

The New Ofsted Framework

Steve Barker - Babcock 4S

The new Ofsted Framework came into effect on Tuesday November 15th. An Act of Parliament has been passed to bring the new framework into effect. While the emphasis of some aspects of the new inspection may alter, the actual content of the framework is governed by the Act of Parliament and cannot be changed.

Background

The coalition Government believes that the best way forward to ensure school improvement is for schools to work together to share best practice. Inspection remains as a major tool in the approach to school accountability, but schools are responsible for their own improvement and have total accountability for it; SEF has not gone away. All schools are doing their own "thing" but probably using the SEF outline as a way of keeping track of progress.

The New Framework

There are four judgements in the new framework, replacing the previous 27:

- * **The achievement of pupils at the school**
- * **The quality of teaching in the school**
- * **The quality of leadership in and management of the school**
- * **The behaviour and safety of pupils at the school**

There will be an "overall effectiveness judgement" that will be informed by the quality of Spiritual, Moral, Social and Cultural education and this will be judged across all aspects of school life. These tenets should be embedded in the school; Every Child Matters has disappeared from the agenda.

There are no separate judgements on 6th form or Early Years Foundation Stage. The inspectors will spend more time in classrooms

Achievement

There will be a single judgement on achievement in which inspectors will consider current pupils' progress together with attainment, and trends in attainment and progress in recent years.

There is a significant shift in emphasis to focusing on the *current* cohort of pupils in the school. The progress and achievement of pupils is regarded as most important and there is an assumption that all pupils are making progress.

The Quality of Teaching

The most important role of teaching is to raise pupils' achievements. It is also important in promoting their spiritual, moral, social and cultural development. Teaching includes teachers' planning and implementation of learning activities across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as support and intervention.



This is not a judgement of a particular teacher's performance

“There will be a single judgement on achievement in which inspectors will consider current pupils' progress together with attainment, and trends in attainment and progress in recent years”

on a day, but an evaluation of the impact a teacher is making on pupil learning, through taking into account all the factors above.

Inspectors will want to see how Literacy is embedded across the curriculum. They will want to see a consistent approach across the entire school. Inspectors will expect to see feedback embedded in lessons so that children will know where to go to next, in order to access a higher level of attainment.

Leadership and Management

A focus on how effectively leaders act as managers at all levels, in the context of the individual school:

Lead on and improve teaching
Promote improvements for all pupils and groups of pupils
Enable pupils to overcome specific barriers to learning.”

The focus here is on ALL LEVELS of leadership. Inspectors will consider the work of Subject Leaders in the context of the individual school. The gap between the most able and the least able children will be looked at. Inspectors will want to know how that gap is being addressed. **This is an opportunity for Governors to hold OFSTED to account re the individual school and is the only reference in the judgements to “context”.**

What is similar to previous arrangements?

The focus is still on:

- * **Improving outcomes and improving teaching**
- * **Self evaluation**
- * **Capacity for improvement**
- * **The requirement to evaluate the school's compliance with statutory requirements on safeguarding**

There is no separate judgement on Safeguarding. Schools MUST be compliant. It is Governors' responsibility to ensure this compliance. Safeguarding is now judged in both behaviour and leadership.

Behaviour and Safety

This judgement takes account of a range of evidence and Inspectors have more time to look at these issues in more depth:

- * **Behaviour in the classroom**
- * **Behaviour around the school**
- * **Attendance and punctuality**
- * **A focus on freedom from bullying.”**

The word “discipline” is not used by OFSTED, but it does appear in the Education Act. Schools need to ensure that data is collected to show what behaviour and safety are like in action. Typically inspectors will “walk and check”.

The Act also gives Heads more power over children's behaviour out of school. New guidance will be published on this. Attendance and punctuality are regarded as part of behaviour. If the data is not good, this can bring the overall judgement down. This is regarded as a significant area of parental involvement.

Timing of Inspections

The legislation allows schools judged as “outstanding” in their previous inspection to be exempt. Schools will still be monitored over 3 years by their online data and by parents views. Thematic inspections still exist. Out of courtesy schools will be notified if a thematic inspection is going to take place.

The views of parents and carers

The Government is committed to gathering the views of parents and carers between inspections to help decide when schools should be inspected.

Ofsted has launched a website for parents and carers to answer questions about their school. When two or more people complete and return a questionnaire the site is “active” for an individual school. This is no substitute for rigorous monitoring! Governors should be aware; www.parentview.ofsted.gov.uk.

Report: Ann Nash

www.nga.org.uk
Email: governorhq@nga.org.uk
NGA Bulletins are published on the SGA website.

Three satisfactorious equal Special Measures - Ofsted rings more changes

This week, Sir Michael Wilshaw, the new head of Ofsted, has proposed that the both the ‘Satisfactory’ and ‘notice to improve’ categories should be abolished and replaced with one new category ‘requires improvement’. In particular, he highlighted the fact that too many schools have been judged ‘satisfactory’ in successive inspections. His view is that if after two inspection cycles schools have not improved then more drastic measures are needed. His proposal is that if a school judged satisfactory ‘requiring improvement’ in each of its last two inspections has not improved sufficiently to be classed as good in its next inspection, then in future it would automatically be placed in special measures.

The maximum gap between inspections would also be reduced to between 12-18 months. Sir Michael noted that 3,000 schools have been judged satisfactory in their last two inspections and of these 300 are in relatively affluent areas. A list of these schools along with a list of 700 schools in the most deprived areas which have improved from satisfactory to good or outstanding can be found on the Ofsted website. Any changes will be the subject of consultation.

The Prime Minister, David Cameron, voiced his support for the proposals by saying “I don't want the word 'satisfactory' to exist in our education system. Just ‘good enough’ is frankly not good enough. Every teacher, every head and every school should be aiming for excellence - no lower.”

Christine Blower, the General Secretary of the National Union of Teachers, responded to the proposal by stating that labelling schools as coasting and underperforming was “derogatory and insulting to pupils, teachers, school leaders and governors”.

The Association of School and College Leaders (ASCL) announced qualified support for the proposals, but expressed concern about the fact that the changes had been announced without warning when a new framework had only just been implemented.

NGA Newsletter - Jan. 20th 2012

Surrey Governors' Association
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We welcomed in 2012 with a welter of consultations by the DfE. At the time of going to press some of the Autumn Term consultations were still ‘live’ but no fewer than four new ones have been added since the beginning of January.

There are occasions when the ‘window of opportunity’ to respond is quite short. In the past, some have been announced close to the end of term with a deadline at the beginning of the following term. With this in view, we publish details of all consultations on our website as soon as they are published with links straight to the relevant site. Anyone concerned with education can log into the DfE or Ofsted websites so please make your voice heard in government circles.

In this issue of the newsletter you will find reports of presentations at the November joint conference which we organised in co-operation with Babcock 4S Governor Services. We were delighted- as were our partners - to welcome over 160 delegates to the event, the biggest of its kind ever held in Surrey. All we have to do now is match or surpass it.

The growth in schools seeking Academy status has been steady but, certainly in Surrey, the majority are secondary schools and many are committed to maintaining close links with the LA.

SGA Spring Conference & AGM

9.30am - 1pm, Saturday 26th May, 2012
Denbies Wine Estate, London Road,
Dorking Surrey RH5 6AA

Helping Governors to see the Big Picture

Marcus Orlovsky,
Director, Bryanston Square Consulting Ltd.

National Leaders of Governance

Sarah Ray
Senior Manager, Chairs of Governors Training & Support Programme, National College

Teaching & Learning Update

P-J Wilkinson
SCC Deputy Director for Schools & Learning

School Data & how to interpret it

Ian Wilson
Principal Secondary Consultant, Babcock 4S

To reserve a place please contact Sheila Danson:
surreygovernors@hotmail.com

A new Cabinet Member for Children, Schools & Families, Councillor Tim Hall stepped into Peter Martin's shoes last term. Councillor Martin has moved on to become Deputy Leader but, having enjoyed his time with the education portfolio has said he will maintain a strong interest in the progress of education. Tim Hall, for his part was Chairman of the Change and Efficiency decisions Committee and has had a considerable amount of contact with the school building programme in this capacity. We wish them both well in their new role.

As far as the SGA is concerned, we are in the process of addressing a number of issues, mostly to do with communication. In this we will seek your views as recipients of the information we propagate via this newsletter and the website; both, whilst functional, are in need of a face-lift. A survey will be sent out - also available for download - and we would be grateful for your response, critical or otherwise and, more importantly, your ideas on what we should be aiming for in the future.

Philip Miller, Chair



Parent View

According to Ofsted, any parent can use Parent View to give Ofsted their opinion of their child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

However, as with all websites open to members of the public, Parent View can be used by parents with their own agenda to bring a school into disrepute. This has already happened when a parent or small group of parents orchestrated what amounted to an attack on a school. Fortunately, when the inspection took place, the Lead Inspector acknowledged that the site had been misused and discounted the apparently vituperative remarks registered.

Parents can also use Parent View to find out what other parents and carers think about schools in England. Visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

Understanding the New Landscape

Nick Wilson,
Surrey Strategic Director for Children, Schools & Families

Nick covered two areas in his presentation: a helicopter view of education and a look at standards & achievement and then took questions from the floor.

As the lead officer, he works with lead members on education and social services jointly. They secure provision for all children in the authority and their remit includes 'taking decisive and rapid action in poorly performing schools'

Ofsted had concluded that the authority was performing well for the second year running in their annual assessment. Provision of education is good or outstanding except that there are seven primaries and one secondary in an Ofsted category and the authority needs to focus on poverty and low income families.

Nick said that this had been the hardest year to set a budget. In November there are enormous gaps and yet some assumptions still have to be made. Surrey gets 80% funding from council tax payers and 20% from government, which is better than other authorities where the reverse is the case.

Nick also mentioned coasting schools, given Surrey had been mentioned twice by the Prime Minister recently. His section on Standards & Achievement covered this further.

Surrey has increasing numbers of children requiring support services. There has been a 21% increase in the birth rate, a 30% increase in children on Child Protection plans, a 20% increase in Children in Need and 10% of children in the County live in households in poverty. Family circumstances are getting more complex and the authority is moving more towards working with families and parents, so that they can parent their own children. Nick works with the Health Authority and the Police Authority, which are undergoing change. There are three new providers for 0-19 services and a reduction in the middle command tier of the Police. Capacity, skills and experience are lost through these reforms, leaving the most vulnerable in the community at more risk. Nick is trying to ensure this does not happen.

The second part of Nick's presentation looked at whether Surrey children are achieving their full potential. Using a series of charts, showing trends for Surrey, the South East and England he showed that Early Years do well in Surrey and the gap between the lowest achieving 20% and the rest is narrowing. This is in no small part due to the money funding Children's Centres and other Early Years provision.

At Key Stage 2 in English & Maths, achievement is flat (at around 73%), while progress is less than that for the South East as a whole (due to other areas making more progress while Surrey is static). It is this information that led to the claim of 'coasting schools'.

At Key Stage 4, achievement is still increasing, but more slowly than the South East as a whole (0.9% against 2%), while progress is equivalent to the South East.

The focus on C/D border GCSE's and equivalents has been successful but governors should be asking if children are reaching their full potential.



"Governors need to look at categories of children, such as low income households, SEN School Action and challenge staff on these groups. This is what Ofsted would expect you to do."

Nick had 5 key questions for governors to ask at their schools:

- Are children reaching their full potential? How do you know?
- Who isn't reaching their full potential and what are you doing about it?
- Who are the disadvantaged children and how are they doing?
- How good are you at setting targets to drive aspirations?
- Are your looked after children attending school and how are they doing?

Nick concluded this section with an example from RAISEonline (the data analysis tool) showing what to look for regarding potential in a group of children using prior attainment, pupil characteristics and school type. He suggested that governors need to look at categories of children, such as low income households, SEN School Action and challenge staff on these groups. This is what Ofsted would expect you to do.

Governors showered Nick with questions about coasting schools, County help for children from socially deprived backgrounds, defining potential, future funding for children centres and issues while transition to Health Boards takes place.

On coasting schools Nick identified that some high performing schools show, against Fischer Family Trust data, that they are underperforming at Key Stage 2, and sometimes at Key Stage 4. Mr. Gove's policy on Academies is aimed at raising the quality and standard of education. Surrey has always had this and has excellent leadership in schools.

For socially deprived children, Nick explained, there is a new strategy of Life Courses for parents with services targeted where there is need. His department are evaluating the effect of these to ensure they are evidence based. The County model is moving to 4 quadrants, with education and social care services to this level, and youth work etc. at 11 boroughs/districts level. He explained that all the money for this support is now in school budgets – County can offer leadership but the governors and Headteachers decide what they spend and where. There has been an 8% national cut in budgets but some LA teams have seen 20-25% cuts.

Nick referred to Ofsted's current terms for potential – progression and results. A Headteacher once told him it was friendship, a hobby, emotional intelligence and health. The Every Child Matters policy encompassed both these views. Surrey has been good at balancing the curriculum and Nick said he would not like to lose that. Where Ofsted use raw data and trends and do not look at the context, it would be right for governors and the Headteacher to challenge.

The County have been told there is enough funding for Children's Centres, but point out that the same pot of money has to be shared with Youth Centres, Respite Care, etcetera and they are currently working on scenarios to compensate for greater budget cuts. There is a wealth of evidence of the positive impact of Children's

Teaching Schools

Simon Morris, Headteacher,
Esher C of E High School



The Role of the Teaching School was outlined by Simon Morris, Headteacher of Esher High School. Simon covered the process of becoming a Teaching School and spoke of the moral imperative to share good practice. He is passionate and excited about developing leaders at all levels and enabling teachers to be the best they can be at whichever stage they are in their careers.

He began by reviewing the Secretary of State for Education's rationale on Teaching Schools; "The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools and leaders can take on greater responsibility, leading improvement work across the system."

The government has promised to increase the number of National and Local Leaders of Education - headteachers of excellent schools committed to supporting other schools - and develop Teaching Schools to make sure that every school has access to highly effective professional support. The main solution to improving schools is not out there in local authorities or in the DfE or in the NCSL or in the National Strategies; the main solution to improving schools is in the schools themselves.

The vision for Teaching Schools is to have established a network of around 500 outstanding teaching school alliances by 2014 that will have driven significant improvement in the quality of professional practice, improving the attainment of every child.

The scheme is based on Teaching Hospitals in the NHS, many of which have an excellent track record in training doctors.

Who can apply?

Designation is open to any phase of school, any type of school as well as smaller schools.

Centres. National evidence too suggests that children move on to Primary Schools ready to learn and more emotionally stable. Nick sits on the Shadow Health & Wellbeing Board and early meetings have focused on understanding a joint language. They have agreed four priorities: children's health, safeguarding, complex needs for the disabled and mental health. They will also plan services aimed at vulnerable communities.

Overall Nick provided us with useful information as to why the Prime Minister is talking about coasting schools in Surrey, some background on the Social Care aspects of his department and how they impact our work in Surrey schools. Certainly an interesting and informative view of the education landscape.

Report: Karen Stainsby

The main Designation criteria are:

- A Clear track record of successful collaboration with other schools
- Ofsted 'Outstanding' for overall effectiveness, teaching & learning and leadership
- Consistently high levels of student performance
- An outstanding Headteacher with at least three years of headship experience.

100 Teaching Schools were designated in September 2011 with Esher High School being successful in becoming a National Teaching School along with three other National Teaching Schools in Surrey; South Farnham Primary School; Westhill Special School and George Abbot and St. John the Baptist (Job share)

What will it mean?

For participating schools this means taking on the mantle of system leadership:

- Development and improvements in the practice of collaboration
- Uncompromising on quality and expectation
- Relentless seeking of best practice
- A shared moral imperative

Ultimately, the establishment of Training Schools is expected to result in better results for pupils, fewer poorly performing schools and more good and outstanding schools. It will be a self improving and sustainable system that is recognised as world class.

The Esher High Strategic Partnership

The Partnership involves ten Schools and Colleges Cross Phase - all Good (with outstanding features) or Outstanding. Other partners include the Diocese of Guildford, Brunel University, St. Mary's University and Babcock 4S.

Simon emphasised that this is a five to ten year process of change. The funding provided is to set up the Leadership and coordination of the Alliance and is granted on a staged basis over five years. By the 5th year, 2016 in Esher High's case, the scheme has to be self-financing.

Successful Alliances will provide a strong supply of high quality new teachers and significantly improve the quality of serving teachers. It will develop great leaders and the next generation of headteachers as well as supporting schools in need.

LLE's and NLE's

Sue Sayers, Headteacher of Barnsbury Primary School,
Local Leader of Education



In keeping with the conference theme of Understanding the New Landscape Susan Sayers, a Headteacher with experience of amalgamating two schools and now a Local Leader of Education (LLE), outlined the purpose, role and future of the LLE and National Leaders of Education (NLE).

Susan explained that LLE and NLE roles were part of improvement for schools initiatives, working with Teaching Schools and School Improvement Advisors. These new and evolving roles support new models of collaboration between schools using proven expertise in a formal way that's recognised and attracts recompense.

Both types of leaders are involved in setting education strategy, either at local or national level. National Leaders of Education mainly work in schools identified as being in need of improvement. Local Leaders undertake mainly coaching of the head teacher in schools that are close to being in need of improvement or where there is an identified need for that school

to think out of the box in order to move forward, often with a focus on specific issues. The School Improvement Advisor has a key role in the inception and monitoring of these arrangements which are (mostly) centrally funded.



Susan emphasised the importance, when time and money are at a premium, of the learning networks that develop from LLE and NLE initiatives with collegiately established to maintain sharing of professional wisdom and expertise.

The Role of the SIA (School Improvement Adviser)

Ian Wilson, Principal Secondary Adviser

The last speaker of the morning was Ian Wilson, Principal Secondary Adviser who spoke on the role of the School Improvement Adviser (SIA). Ian traced for us the development of the role and the various titles held by members of the Advisory Service from Attached Inspectors to Attached Consultants then SIP's and finally to SIA's.

We were fortunate that when government funding for SIP's was withdrawn earlier this year the LA, helped by the Pupil Forum, made the unique decision to fund the provision of the SIAs. This decision was made on the realisation that education would benefit from the provision of professional dialogue, external validation and an accurate assessment of

She spoke of a new culture in which staff were willing to accept help, reporting positive feedback and how Schools welcomed the involvement of the leaders.

There is a shortage in Surrey of both local and national leaders of education and a need to encourage applications

to the National College by suitable staff. However, as Susan pointed out, it's important to bear in mind that if their head teacher is to be successful the school needs the capacity to

support them in this role, and sensible travel distance and good work planning skills are essential. Having a LLE or NLE in school does, however, present leadership opportunities for others. The National College website www.nationalcollege.org.uk has more details.

Report: Marilyn Hammick



the capacity to improve which was appropriate to individual schools.

The LA needs to know where there are issues and how best to deal with them. Above all the SIA enables the Governing Body to fulfil its statutory role, manage Head

Teacher's Performance Management, knows of best practice and where to broker support. SIA's are allocated to schools for two days a year, which includes assistance with the Head Teachers' Performance Management.

Where the context of the school indicates a particular need, more support can be provided. Surrey provides a tripartite system of support for schools, based on Teaching Schools, Leaders in Education and School Improvement Advisors.

Report: Glenys Mason