



Good and Outstanding Schools – Ofsted Key Elements and 2013 Changes

The Ofsted Framework since September 2013 remains the same in essence, but there has been a change of emphasis within some of the 4 key judgement areas.

- Achievement
- Quality of Teaching
- Behaviour and Safety of pupils
- Leadership and management

Inspectors seek to knit the 4 judgements together to make a judgement about the overall effectiveness of the school which reflects each **individual school**.

- In making an overall judgement inspectors will also consider -
 1. SMSC development
 2. How your school meets the needs of groups of pupils who are vulnerable to underachievement
 3. the impact of pupil premium funding

During the inspection inspectors will spend as much time as possible in classes. They will:

- talk to pupils to gauge their understanding of, and engagement in, what they are doing;
- hear children read and in secondary schools will talk to pupils about their love of reading;
- scrutinize pupil work and look at data;
- ask pupils questions to find out what is it like to be a pupil/learner at their school.

Inspectors work with the HT and SMT – it is important that the process is a dialogue, so leadership should endeavour to work closely with them and actively engage with the process. That is a feature of the most positive reports.

Key points to be aware of:

Attainment and Progress:

Inspectors will look at progress of pupils from each different starting point in E/M.

- Progress should be better than national figures for achievement to be good
- The proportion should be high compared to national figures for achievement to be outstanding
- There are no definitive numbers – inspectors will talk in depth to you about your data. (A key table in Raiseonline is the Achievement table/ transition matrix).

Groups of Pupils:

Inspectors will focus on performance of **groups** not headline figures

Pupil Premium Funded Pupils

- There is much more emphasis on those pupils whom the pupil premium supports. Good and Outstanding schools do lots of little things for these pupils. To be graded 1 progress in English and maths for this group should match or be rapidly approaching the level of progress of other pupils.
- If attainment is falling behind that of other pupils in either English or maths, leadership and management is likely to be inadequate.
- Risk assessments for these pupils should include progress.
- When you are looking at data compare the progress of your PPF pupils with the progress of non PPF pupils in your school.

More Able Pupils:

There is a closer focus on achievement. Underachievement of high achievers can trigger an inadequate achievement judgement and inadequate teaching judgement

- Inspectors will look in particular for more able pupils who are PPF pupils

Quality of Teaching:

There is no orthodoxy for good and outstanding teaching! No particular approach is favoured

- There is a further focus on KS1 assessments. **You need to be totally confident in these.** Inspectors will look for cross-moderation/external validation, within locality/LA etc.

Behaviour and Safety:

Inspectors will get views of pupils to gauge their understanding of the importance of positive attitudes in school and later life.

- They are interested in B & S over time – not on the day. They will look at logs etc and talk to support staff to check these. Short case studies are helpful
- Pro-active use of governors in relation to pupils is a feature of outstanding schools - not just at the end of new initiatives, but at a formative stage, gathering pupil and parent voices.
- Governors should be actively involved in formulation of SDP priorities, not just in evaluation of initiatives.
- Behaviour for Learning – inspectors will look for a thirst for knowledge and love of learning amongst pupils. They will look at attitudes that hinder or help them progress in learning.

Leadership and Management:

There is now greater recognition of leaders who work in difficult circumstances. Although the schedule is no different, inspectors will try to reflect the school's context.

Information, Advice and Guidance - In secondary schools inspectors will look at the quality of information, advice and guidance given to pupils eg. careers advice. In primary schools they will be asking about how **school sports funding is being used to support the physical well-being of pupils, the impact of this and how it is reviewed.**

Governance - inspectors expect governors to:

- Show good knowledge of previous and current performance data (data dashboard and key aspects of Raiseonline)
- demonstrate that they have a quick understanding of what the data means and what they do.
- Be involved in SDP
- attend regular training
- establish links with other schools
- undertake a skills audit so they provide positive and constructive challenge and support;
- show awareness of e-safety
- promote parent view actively
- seek external affirmation of their own judgements

Some Key Questions to ask yourself:

- What is it like to be a learner/pupil in our school?
- What is my role as school leader in closing the gap between pupil premium funded groups and other pupils? What are we doing on the ground for these pupils?
- How do we reward/recognise our more able? Do we reward/recognise their ability or do we take a wider view?
- Can we track with confidence the progress of boys/girls/EAL/ more able/PPF/etc. Are these groups making expected progress? Is progress the same as our cohorts? What are we doing on the ground/ in the classroom for these groups? What difference has it made?

Some characteristics of outstanding schools:

They:

- Can show how they structure the work of the governing body around the 4 key Ofsted headings
- Tackle the progress of pupil premium funded pupils effectively and have specific targeted responses for these children.
- Track groups/individuals closely, rather than looking at progress and attainment headlines for the cohort. This makes it much easier to manage specific interventions effectively.
- 'Loosen up' in lessons. Pupils laugh and argue in outstanding schools! Pupils are 'on message' and take pride in being part of the community.
- Have positive pupils whose attitudes are consistent across teachers/years/subjects etc
- Use the Ofsted framework and the Subsidiary Guidance (version3) September 2103 in SMT meetings and governing body meetings etc