



# Exploring the Ofsted Leadership and Management Judgement

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by Qoria





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[www.bettermgovernor.co.uk](http://www.bettermgovernor.co.uk)

# Aims of this session:



to explore the leadership and management judgement, within the current Ofsted framework;



to clarify the evidence base that Ofsted inspectors look to in informing their judgements:



to focus on how governors' monitoring should inform their strategic overview of leadership and management.

# A timeline....

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*The leadership and management judgement is about how leaders and governors or trustees ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders can have the strongest effect on the quality of the education provided by the school. Important factors include:*

# Leadership's *strongest effect* - 8 aspects:

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1. high expectations of pupils;
2. focus on education;
3. cpd alignment to the curriculum
4. coherence and consistency across the school;
5. engagement with parents;
6. workload and well-being;
7. high expectations for all;
8. understanding of roles that enhances school effectiveness.

# Evaluating Leadership & Management:

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## Methodology

- Face-to-face meetings with leaders;
- Meetings with Governors/trustees
- Document scrutiny
- Interviews with staff and pupils (school culture)
- First hand evidence from inspection
- ParentView
- Staff and other pupil surveys
- Pupil movement investigations

# Specific consideration (for evaluating L & M):

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- use of Pupil Premium and catch-up funding;
- external support;
- separation by sex;
- teaching of protected characteristics;
- workload;
- safeguarding.



# Specific consideration (Safeguarding):

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*When Safeguarding is ineffective, this is likely to lead to a judgement of inadequate for leadership and management*

- Evaluating safeguarding culture (adherence to policy, info sharing, taking appropriate actions);
- talking to pupils;
- handling allegations;
- minor improvements;
- Evidence of ineffective safeguarding

## Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- 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. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Governors and trustees understand their role and carry this out effectively. Governors or 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.
- Governors or trustees 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.
- Safeguarding is effective

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# Ofsted Grade Descriptors:



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## Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

# Ofsted Grade Descriptors:

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## **Requires improvement (3)**

- Leadership and management are not good.
- Safeguarding is effective.

# Evaluating Governance:

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## Governance

344. Inspectors will seek evidence of the impact of the board of governors or the board of trustees.

345. The DfE's [governance handbook](#) sets out the purpose of governance, which is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

346. Inspectors will explore how governors or trustees carry out their 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 the board of governors or the board of trustees in this respect is supporting the school to provide a high-quality education for its pupils.

347. In addition, the board of governors or the board of trustees 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. The board of governors or the board of trustees are also expected to exercise strategic oversight of all aspects of safeguarding. When inspectors consider whether the board of governors or the board of trustees are fulfilling this responsibility, they are not expected to construct or review a list of duties.

# Questions inspectors ask governors:

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- What are the strengths of the school's curriculum?
- How is the curriculum enriched?
- How do governors know about the curriculum?
- Tell me about Learning Walks.
- What are Gov. Body's views on behaviour?
- ..and attendance?
- How do you ensure HT work-life balance and avoid workload pressure?

# What governors need to know:

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- evidence relating to the other 3 judgements;
- safeguarding;
- how school leaders monitor and what it tells them, and how they act on monitoring;
- what parents, pupils and staff think about the school;
- compliance (esp. Equality);
- How effective governance is.

# Any Questions?

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# Further information:

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- DfE National Behaviour Survey  
<https://www.gov.uk/government/publications/national-behaviour-survey-reports>
- DfE Behaviour In Schools  
[https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)
- DfE – Suspensions and Exclusions Guidance  
<https://www.gov.uk/government/publications/school-exclusion>

- Thank you
- Please come back next time
- Enjoy the remainder of your day.