for the next phase in their education or beyond?

- always consider whether there is any evidence that the school's curriculum has been narrowed inappropriately



- Is your curriculum broad and balanced? How do you know?
- Are there any subjects that you feel are less strong, and why?
- What is the impact of your role in monitoring the quality of provision in wider subjects such as art, music, PSHE?

- observe, where it exists, provision for two- and three-year-olds, and assess whether staff are knowledgeable about the typical development and characteristics of two- and three-year-olds, are focused on teaching children through the three prime areas of learning and are attentive to children's needs



- How effective is the provision for 2 and 3 year olds in your nursery and how do you know?
- What experience and knowledge do governors bring to ensure provision in the Early Years is effective?
- How effective is the transition from early years to key stage 1?



- in primary schools, always consider how well reading and early mathematics are taught in early years foundation stage and key stage 1 as part of a wide-ranging curriculum that prepares children well for the next stage in their education

- in primary schools, explore how well a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2. Inspectors will focus first and foremost on the teaching of reading, particularly on how children gain access to the whole of the national curriculum through learning to read fluently and with comprehension



- How effective is the teaching of reading?
- Tell me how you monitor the quality of provision for reading / maths?
- What is going well for the progress of pupils in reading / maths?
- What are school leaders currently developing with reading / maths in order to strengthen outcomes for pupils?
- Do disadvantaged pupils make similar progress to their peers in reading by the end of key stage 1?

# Behaviour

- whether the school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly. Inspectors will also consider whether this is reflected in pupils' positive behaviour and conduct. They will consider whether staff make sure that pupils follow appropriate routines, whether low-level disruption is not tolerated and whether pupils' behaviour does not disrupt lessons or the day-to-day life of the school



- Explain the behaviour systems in place at the school and are these are effective?
- What is behaviour like on a typical day in your school?
- What do parents say about the behaviour of pupils in your school? How do you know?
- Who maintains the records of behaviour, including exclusions, in your school?

- whether leaders, staff and pupils create an environment in which bullying is not tolerated. When harassment, violence, bullying, aggression, discrimination and use of derogatory language occur, inspectors will consider whether they are dealt with quickly, in line with statutory guidance, effectively and are not allowed to spread.



- Have you received any complaints relating to bullying?
- Have you seen the bullying log?
- Some pupils tell us that there are incidences of bullying, what is the governor's / trustees role in challenging this?

# Workload

- Inspectors will consider the extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively. They will consider the extent to which staff are free from bullying and harassment. Inspectors will also consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens.





- How do school leaders ensure the workload for teachers is being managed?
- How do governors / trustees ensure the workload of senior leaders are managed?
- Have there been any allegations of workplace bullying or harassment by staff in the past twelve months? What was your action?

- If these issues are not being managed well, this could be considered as evidence that the school would no longer receive a 'good' judgement if it received a section 5 inspection. Where the lead inspector has serious concerns about workload or the bullying or harassment of staff, the inspection will be converted to a section 5 inspection.

# Safeguarding

- always act in the best interests of pupils to protect them online and offline;
- **identify** pupils who may need early help and those who are at risk of harm or have been harmed. This harm can include, but is not limited to, neglect, abuse (including by their peers, in school or outside school), grooming or exploitation
- secure the **help** that pupils need, and, if required, refer pupils in a timely way to those who have the expertise to help
- **manage** safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults.



- Who is responsible for safeguarding in the governance structure of the school?
- How do governors / trustees ensure the school website is compliant?
- Describe the mechanisms for ensuring there is a culture of safeguarding in your school?
- Have you read KCSIE 2018? How does this inform you in monitoring the safeguarding of pupils in the school?

# Summary Evaluations of Trusts

- Inspections may be undertaken as a coordinated approach of a number of schools within one trust.
- Should the outcomes of these inspections indicate a trust may not be effectively challenging outcomes, a summary evaluation of the trust may be undertaken.

# What the lead inspector said

- Summary inspections will involve a number of inspections of individual academies from a MAT, taking place over a period of up to two terms. Once all the inspection reports are published, a small team of inspectors will visit the MAT head office to work with MAT senior leaders to evaluate the educational effectiveness of the MAT as a whole. This will draw on the inspections carried out and discussions with MAT leaders.

# Why are Ofsted introducing Summary Evaluations?

## Why are we making this change?

- To better understand the way MATs are organised and operate, the role they play in their own right and ensure that our inspections reflect this.
- To improve our reporting on the impact that MATs are having, whether this is as part of a MAT summary evaluation or a standalone inspection of an academy or free school that is part of a MAT.
- To make evaluations of MATs more intelligent, in line with our corporate strategy.

# Which MATs are selected?

- MATs that have a high number of academies that are performing well
- MATs in which lower-performing academies have shown improvement
- MATs that have weak inspection outcomes



# What are the criteria for selection?

- Number of academies in the MAT
- Number of pupils on roll within the MAT
- Number of academies due for inspection within the next few terms
- Previous inspection outcomes
- Progress measures and pupil attainment
- Number and nature of any complaints received about academies within the MAT

- Any wider intelligence that indicates good practice within a MAT or that raises concern, for example the safeguarding of pupils
- Any requests from the Secretary of State, this may be submitted by RSCs

# Notice period

- The MAT will be given 5 working days notice of a summary evaluation visit.



# Preparation

- Strategic plans for education within the MAT
- Monitoring evidence – including partnership arrangements, commissioning or brokerage and any evaluation reports
- Behaviour documentations including exclusion or evidence of off-rolling
- Documents relating to recruitment, training and CPD of academy staff at all levels
- Data for performance

- Case study of school improvement work and its impact on academies within the trust, including curriculum plans
- List of key roles and responsibilities for trust staff
- Strategies for improving the quality of teaching across the trust and their impact
- Strategies used to improve the strength of governance in individual academies and across the MAT

# When on site Ofsted will ascertain

- the impact the trust has on its academies, including what elements of education are uniform across the trust, where the trust allows academies more autonomy and how the trust reduces underperformance
- how the trust monitors its academies, especially how it understands the quality of education being offered and its impact
- how policies are made, implemented and reviewed, including how curriculums are designed and reviewed, and the impact they have
- what the trust's intentions and ambitions are, especially in relation to its curriculum, and how these are communicated, understood, implemented and monitored across the trust
- how the trust identifies its strengths and weaknesses, including in terms of the teaching within individual academies, and how the trust responds
- the way in which MAT leaders lead the trust, including how staff recruitment, development and management work across the trust
- how the MAT trustees work with the MAT leadership, including how they set priorities and how they constructively challenge leaders.

# Telephone surveys



- how well the MAT understands the quality of education it offers and, in particular, its strengths and weaknesses
- the measures in place to further enhance strengths and address weaknesses
- how the MAT knows it is having a positive impact on the quality of education provided for its pupils.

# Safeguarding

- identify children and learners who may need early help or are at risk of neglect, abuse, grooming or exploitation
- help prevent abuse by raising awareness among children and learners of safeguarding risks and how and where to get help and support if they need it
- help those children who are at risk of abuse and need early help or statutory social care involvement, keeping accurate records, making timely referrals where necessary and working with other agencies to ensure that children and learners get the help and support they need
- manage allegations about adults who may be a risk, and check the suitability of staff to work with children, learners and vulnerable adults.



# Be prepared



- Know your trust
- Know your schools
- Have a clear mechanism of self evaluation
- Be clear about your scheme of delegation
- Be outward facing
- Ensure trust staff and trustees and governors are aware of their obligations in summary evaluations
- Be clear about your successes as a trust and school