



OFSTED For Governors

with
Mike Simmonds
Governance Consultant




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Learning Page

Slides Downloads



OFSTED FOR GOVERNORS





Forensic examination or spotlight?






Find Fault or celebrate?






Guidance
School inspection handbook
Updated 16 September 2024

OFSTED FOR GOVERNORS



Board of Education
Diocese of Chelmsford
GOVERNANCE Training

Single word headline Inspection grades scrapped

Areas of the inspection will be graded: 2024-2025 only



2 DAYS NOTICE
after 9.30am on a
Monday before the
inspection on
Wednesday

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Safeguarding





monitoring inspection threshold

schools in a "category of concern" such as special measures or serious weaknesses, or those rated 'inadequate' or 'requires improvement' in a key judgment area in their latest inspection.

'Suspend and return' safeguarding policy

If a school is 'good' or better in all other areas but fails in safeguarding, and inspectors think leaders have the capacity to fix it, they can call the inspection incomplete and return within three months to complete it, withholding judgment in the meantime.






Maybe*

From September 2025

Expected dates provided for when it will next inspect schools from September 2025.

Report card for inspections launched

New education inspection framework launched

OFSTED FOR GOVERNORS



May 2025



Fostering a lifelong love of reading in children

Letters: Readers respond to a survey that suggests most parents don't enjoy reading to their children and question why that is

6 May 2025 16.33 BST



An overhaul is not enough: Ofsted must go

Letters: Responding to an article on Ruth Perry and proposals to reform Ofsted, Michael Pyke says public humiliation is no way to bring about improvement in schools. Plus a letter from Robert Dyson

4 May 2025 17.23 BST



Headteachers' union takes legal action against Ofsted over inspection changes

NAHT says changes are likely to harm school leaders' mental health and it was not consulted adequately over the new grading system

3 May 2025 06.00 BST

April 2025



Ruth Perry's sister joins calls to pause proposed Ofsted overhaul

Julia Waters accuses ministers of ignoring coroner's findings on headteacher's death after school-rating downgrade

28 Apr 2025 08.48 BST



Ofsted survey on improving inspections is too complicated

Letter: Frank Coffield advises setting aside plenty of time to answer long-winded questions before the 28 April deadline

23 Apr 2025 16.50 BST



The Guardian view on early years education: new nurseries must be the start of something bigger

Editorial: Raising standards, including safety, should be at the heart of Labour's plans for preschool

7 Apr 2025 18.27 BST

OFSTED's School Inspection Handbook (updated January 2024).

Enhanced clarity on Inspectors' conduct

Streamlining the Reporting Process

Focus on Safeguarding

Clarification on Ofsted's Pausing Policy



Involving leaders and governance in inspections

Deferral Requests and Inspection Planning

Preparatory Calls and Educationally Focused Conversations

Clarification regarding meetings with staff, pupils and parents

A more caring inspection?

Courtesy of headteacherChat



Snapshot



Accountability

inspection /in'spekʃn/ noun
careful examination or scrutiny.



Being held accountable is an act of generosity and compassion. It is a gift that someone gives us to correct our wrongs, unlearn, and do better for the sake of our own growth. It might be uncomfortable, but it is worth the discomfort.

Minaa B



Accountability

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account

Hebrews 4:13



the vision, ethos and strategic direction of the school are clearly defined

the headteacher performs their responsibilities for the educational performance of the school

the sound, proper and effective use of the school's financial resources

Securing the Christian Character

Church of England Vision for Education
Deeply Christian, Serving the Common Good

strategic oversight for the school's safeguarding arrangements.

Maintained Schools Governance Guide (March 2024)



Ofsted

8 Ungraded inspection (Section 8): Schools judged already "good" or "outstanding":



- If the school has taken effective action to maintain standards
- The school has improved significantly
- The school may not be as strong (in at least one area)
- May now be inadequate in one or more areas

5 Graded (Section 5): covers all inspection judgements and reports on them



Deep dive into



for
For Governors





2 DAYS NOTICE

between 9.30am and 2pm on a Monday before the inspection



THE CONVERSATION

90 mins with HT and at least a Senior leader-new procedures introduced



THE INTERVIEW

Chair to call appropriate governors to participate in an interview with an Inspector



THE INSPECTION

Governors to postpone normal activity and avoid imposing on the school during the inspection



FEEDBACK ON THE FINAL DAY

Governors can attend. Can be shared with governors/trustees/leaders
CONFIDENTIAL until Report is published

Section 5 - Full Inspection
"GRADED INSPECTIONS"

The Inspection

Section 8 - Short Inspection
"UNGRADED INSPECTIONS"

URGENT Inspection

* Section 8 Inspections can be without notice (15 mins warning) triggered by a specific concern in a specific school

MONITORING Inspection

School with at least 1 key judgement graded inadequate or requires improvement



"Ofsted exists to be a force for improvement through intelligent, responsible and focused inspection and regulation. This is our guiding principle. The primary purpose of inspection under this framework is to bring about improvement in education provision."



Guidance
Education inspection framework
Updated 14 July 2023

"...judgements are as valid and reliable as they can be. These judgements focus on key strengths, ... and areas of weakness, from which the provider should seek to improve. Our inspections act as a trigger to others to take action."



229. A school's curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils' knowledge and skills against those expectations.

QUALITY OF EDUCATION

BEHAVIOUR
AND
ATTITUDES

PERSONAL
DEVELOPMENT

LEADERSHIP AND
MANAGEMENT



QUALITY OF EDUCATION

Learning defined as, 'knowing more, remembering more'.

- 1 how schools decide their curriculum that is ambitious, what to teach and why
- 2 how well the content is sequenced, taught and assessed
- 3 how well pupils build their knowledge and apply that knowledge as skills, leading to strong outcomes for all
- 4 learners study the full curriculum.



Intent

Implementation


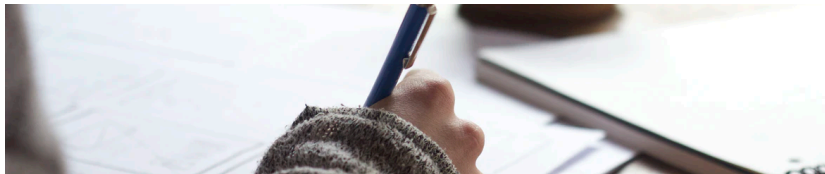
Impact



CURRICULUM

No Preferred Style or Model

248. Inspectors will not grade intent, implementation and impact separately and will not grade individual lessons or teachers. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered and using their professional judgement. In making that judgement, inspectors will always evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.



Recognition of the importance of RE to personal development and pupils' understanding of a diverse world.

Notes variation of legal requirements and curriculum implementation.

Religious Education

Ofsted Report - 17th April 2024



-  **Strong teacher subject knowledge**
-  **Access to professional development**
-  **Regular time for RE lessons**
-  **A well-organised curriculum containing knowledge chosen by leaders to enable pupils to deepen their understanding term by term**

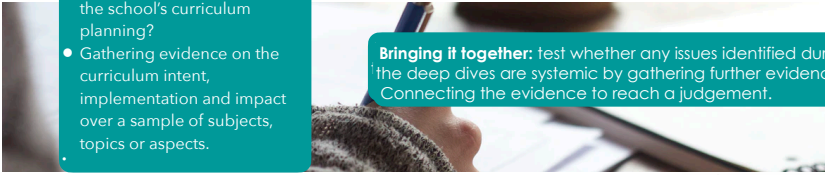
CURRICULUM

Top-level view: What does the school want pupils to learn and why? Explore curriculum intent and sequencing, why these choices were made.

Deep dive:

- How is this put into practise in the school's curriculum planning?
- Gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects.

Bringing it together: test whether any issues identified during the deep dives are systemic by gathering further evidence. Connecting the evidence to reach a judgement.



Board of Education
Diocese of Chelmsford
**GOVERNANCE
Training**



WORK SCRUTINY

Discussions with pupils and staff

Key questions:

What is the scope of the planned curriculum, and is it being covered?

Are pupils drawing upon a wide range of prior knowledge and using appropriate vocabulary?

Has the planned curriculum has been delivered.

Remember... Evidence will not just be in books!



WORK SCRUTINY

Discussions with pupils and staff

Key questions:

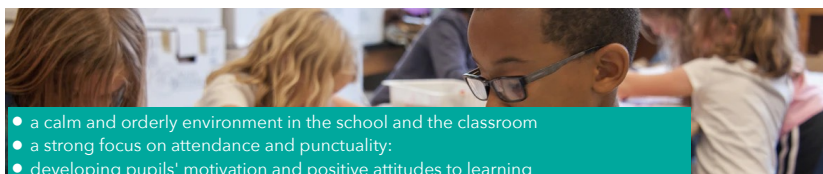
- I saw you learning about X in the lesson. Tell me a little about it.
- Thinking back to last term - I see you learned Y. Tell me what you remember about Y.
- How does the teacher help you to remember important content?

Talking to pupils with their books to fully assess what they have learnt.

Remember... Evidence will not just be in books!

BEHAVIOUR AND ATTITUDES

311. The behaviour and attitudes judgement considers how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.



- a calm and orderly environment in the school and the classroom
- a strong focus on attendance and punctuality;
- developing pupils' motivation and positive attitudes to learning
- creating an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence

PERSONAL DEVELOPMENT

intend to provide for the personal development of all pupils, and the quality with which the school implements this work. Inspectors will recognise that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.



- ensures that curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and relationships and sex education contribute to pupils' personal development - including by considering the
- promotes equality of opportunity so that all pupils can thrive together,
- develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

LEADERSHIP AND MANAGEMENT



Headteacher SLT



Governance Board Members

LEADERSHIP AND MANAGEMENT

Vision, ethos and ethics

Off-rolling

Safeguarding



Staff Development

Staff workload & wellbeing

Governance

LEADERSHIP AND MANAGEMENT



Inspectors will

- Leaders have a clear and ambitious vision for providing high-quality education
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.
- **Leaders engage effectively with pupils and others in their comm including, when relevant, parents, employers and local services.**
- Governors/trustees understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Foundations matter

Matthew 7:25

The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its **foundation** on the rock.



1

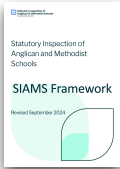
GOVERNANCE

BE PREPARED

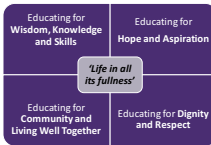
He will be the sure foundation for your times,
a rich store of salvation and wisdom and knowledge;
the fear of the Lord is the key to this treasure.
Isaiah 33:6

The conversations about 'theological rootedness' could establish a firm foundation upon which to build

School's theologically rooted Christian Vision



Church of England Vision for Education
Deeply Christian, Serving the Common Good



2

GOVERNANCE

BE PREPARED



STRATEGIC QUESTIONS

What are our priorities?

How are we doing?

Why are you....?



3

GOVERNANCE

BE PREPARED



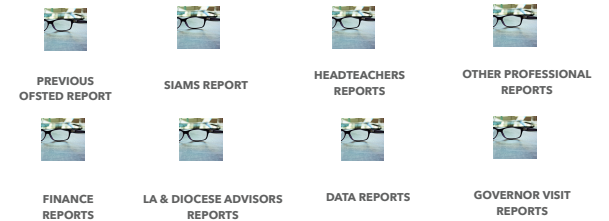
4

GOVERNANCE

BE PREPARED



MONITORING



5

GOVERNANCE

BE PREPARED



Focused governor monitoring visits should be:

- in line with SIP priorities
 - for an identified purpose linked to the governing body's responsibilities, such as safeguarding
 - pre-arranged with the headteacher or executive headteacher
- It is not the governing body's role to assess teaching and learning or to interfere in the day-to-day running of the school.

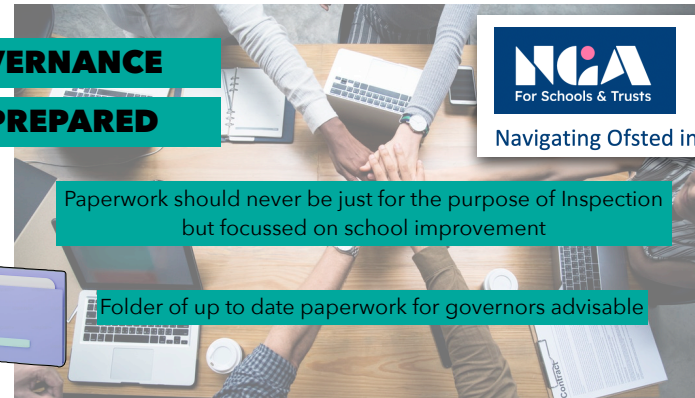
Maintained School Governance Guide, 2024



6

GOVERNANCE

BE PREPARED



Paperwork should never be just for the purpose of Inspection but focussed on school improvement



Folder of up to date paperwork for governors advisable



A WINDOW INTO YOUR SCHOOL



MORE THAN COMPLIANCE



AND FINALLY.....



FEEDBACK

At the end of the final day of the inspection, inspectors will make an overall evaluation of the evidence and make their final judgements. They will record the main points for feedback to the school in the evidence base. The on-site inspection ends with Feedback meeting.



CONFIDENTIAL

Leaders may also share inspection outcomes, in confidence, with others who are not involved with the school. This may include leaders' colleagues, family members, medical advisers and/or their wider support group. However, the information should not be made public or shared with parents



THE REPORT

AIM: send the draft report to the school within 18 working days of the end of the inspection. 5 working days to comment



PUBLISHED REPORT

This will normally be within 30 working days of the end of the inspection.



COMPLAINT?

School has 5 working days after we have shared the final report with the school in which to do so. If a complaint is not submitted, we will normally publish the report on [Ofsted reports website](#) 3 working days later.



COMMUNICATION & ACTION PLAN

The Report should be sent to stakeholders **within 5 working days** and published on the schools website. Governors and leadership team need to prepare an action plan responding to the outcome of the inspection and for the ongoing school improvement journey





In reaching a judgment of outstanding in each judgment area inspectors do not use a 'best fit' approach

The school must meet all the criteria for a good quality of education securely and consistently, past and present

Similarly for all other judgements, including Early Years and Sixth Form



THANKS FOR ATTENDING

OFSTED for Governors

DO KEEP IN TOUCH

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Mike Simmonds
Governance Consultant

ADDITIONAL SLIDES: MONITORING

with thanks for some content to:
Keith Pullen, Education Consultant and
Liverpool Hope University Hope University Church School Governance Online course.

All images free from unsplash.com

OFSTED FOR GOVERNORS

Three Categories of Reports

Proposal to discuss:

Whilst it is sometimes useful to 'visit' the school, the views of both internal and external professionals provide a rich resource of professionally informed views about performance. Questioned, challenged and holding leaders to account for the recommendations and outcomes should occupy most of governance time.

There are exceptions such as **safeguarding** to

- plan governor visits and/or
- commission reviews.



Do

- Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'
- Ask to see evidence for the information you're told by staff, or ask what evidence they've used to make a judgement
- Clarify any terms or acronyms you're not familiar with
- **Stay observational:** you're not there to pass judgement on staff or inspect them
- If you're going to spend time in a classroom, all parties need to be very clear about why you're there
- Check with teachers before asking pupils questions
- Tell staff you'll pass on any concerns they raise with the relevant people. This helps build trust and demonstrates that you're there to support them
- Remember that you're representing the governors. Be friendly but professional, and dress appropriately, bearing in mind the standards of dress you set for teachers and pupils



Don't

- Pass comment on classroom practice or any specific incidents that happen. You're not there to inspect the school, and it's not your role to judge teaching methods, assess the quality of teaching, or comment on the extent of learning.
- Interfere with the day-to-day running of the school. You're not school managers.
- Sit at the back of the classroom with a clipboard. This will be intimidating and make you look like an inspector. Be friendly, engaging and interactive
- Raise concerns in the moment. If you have concerns about anything you've seen, note them down and raise them with the headteacher later.

Provide an AGREED Report

Do:

- Use neutral language at all times
- Remain observational, and describe only what you see
- Focus closely on the agreed reasons for the visit, and its strategic role
- Send reports to the relevant staff member & Headteacher to check for accuracy, and as a courtesy
- (Send your report to an experienced governor for feedback, if you're new to the role)

Don't:

- Make qualitative judgements, particularly about any incidents you see or when observing teaching and learning practice
- Name any individual teachers and pupils
- Get distracted and talk about other issues that aren't related to the focus of the visit



THANKS FOR ATTENDING

**OFSTED
for Governors**

DO KEEP IN TOUCH

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**Mike Simmonds
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