



Ofsted in 2024-25

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www.bettermgovernor.co.uk

Aims of this session:



to explore how schools are currently inspected and will continue to be until at least September 2025



to clarify what governors and trustees need to ensure is in place, reflecting effective governance in 2024 and beyond;



to briefly highlight what Ofsted plans, that we know about, for the future are.

The basis for inspection:

- **The Education Act 2005;**
 - Section 5 Inspections;
 - Section 8 (inc. Ungraded)
- **Common Inspection Framework 2019**
 - School Inspection Handbooks

The Inspection Handbook

The screenshot shows the GOV.UK website header with the logo and navigation links for 'Menu' and search. Below the header is a breadcrumb trail: Home > Education, training and skills > Inspections and performance of education providers > Inspection and performance of schools > Inspection of maintained schools and academies > School inspection handbook. The Ofsted logo is displayed with the tagline 'raising standards improving lives'. A large blue banner contains the text 'Guidance School inspection handbook Updated 16 September 2024'. A grey box at the bottom of the banner area states 'Applies to England'.

What inspection can my school expect?

- If the school was previously graded outstanding or good (**Ungraded**)
- If the school was graded 'requires improvement' or 'inadequate', prior to Sept. 2024 (**Section 5**)
- Any school can be subject to an inspection under Section 8 at any time if Ofsted have concerns (e.g. qualifying complaint)

Preparing for inspection?



How is the inspection structured?

- Section 5 and ungraded inspections last 2 days;
- Schools will know by Monday pm if Ofsted are coming and most inspections will now start on Tuesday **(new)**;
- Telephone conversations with lead inspector;
- Well-being of Headteacher explored in tel. conversations **(new)**;
- Final feedback meeting (day 2);
- **No** overall grade **(new)**!

Governors meeting with inspectors:

- Inspectors will always meet governors;
- Meetings can still be virtual;
- School leaders (unless exceptional circumstances) cannot attend;
- Governance is judged as part of *Leadership and Management*.

The Leadership & Management Judgement

On governance:

- *Inspectors will seek evidence of the impact of the board of governors or the board of trustees;*
- *Inspectors will explore how governors/trustees carry out their functions;*
- How governors ensure compliance (e.g. Equality Act, Prevent Duty etc.)
- In academies, inspectors need to understand roles so Scheme of Delegation clarity matters.

Carrying out governance functions:

Reference DfE Governance Guides:

- ensuring a clear vision focussing on pupil progress, achievement and well-being;
- monitoring and reviewing progress;
- managing and monitor risk;
- staff well-being & workload
- whole-school approach to safeguarding.

Demonstrating accountability:

How do governors hold the schools to account?

- through our structures – how we monitor etc;
- through questioning (refer to minutes);
- through HeadTeacher Appraisal;
- through visiting the school;
- through engagement with specific activities (e.g. SFVS, auditors, the LA/Trust).

What do governors need to know?



What governors need to evidence:

Quality of Education	<ul style="list-style-type: none">• Curriculum Compliance• Curriculum breadth & balance (examples)• Outcomes• Promotion of reading
Behaviour & Attitudes	<ul style="list-style-type: none">• How good is behaviour (evidence)• How low-level disruption is handled• Attendance
Personal Development	<ul style="list-style-type: none">• Safe, happy pupils• Readiness for next stage of education/life
Leadership and management	<ul style="list-style-type: none">• Safeguarding• Leadership of Curriculum (development)• Leadership of behaviour• Effective oversight of governance

Questions asked of governors/trustees:

- Tell me about your school's vision.
- How has your school improved since it was last inspected?
- How do governors know the curriculum is well structured?
- Do you know enough about what our school/trust is doing to improve attendance?
- How do governors ensure workload is not excessive?

A view to the future.



What we already know:

- *Scorecard* replacing existing framework (likely Sept 2025)
- a focus on *inclusion*;
- ‘*good inspection through good human interactions*’;
- 5 judgements (*exemplary, strong practice, secure, attention needed and causing concern*)
- Ten graded areas/aspects.

The ten areas that will/may be judged:

- curriculum;
- teaching;
- achievement;
- Leadership;
- behaviour and values;
- preparation for next steps;
- opportunities to thrive;
- inclusion & belonging;
- safeguarding.

Ofsted update:



Ofsted update:

- applies to ungraded inspections (S8) only;
- end of *'Deep Dives'* in ungraded inspections;
- new emphasis on *'providing school leaders with opportunities to demonstrate where they have improved and to discuss where they still have work to do'*;
- focus on e.g. *'group of subjects together', assessment etc*;
- *'some conversations may be challenging'*.

Questions for governors and trustees to ask:

- Are we due an inspection (Section 8/ungraded)?
- Are leaders aware of these changes?
- Are staff prepared?
- Do we have a shared self-evaluative view of the school (i.e. Governors and SLT)?

Any Questions?



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