
Ofsted Update

September 2015

General Changes

- New Framework
- Teaching, Learning and Assessment combined as one heading
- Personal Development, Behaviour and Welfare as one heading
- Achievement changed to *Outcomes for Children*

Inspector Behaviour

- Ofsted image and reputation is important
- New team (HMIs and OIs) who are all in house
- Clear focus on consistency in inspector practice
- Done with schools not to schools
- Golden threads (London region focus)
- Trails (school specific)
- All aspects covered by whole team
- Judgements agreed by the team



Short Inspections

- Phone call the day before (Monday to Wednesday) for schools
- Childcare settings have no notice
- At least one HMI for one day
- Good schools, special schools, PRUs and nursery schools should expect an inspection every 3 years. A special school, PRU or nursery that was outstanding previously can be judged outstanding again after a one day inspection.
- Outstanding schools are exempt from inspection unless a concern is raised
- The one day inspection can be converted to a Section 5 Inspection

The Rationale for Short Inspections

- Able to report to parents more frequently
- Reduces the burden of full inspections
- Enables Ofsted to spot decline more quickly

Short Inspection Pilots

Key lessons HMI learnt

- Short inspections reach secure conclusions
- A focus on leaders and governors is more efficient
- A shared agreement about lines of enquiry is the most effective use of time
- Dialogue with leaders is extremely important
- Capturing the views of a range of staff and stakeholders is vital

What To Expect from a Short Inspection

- There will be an assumption that the school is still good
- HMI will start with a lengthy, detailed conversation with school leaders
- HMI will test school policies
- The inspection timetable will be bespoke
- Leadership, safeguarding and school ethos are Golden Threads
- HMI will ask to meet with pupils, parents and governors
- HMI will gather first hand experience in lessons and around the school to test school policies and assessment information
- Not everything will be inspected – HMI will have key trails

Conversion to Section 5 Inspection

- HMI may decide to convert if the school is no longer good because it has improved or declined in standards
- A decision will be made around 4pm
- Ofsted expect there to be a smooth transition into a Section 5 inspection
- The second day will usually be the next day
- The same HMI will be joined by a team of Ofsted Inspectors (OIs)
- A school can still remain good after the Section 5 conversion

Outcomes

- Inspectors are interested in current school information. Data is less important.
- Inspectors will want to know how a school knows that pupils are making good or better progress.
- Inspectors will focus on measuring progress of pupils currently in the school.
- Past data has less weight
- Expect a focus on progress over time not at a single moment in time
- Mastery continues to be important
- Golden threads are SEND, more able, disadvantaged pupils and White British pupils

Effectiveness of Leadership and Management

- The impact of leaders is the main thrust of the inspection and a Golden Thread
- No set practice is expected
- Ensure continued focus on breadth and balance of the curriculum
- Policies must match practice
- Inspectors will collect information about the processes which keep governors informed of practice and enable them to challenge leaders effectively

Behaviour, Personal Development and Welfare

- Each aspect has a separate judgement. The lowest judgement will be the overarching judgement
- Expect a focus on school ethos: ‘What is it like to be a pupil in your school?’
- Where there is challenging behaviour, schools will be asked to demonstrate how they have improved it (eg. case studies, exclusion records etc.)

Teaching, Learning and Assessment

- No judgement for a lesson observation on its own
- Expect work scrutiny alongside pupils
- There are no set expectations regarding quantity or frequency of work in books and evidence folders
- Expect exploration into what the school says it does and what actually happens on a daily basis: eg. daily phonics
- Inspectors will test out leaders judgements of the quality of teaching and learning (eg. joint observations, a particular type of teacher etc.)
- AfL behaviour and its impact on progress is still important

What schools can do to prepare

- Identify your areas for development and have clear actions in place to address them.
- Involve everyone in frequent monitoring activities and act on findings
- Share these with staff and the governing body
- Celebrate success frequently and everywhere
- Keep the website up to date
- Know the framework and protocols for working 'with' inspectors
- Pop key documents, pertinent to your school, into one file and update it regularly
- Ensure safeguarding procedures are tight
- Ensure your SEF feeds into your SIP
- Ensure policies are adhered to in practice
- Be clear about how you know pupils make progress and know why any children haven't