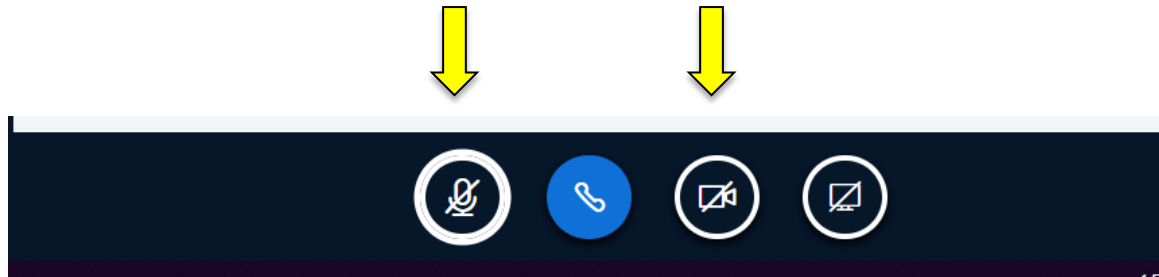


# Welcome

To assist with the smooth running of this meeting please turn off your video and remain muted.



Please save questions until the end, using the public chat facility.

# Governor Briefing

November 2021

Living our values every day



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# Agenda

- Meet Clare Dudman
- Ofsted
- Pupil Premium



# Clare Dudman

## Head of School Improvement

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# Ofsted

Simon Rowe, Senior HMI, South West

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# Gloucestershire Governors- Education Inspection Framework Update

Simon Rowe Her Majesty's Inspector  
Senior HMI



# The EIF judgement areas



# Inspection judgements





# The judgement areas: quality of education



# Quality of education judgement

The **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

Inspectors will have a connected, educationally focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.



# The importance of acquiring knowledge...

*'Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance, on the knowledge that we want young people to acquire, is often lost...***

*...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'*



The curriculum is at the heart of the EIF

## Ofsted's definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'

# Distinguishing curriculum from teaching and assessment

**Curriculum:**  
WHAT is taught

**Pedagogy:** Teaching activities or HOW curriculum content is taught

**Assessment**  
Desired outcomes and measures of those outcomes



Knowledge does not sit as isolated 'information'  
in pupils' minds.



Has the content of the curriculum  
been learned long term?

'Learning is defined as an alteration in  
long-term memory. If nothing has altered  
in long-term memory, nothing has been  
learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive  
load theory (Vol. 1). Springer Science & Business Media.





# When the basics are stored in memory...



Composite  
For example, learning to  
paint effectively with colour

Component =  
understanding basic  
colour theory  
(complementary  
colours/colour mixing)

Component =  
awareness of the  
effects/properties of  
different paints media  
(oil/watercolour/acrylic)

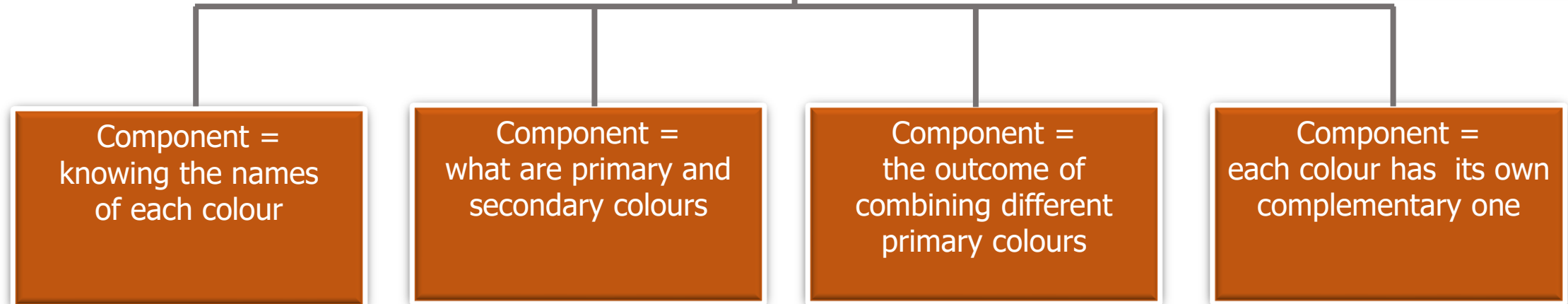
Component = paint  
effects (stippling/  
layering/ action  
painting/tonal/  
impasto/sgraffito)

Component = ability to  
understand and use key  
art-related resources  
(paper/canvas/  
brushes/easel)

**Composite: a performance made up of several parts or components.**

# When the basics are stored in memory...

Composite =  
understanding basic colour theory  
(complementary colours/colour  
mixing)



**Composite:** a performance made up of several parts or components.

# The dangers of missing knowledge

- Knowledge deficits (gaps in learning) accumulate when layered on top of one another in a curriculum sequence.
- This accumulation of dysfluency (knowledge gaps) limits, and may even prevent, acquisition of complex skills.
- This problem is called 'cumulative dysfluency'.

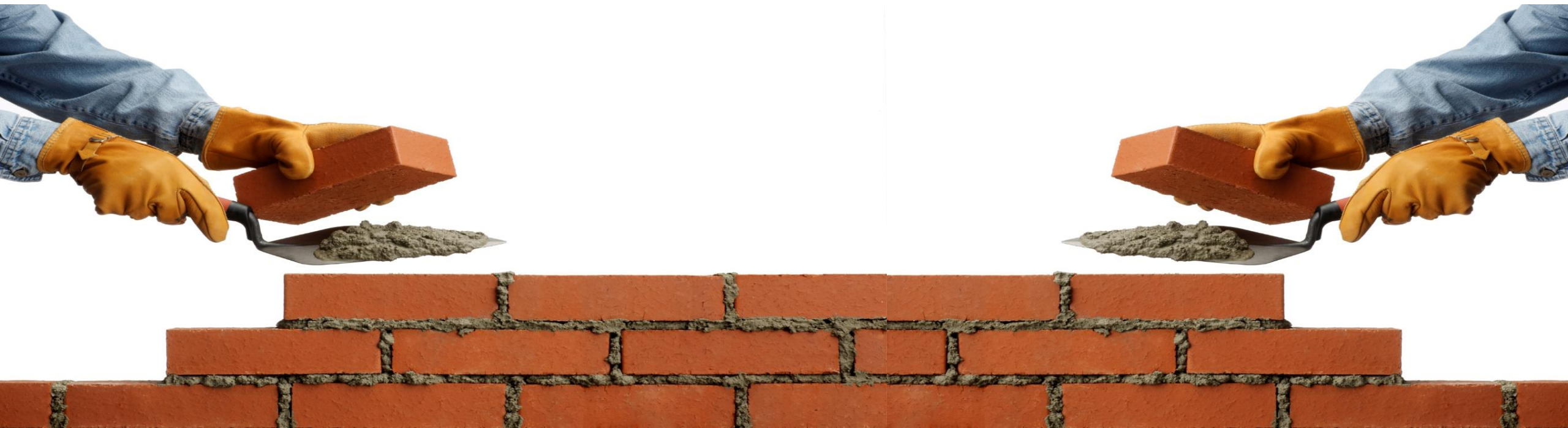


Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). *Handbook of applied behavior analysis*. Guilford Press.

What do we mean when we talk about progress?



What does it mean to 'get better' at languages, mathematics, history or English?

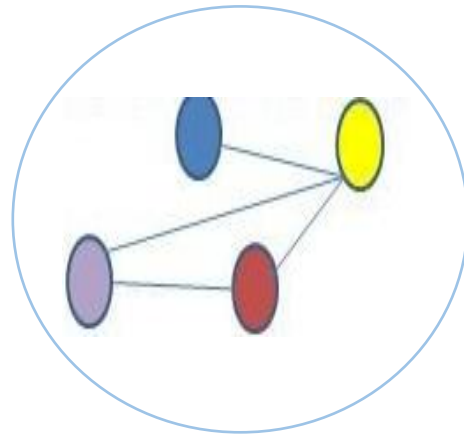


# Understanding the breadth and ambition of the National Curriculum (NC)

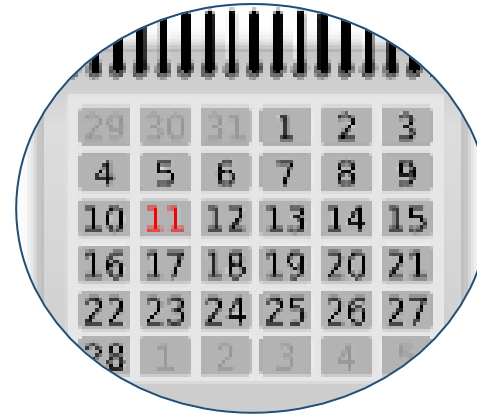
1. Scope



2. Coherence



3. Sequencing



4. Rigour



# Using the National Curriculum as a useful benchmark: 4 questions

## 1. think **scope**

*Make a comparison with the NC and consider if the school's curriculum matches the coverage and demand of the NC.*

## 2. think **coherence.**

*What are the subject-specific threads which hold the curriculum together and make it bigger than the sum of its parts e.g. repeated themes or concepts?*

# Using the National Curriculum as a useful benchmark: 4 questions

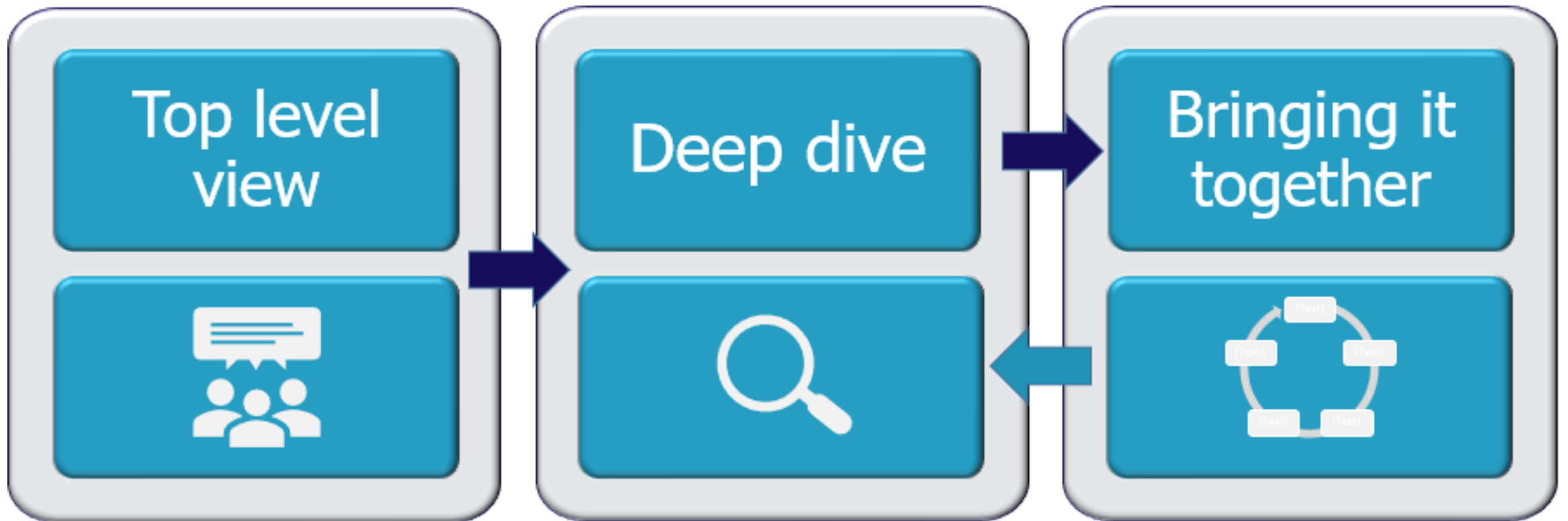
## 3. think **sequencing**

*Are appropriate components positioned so as to make subsequent learning possible?*

## 4. think **rigour**

*Consider whether the distinctive purposes and structures of the subject are respected in planning and, where relevant, taught to children*

# Inspection model for quality of education





# What will be included in the deep dives?



# Reading Deep Dive



## The importance of reading or...

“Reading is the one ability that, once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.”

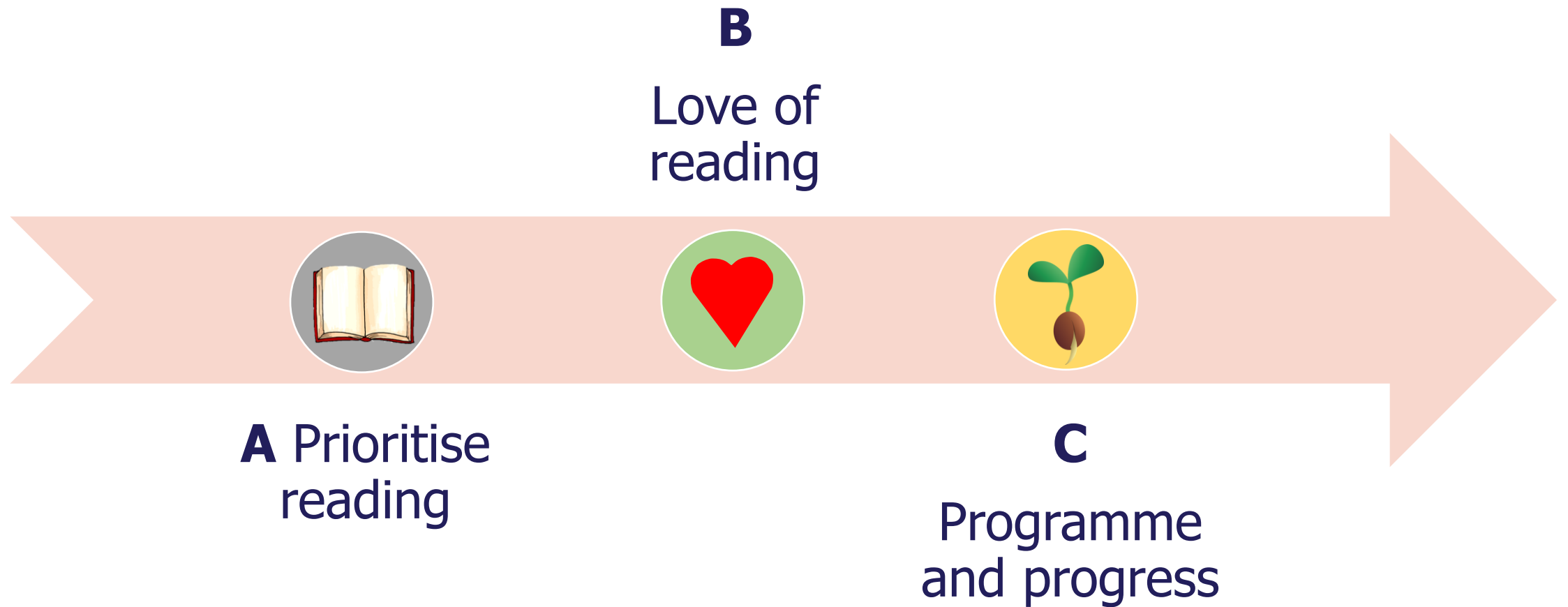
(Michael Morpurgo)



However...

- One in four pupils leave primary school unable to read well.
- Two in five disadvantaged pupils leave primary school unable to read well.

Good readers do well at school  
and poor readers do not.



**D**

Books match  
sounds



**F**

Catch up  
quickly



**E**

Phonics  
from the  
start



**G**

Early  
reading  
experts



# Good grade descriptors

- Leaders adopt or construct a curriculum that is **ambitious** and designed to give **all pupils**, particularly **disadvantaged** pupils and including pupils with **SEND**, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school's curriculum is **coherently planned** and **sequenced** towards cumulatively sufficient knowledge and skills for future learning and employment.

# Good grade descriptors

- Teachers present subject matter **clearly**, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding **systematically**, identify **misconceptions** accurately and provide **clear**, direct feedback. In so doing, they respond and **adapt** their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Pupils study the **full curriculum**; it is **not narrowed**. In primary schools, a **broad range** of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a **broad range** of subjects (exemplified by the national curriculum) throughout Years 7 to 9



# Good grade descriptors

- Pupils read **widely and often**, with **fluency** and **comprehension** appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.
- Pupils develop **detailed knowledge** and skills across the curriculum and, as a result, **achieve well**. This is reflected in the work pupils produce.

# Leadership and management



# Judgements: Leadership and management

## Leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

# Governance

The **3 core functions** of those responsible for governance:

- ensuring **clarity** of **vision, ethos** and **strategic direction**
- **holding leaders to account** for the **educational performance** of the organisation and its pupils, and the **performance management** of staff
- overseeing the **financial performance** of the organisation and making sure its money is **well spent**.

Governance handbook, DfE, January 2017

# Governance

Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

# Governance

In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

# Governance

When we inspect schools that are part of MATs, sometimes clarity is lost between MAT governance and local functions:

- The place of local governing bodies is often confused.
- Schemes of delegation are not always as clear as they need to be.
- MAT leadership and management comes from the executive team; oversight and governance comes from trustees and members.

Inspectors will pay particular attention to understanding MAT's arrangements.

# Governance

- Inspectors will ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.
- As with the meetings between inspectors and pupils, parents and staff, meetings or telephone discussions with those responsible for governance should take place without the headteacher or other senior staff being present.
- The role that governors and trustees play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management.



# Governance

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils.

Inspectors will consider:

Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school

# Governance

Taken from the grade descriptor for **good** leadership and management in the school inspection handbook

- Those responsible for governance **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.
- Those with responsibility for governance **ensure** that the school **fulfils** its **statutory duties**, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

# Some specific issues to note



# KS3 length



## KS3 length

- It is for schools to decide how and when the curriculum is delivered, **no school be judged solely on whether it has a two or three-year KS3.**
- But a shortened KS3 **can** mean that pupils – especially disadvantaged pupils – do not get access to the rich curriculum envisaged by the national curriculum.
- Our inspectors will look closely at the KS3 curriculum offer schools with a shortened KS3 – and we will expect schools to explain their thinking. **Our judgement will be based on whether schools offer pupils a broad and ambitious curriculum** across their time in secondary education – not the length of any stage.

# RHSE



# RHSE (1)

- Relationships education is now **compulsory for all** primary school pupils and relationships and sex education is **compulsory for all** secondary school pupils.
- Health education is also compulsory for all state-funded schools.
- If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development and leadership and management judgements.

## RHSE (2)

- Inspectors will be sympathetic to schools that, as a result of the pandemic, have not been able to fully implement the new curriculum, provided that they have had regard to the statutory guidance, have a good rationale for prioritising what they have implemented and have effective plans to address gaps before the end of the academic year.





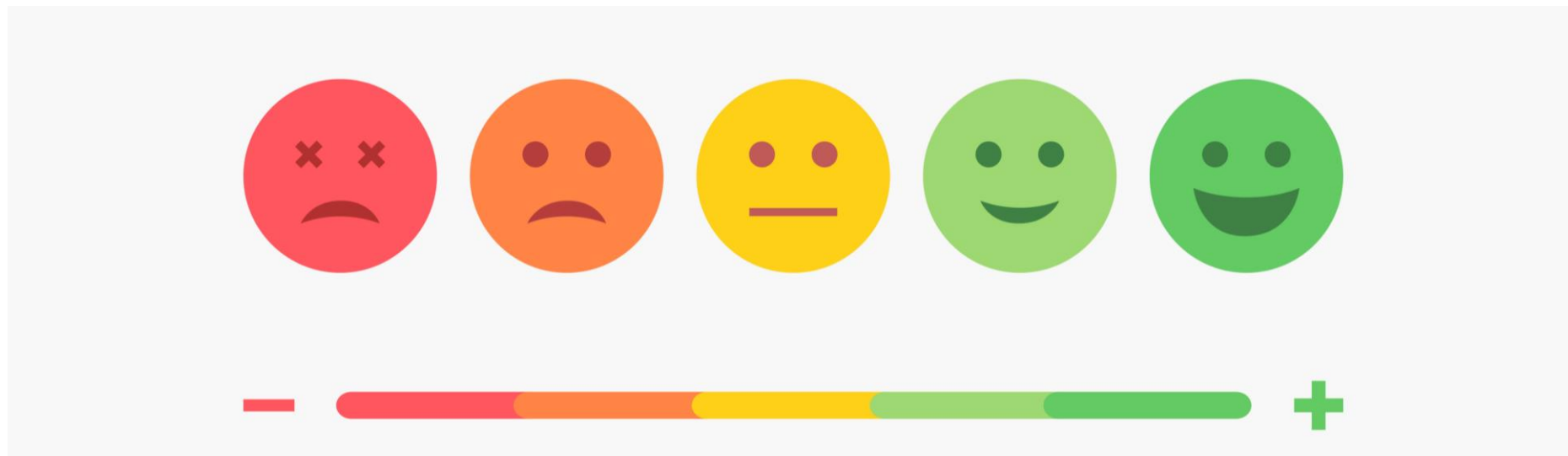
# Behaviour and safety

## Behaviour and safety

- Our new style of report focuses much more on **what it is like for a pupil to attend the school** – and an important part of that is how safe they feel at the school.
- The behaviour and attitudes judgement considers how leaders and staff create a **safe, calm, orderly and positive environment** in the school and the impact this has on the behaviour and attitudes of pupils.
- To really understand that inspectors will **talk to samples of staff (teaching and non-teaching) and of pupils (from a range of backgrounds)**, to obtain a wide range of views about the schools ethos and environment.

# Behaviour and safety

- **The pupil and staff surveys** also provide valuable information for inspectors about safeguarding, behaviour and discipline, bullying, how respondents feel about the school.





# Sexual abuse and harm

# Sexual abuse and harm (1)

- As part of assessing safeguarding, inspectors will consider **how the school handles allegations and instances of sexual harassment, sexual assault and sexual violence.**
- Inspectors will also look at how schools work to prevent these, with a **whole school approach** that includes an effective behaviour policy, pastoral support and a carefully planned RHSE curriculum.
- We will expect schools to be **alert to factors that increase vulnerability.**

## Sexual abuse and harm (2)

- Inspectors will also seek to understand how **barriers that could prevent a pupil from making a disclosure** are identified and addressed.
- Where schools do have not adequate processes in place, it is likely that **safeguarding will be considered ineffective.**



# Off-rolling



# Off-rolling (1)

- Ofsted defines 'off-rolling' as:

*The practice of **removing a pupil from the school roll** without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is **primarily in the interests of the school** rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.*



## Off-rolling (2)

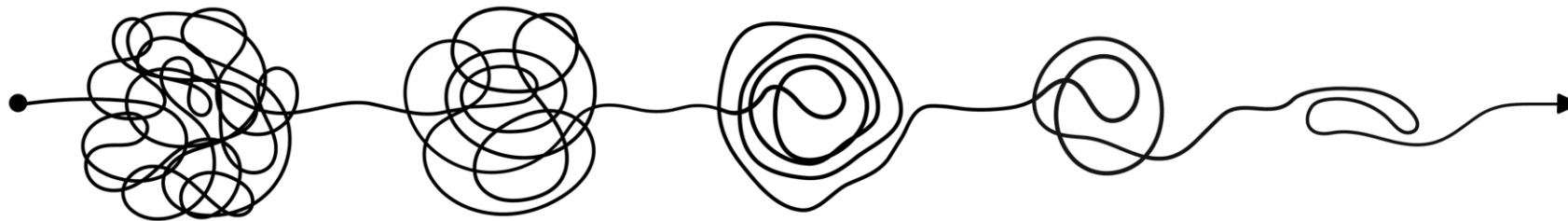
- Where a parent genuinely decides to home educate their child, where the pupil transfers to alternative provision in their best interest or the school put in place a formal permanent exclusion, this is **not** off-rolling.
- Inspectors will be interested in **high numbers of pupils moving off roll**, but this may not in itself mean that off-rolling is taking place.
- We will **always report on off-rolling** and the leadership and management of the school are **likely to be judged inadequate**.

# Transition statement



# Transition statement (1)

- To support the sector adapt to the EIF, we have included a transition statement in our criteria for good schools.
- This can be found in square brackets [] in the Quality of Education Intent section.
- Please note that the transition statement **does not apply** to the outstanding judgement.



## Transition statement (2)

- Outstanding is a challenging and exacting judgement.
- In order to reach this standard, inspectors will determine whether the school meets **all** the criteria for good under that judgement, and does so securely and consistently.
- In addition, further criteria must be met under the outstanding judgement areas.
- Schools will only be judged to be outstanding if they are **performing exceptionally**, and this exceptional performance in that area is consistent and secure across the whole school.

# Timings of outstanding school inspections



# Timings of outstanding school inspections

- All outstanding schools are now once again subject to routine inspection.
- All formerly exempt schools must receive an initial inspection under section 5 or section 8 before 1 August 2026.
- They will be inspected in two different tranches that will run simultaneously between now August 2026:
  - Schools that were last inspected under section 5 **before** September 2015 will receive a section 5 inspection as their next inspection.
  - Schools that were last inspected under section 5 **after** September 2015 will receive an initial section 8 inspection.

# Pandemic and recovery



# Inspection during pandemic/recovery period

- We have outlined how our approach to inspection **will account for the impact of the pandemic** on schools in our section 5 handbook.
- In this section we will highlight some information, research and resources **that may support you in adapting your curriculum** to address lost learning.
- We will also provide **reassurance around some of the specific areas of inspection** that we know school leaders have questions about.



# The timing of inspection

- The requirement for schools to be inspected every five years was paused in March 2020.
- From this September, the requirement is now back and the inspection window is extended to **seven years**.
- Schools can expect their first inspection since the pandemic began to be **up to six terms later** than it would have been before the pandemic.
- Once a school has been inspected, its next inspection will be according to normal timescales (for example, a good school will be inspected about four years later).

# Curriculum and recovery (1)

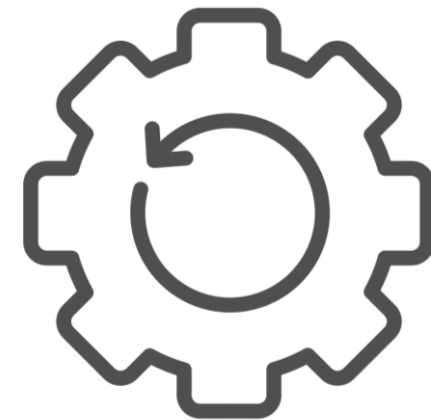
- Inspectors recognise that most schools will have been **unable to implement the curriculum in the usual way** during the COVID-19 pandemic.
- We recognise that schools **were not required by the DfE** to provide education to all pupils from March 2020 to July 2020 due to COVID-19 and may not have been doing so.
- Through inspection, inspectors will seek to understand how the school **adapted and prioritised** the curriculum from September 2020.
- Resources created by our Curriculum Unit may support you.

## Curriculum and recovery (2)

- Our Curriculum Unit are releasing a series of research reviews across curriculum subjects that will support you in understanding out to adapt the curriculum as a result of the pandemic.
- These can be found on our **Curriculum Research Review page**.
- The principles that underpin these research reviews can also be found on this page.

## Curriculum and recovery (3)

- Our Northeast Yorkshire and Humber region have also released a webinar series on YouTube entitled **“Introduction to Curriculum”** which is freely available.
- In the coming months we will also publish **subject reports** that will draw on the findings from EIF inspections across curriculum subjects.



# Ensuring inspection safety

The lead inspector will discuss in their initial call:

- the relevant COVID-19 restrictions
- how inspectors can work effectively within the protective measures in place
- the type of activities needed to gather evidence for the inspection
- what impact the restrictions have had on the school and its improvement work.

Leaders may request a deferral as set out in our published guidance.

# Attendance

- Inspectors will seek to understand how the pandemic specifically affected the individual school.
- They will want to understand how, in the circumstances, the school ensured **the best possible attendance** for those pupils eligible to attend in person.
- Attendance between **March 2020 and March 2021** will not impact on our judgement of the school.
- They will also consider the specific context and the steps school leaders have taken to ensure the **best possible rates of attendance** since the school opened to all pupils in March 2021.

# School strategic priorities

- Every school faced disruption as a result of the pandemic so we recognise that the strategic priorities and plans within the school **may have been paused, re-worked** or still to be determined from September 2021.
- Inspectors **will not expect** any specific strategic planning or evaluation documents to be shared with inspectors.
- They will seek to understand the **short, medium and long-term vision** for the school and how these plans are developing to account for the pandemic.

Thank you!

Questions?





# Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<https://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](http://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](http://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](http://www.slideshare.net/ofstednews)

 [www.twitter.com/ofstednews](http://www.twitter.com/ofstednews)



# Pupil Premium

Anna Barker, Performance Adviser

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# Pupil premium: conditions of grant 2021 to 2022

‘All schools **must** use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of **December 2021**.

The Department for Education will undertake monitoring checks on a sample of schools’ published reports.’



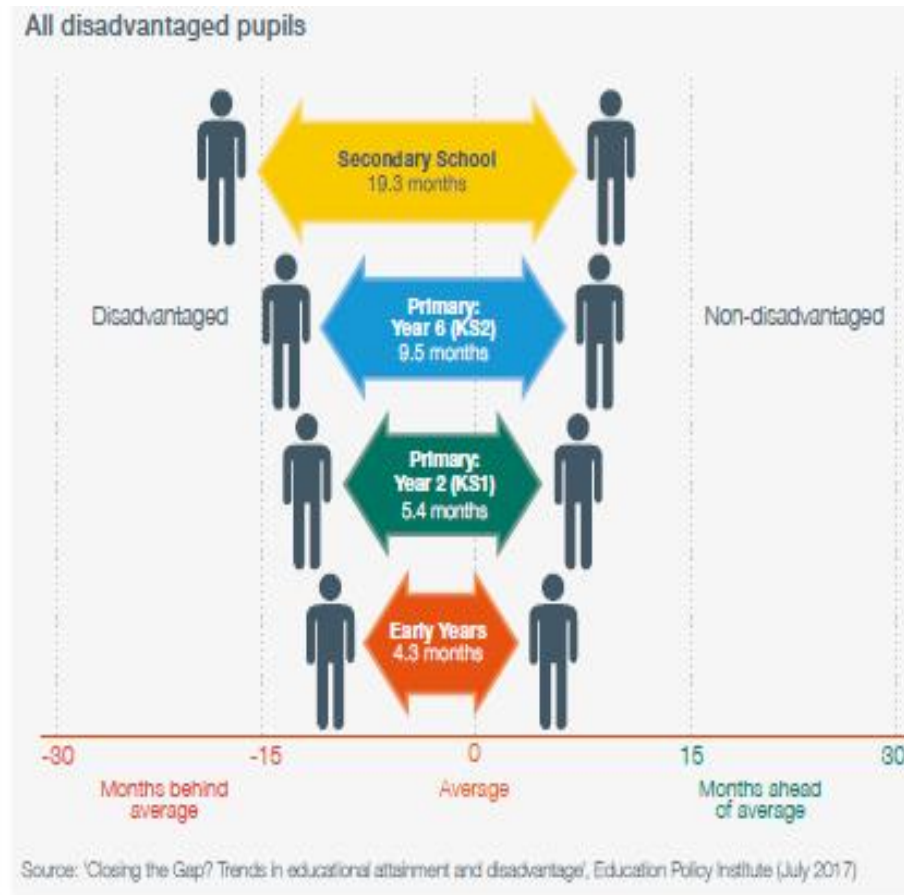
# Role of governing boards

1. Understanding the best way to spend the pupil premium based on a variety of sources of evidence.
2. Signing-off on a pupil premium spending strategy based on an informed understanding of the 'challenges to educational achievement' facing eligible pupils and what works to overcome these challenges.
3. Reviewing and amending pupil premium allocation as a result of ongoing monitoring.

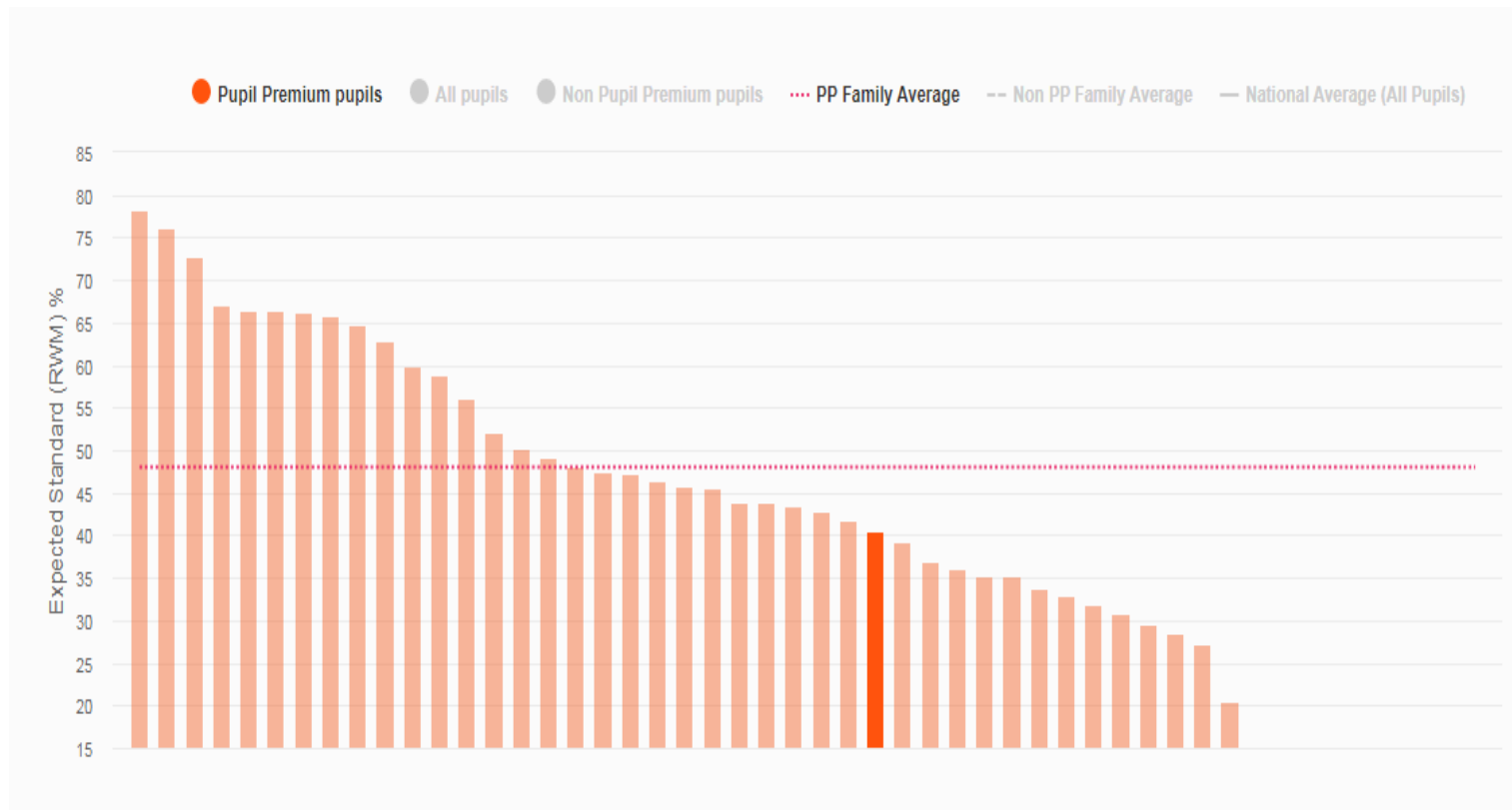
*NGA Spotlight on Disadvantage 2018*



# The attainment gap



# How well are disadvantaged pupils achieving in your school?



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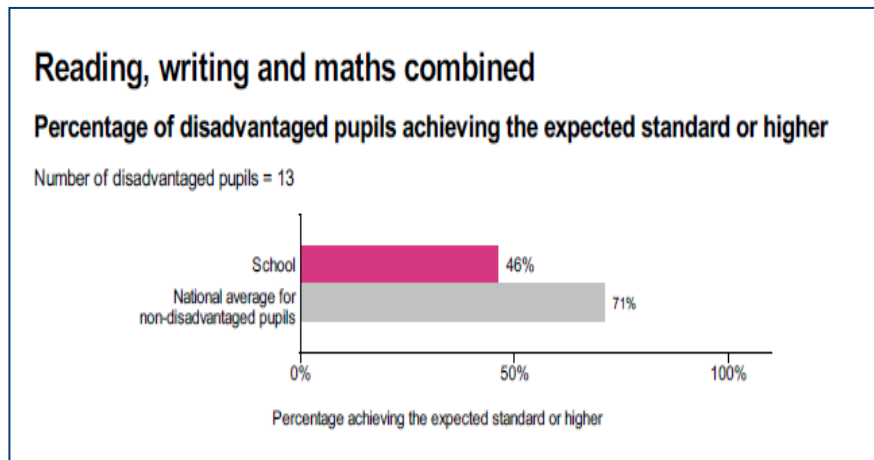


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# What are the key challenges facing disadvantaged pupils?

- Do you know the attainment gaps in your school?

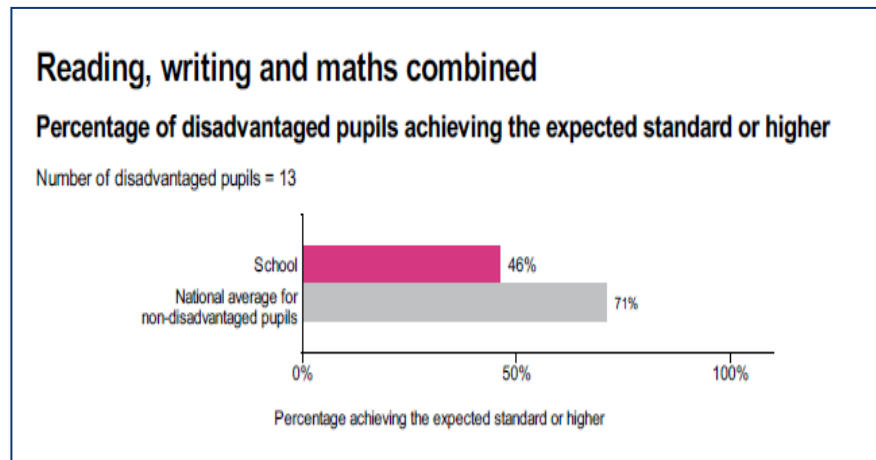


Analyse School Performance



# What are the key challenges facing disadvantaged pupils?

- Do you know the attainment gaps in your school?
- Have leaders effectively diagnosed the specific challenges faced by disadvantaged pupils?
- [EEF Gathering and interpreting data to identify priorities](#)
- [EEF Diagnostic assessment - evidence insights](#)



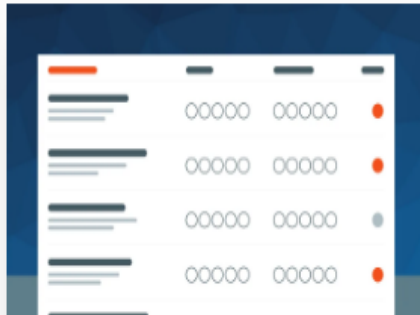
Analyse School Performance



# How effectively is your school spending its pupil premium?



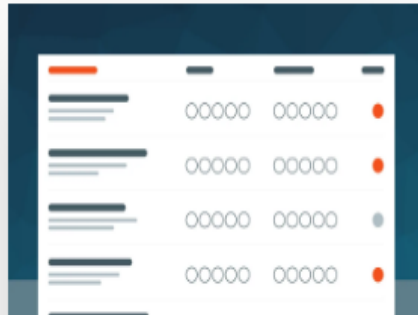
# Is evidence used to inform spending decisions?



## Education evidence

### Teaching and Learning Toolkit

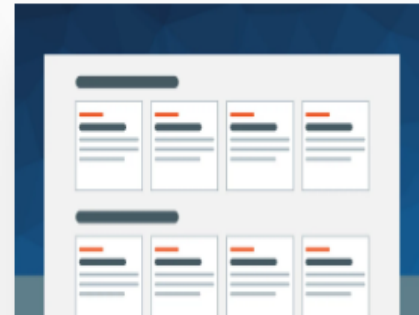
An accessible summary of the international evidence on teaching 5–16 year-olds.



## Education evidence

### Early Years Toolkit

An accessible summary of educational research for early years teaching



## Education evidence

### Evidence reviews

EEF commissioned literature reviews investigating specific areas of interest in depth

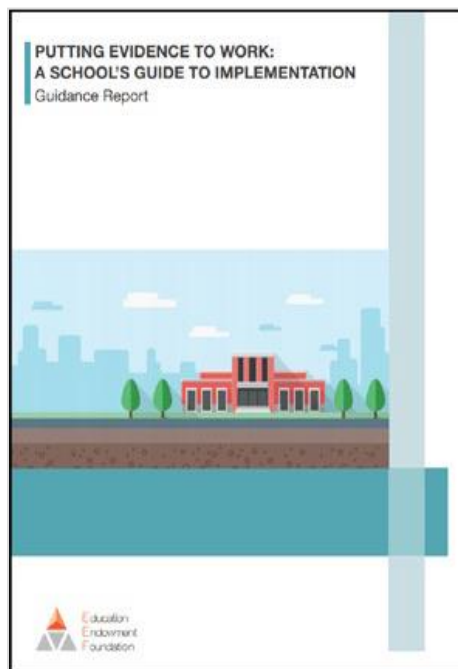


## Education evidence

### Guidance reports

Clear and actionable recommendations for teachers on a range of high-priority issues, based on the best available evidence

# Are you utilising evidence-based guidance to provide practical support and challenge?



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# Are you regularly monitoring the use and impact of the funding?

- Is a governor/trustee appointed responsibility for pupil premium?
- Is the attainment and progress of disadvantaged pupils being discussed in most/all governing board and relevant committee meetings?
- Is there evidence of support and challenge in minutes?
- Are visits undertaken to monitor pupil premium first hand?
- Do terms of reference documents outline responsibilities for monitoring?



# Further information

- [EEF Guide for Governors](#)
- [NGA Spotlight on Disadvantage](#)



# Recording available

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