

## Key Ofsted messages for the Governor County Forum

According to the latest Ofsted Monthly Management Data for East Sussex (January 2017) the proportion of schools in each Ofsted category is:

		December	
		No.	%
ALL	Outstanding	25	13.8%
	Good	136	75.1%
	Requires Improvement	10	10.5%
	Inadequate	1	0%
	TOTAL schools	181	

This data only includes schools whose reports were published up to the end of December and does not include academies who are awaiting their first Ofsted following conversion.

There have been a number of inspections whose outcomes are yet to be published and subsequent data releases will show this.

Nationally, 89.3% of schools are judged to be good or better. Therefore the East Sussex figure of 88.9% is almost in line with national.

The phase we have seen the greatest improvement in is at primary where the figure of good or better schools now sits at 90.8% compared to 90.7% nationally. This is a significant improvement from summer 2014 where this figure was below 70%.

What has changed?

- Targeted support for strategic planning – including the publication of model SIPs and SEFs.
- Support for other aspects of strategic planning – model headteacher reports and exemplar data formats.
- A focus on high quality and wider reaching recruitment strategies.
- The primary and special school adviser programme and secondary leadership group.
- Reviews of governance.
- Targeted support for schools in the Ofsted window from consultants with Ofsted experience.
- Leadership support from nationally accredited and home grown LLEs for school leaders and NLGs for governing bodies.

The challenge remains that there are not enough outstanding schools and this strand of LA work is being delivered through school to school support through EIPs.

What are the key messages from Ofsted?

(drawing on a recent presentation to secondary headteachers and primary / special school headteachers currently in the Ofsted window)

- Ofsted are mindful that the primary curriculum has changed. 2016 data is not automatically comparable with 2015. Inspectors are being asked to be careful about drawing direct conclusions when comparing the school's performance to 2015.
- The primary curriculum is expecting more than it was a year ago. How is the school's performance compared with other schools nationally - gathering a wide range of evidence about *what it looks like now*? Schools need to be ready to provide this evidence.
- Governance is an increasing complexity, especially in multi-academy trusts. The lead inspector must know who runs schools and therefore who they have to meet.
- Promoting equality of opportunity: promoting fundamental British values, as well as equality of opportunity in terms of outcomes. Some of the statements in the handbook have been adjusted slightly.
- Inspectors must ensure that schools and providers are referring to the latest DfE guidance on safeguarding, so therefore do need to check this is the case.
- Attendance now refers to '**all** children nationally', not to that particular 'same' group of pupils nationally.
- All learner, parent and staff surveys are now online.
- Inspectors have to make a judgement about the school website. Inspectors will use some of that material prior to the inspection. Schools should review the government list of what should be on the school website. This is for good engagement with parents and not just for Ofsted. Ofsted make a judgement as to whether the website is up to date and meets those requirements.
- Inspectors **must not** advocate a particular way of marking e.g. triple marking system. They look at the **impact of progress** rather than specifically how schools do it and advocating particular approaches.
- Sir Michael Wilshaw has asked all inspectors to look at the **most able**, the **disadvantaged** and the **disadvantaged most able**, because the big picture tells us that it cannot be right yet. It might be right in a particular school or academy and they are very clear on those issues, but typically it is something that English schools need to be better at, to include outcomes for those three groups, so we have had a good look at those key lines of enquiries (KLOEs).
- The new RAISEonline report, just like the old one, 'privileges' progress. Progress measures in RAISEonline and inspection dashboards are the first things Ofsted look at.
- In the South East and East Sussex the key issue is for disadvantaged pupils. Inspectors are having a good look at what schools are doing to support disadvantaged pupils., whether they comprise a large or smaller proportion of pupils on roll. This is also the case where disadvantaged children on the SEN register. "Are we really saying that if you are entitled to Free School Meals you are more likely to have a learning difficulty?"
- Transition points (from provider to provider) are where we have to get it right, so the handbook asks inspectors to have a really good look at transition and how much do schools know about disadvantaged group that they are dealing with and what sort of steps are they taking to overcome these barriers.
- Disadvantaged children's attendance is lower and exclusions are higher, so inspectors will be considering why this is; particularly in the South East.

What GBs can do:

- Check the website is up to date and compliant. Is the governance structure clear and are all the government requirements accessible? And ensure this is maintained as changes arise. Is there a governor who regularly checks the website?
- Ensure that strategic planning is regularly reviewed and current. Does the current SEF show 2016 outcomes and term 1/2 data? Is the documentation updated as new data comes in? Is the SIP RAGed for impact with RED actions carried forward and AMBER actions revisited?
- Ensure compliance with the recently issued safeguarding guidance and ensure governors are appropriately trained.
- Review data – especially where the data is not consistent with prior performance – and compare to national outcomes.
- Ensure attendance data is being closely tracked – to what extent are your SEN pupils and pupils in receipt of pupil premium over represented in the group of pupils who attend less frequently?
- To what extent are British Values permeating your ethos and the school website? And if you are a faith school, are the British Values extending beyond your faith for pupils in your school not of that faith? Can you pupils talk about British Values?