

# New Inspection Handbook

Grade descriptors for Leadership and  
management.

**Grade descriptors for the effectiveness of leadership and  
management**

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **Outstanding (1)**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

### **Good (2)**

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and



pupils support the progress of all pupils at the school.

- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

### **Requires improvement (3)**

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

#### **Inadequate (4)**

**Leadership and management are likely to be inadequate if one or more of the following apply:**

- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.
- Leaders are not aware of or are not taking effective action to stem the decline in the progress of disadvantaged pupils.
- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. Pupils are entered for public examinations inappropriately early. The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.



## **Governance-specific considerations**



Paragraph 145 of the handbook also explains that inspectors will consider whether governors:

- Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- Provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- Understand how the school makes decisions about teachers' salary progression and performance
- Performance manage the headteacher rigorously
- Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium
- Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents

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# Briefing for Governors on the New Inspection Framework

SCHOOL EFFECTIVENESS



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## Aims of the day

To help governors to be clear about the changes in the new inspection framework and to understand what it means to governors.

To develop a clear understanding of how governors will be judged.

To support governors in developing effective strategies which add value to school improvement.



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## Agenda for the day

Session 1	The new inspection framework
Session 2	How will governance be judged
Session 3	How to develop effective strategies



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## Warm Up!

Do you know everyone on your table?

Say hello and discuss what you hope to get from this evening's briefing.



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## Session 1: The headlines

- Succinct, sharper evaluation schedule!
- Different inspection types.
- Clearer guidance for schools.
- New grade terminology.
- Sharper focus on safeguarding.



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greater ~~for~~ focus

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## What does it mean to your school?



**Outstanding Schools:**

- Still exempt
- Risk assessments carried out

If there are concerns, two possible outcomes:

- Section 5 inspection or Selective monitoring visit

normal inspection



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monitoring. if ok monitor 3/5 yrs



Section 8 Handbook

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### What does it mean to your school?

**Good Schools:**

- Short notice inspections with three possible outcomes:
- School judged as still good,
- Conversion to Section 5 inspection because the school may be outstanding
- Conversion to Section 5 inspection because there is not enough evidence to show its good.



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### What does it mean for your school?

**For Schools requiring improvement and those which were judged inadequate:**

- Section 5 inspection or re-inspection.
- New framework criteria used.
- Demonstrating significant improvement is key.
- First monitoring visit can convert to section 5.



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2 days

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### Short inspection, What does it entail?

- Section 8 framework
- School notified the previous day at lunchtime
- 1 day inspection by an HMI
- They start with the view that it is still good
- Focus will be on the capacity for improvement
- Quality of safeguarding.



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track record of improvements

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Done thoroughly

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Short inspection

If the evidence shows the school continues to be good:

- no new grades,
- monitoring letter.



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Short inspection

- If there is insufficient evidence for a judgement of good then the head teacher is informed by end of the day that the inspection will convert to Section 5 with normal tariffs.
- HMI continues and additional inspectors join the inspection within 48hours.



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Short inspection

- If the school could possibly be outstanding then the inspection will convert to Section 5 with usual tariffs.
- HMI continues and additional inspectors join the inspection within 48hours.



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Lesson observations

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Talk to Governors.

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Talk to Parents - in playground etc.

on line.

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'Good' Can go up or down

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### Inspection judgements

Outcomes

Teaching, learning and assessment

Personal development behaviour and welfare

Leadership and management



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### Previous inspection report

- Whatever the outcome of the previous inspection your knowledge of the school's areas for development and how the school is addressing them will be a key element of any discussion with inspectors.



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### Interview with governors

- In all inspections there will be discussion with governors as part of the judgement on leadership and management.
- It is also an important aspect of the judgement of capacity.



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### Consider this and discuss

- How well do you know the areas for development set in the PIR?
- How do you keep informed about the impact of any work in the school to address them?
- How confident do you feel about this conversation?

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### Session 2

## How will governors be judged

*Based on knowledge*

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### How will governors be judged

- Under the new inspection framework there is no separate judgement for governance.
- When making a judgement on the effectiveness of leadership and management, inspectors will evaluate the extent to which leaders, managers and governors play their part.

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### Three core areas

Setting strategic direction



- Clarity of vision and ethos
- Promotion of tolerance and respect
- Meeting statutory requirements
- Engaging stake holders

Robust accountability

- For teaching, achievement and safety
- Take account of data / special of pupil outcomes
- Performance management of the head
- Contribution to school self evaluation, proving challenge

Financial probity

- Solvency and effective financial management
- Use of pupil premium grant and to overcome barriers to learning
- Use of PE grant to promote health fitness and wellbeing



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### How will governors be judged

A key element of L&M focuses upon how leaders' and governor demonstrate an ambitious vision for the school and how these are communicated to staff, parents and pupils.



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### Specific focus on governors

- Whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.
- Discuss with those on your table how your GB could exemplify this to inspectors



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Governors Newsletters

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" Questionnaire

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Meet The Parents



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### Achievement: What are they looking for?

- The proportions of pupils who are on track to meet or exceed the age related expectations (ARE).
- Most able:** are they reaching the highest standards appropriate to their key stage?
- How well are you closing the gaps for **disadvantaged pupils**.
- Meeting the **needs of all pupils especially those with SEND** so they reach expected levels.
- Are all pupils enabled to use and apply their knowledge and skills so they can recall information quickly and deepen their understanding?



 

How is Pupil Premium money spent  
how are they being looked out for

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### What do you know about outcomes in your school?

- Do you know which groups might be of concern in your school?
- Can you discuss the school's strategies to address underachievement?
- Can you provide accurate data i.e. boys underperform in English in KS1 but, by KS2, we have narrowed the gap between boys and girls
- Make it clear that the school's targets are aspirational and there is a clear understanding of the need for accelerated progress for some pupils to help them catch up



 

Gender, ethnicity, cultural,  
language, disadvantaged, PP  
SEND, FSM

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### Can you answer questions about pupils' achievement?

- How much progress have pupils made as a result of the school's interventions?
- Is there a difference between the progress FSM pupils have made and non FSM pupils?
- What is the gap between FSM pupils in school and FSM pupils nationally? How does this compare to the gap between non FSM in school and nationally?
- Where would you find this information?

Data Dashboard or



RAISE on line

Head Teacher Report  
School's website

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### What are inspectors looking for?

- The effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment, *and how effectively governors hold them to account for this.*
- How well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, *and how effectively governors hold them to account for this.*



How is this done? Book trowl, etc

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### Challenge

- What is meant by challenge? That you don't just accept what you are told, you are there to be a critical friend.
- Do you look elsewhere for evidence of the school's performance? For example LA and SIP reports can sometimes have comments in them that can lead to useful discussions.
- Do you scrutinise data yourselves?
- Do you ask uncomfortable questions, for example, How they know that paying for FSM pupils to go on trips with pupil premium money has definitely increased self-confidence with a direct improvement in academic performance?



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### How will governors be judged?

- The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school



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### Questions on performance management

The National Governors' Association says:  
Governing bodies, with their over-arching responsibility for performance management, should ensure that they not only receive reports about whether performance management has been carried out, but also an assessment of the impact it has made and the correlation between the performance management statements and pay.

a) Consider whether your governing body does all these activities.  
b) Which of the following groups do you make such checks with  
Headteacher; senior managers; middle managers; teachers;  
classroom support assistants; non-teaching staff.....?  
c) Do you know if staff are supported and challenged to improve?  
d) Is good performance rewarded and under-performance tackled?



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### How will governors be judged?

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- How well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this



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### Questions about teaching

- What is the quality of teaching across the school? How do you know?
- Is it consistent in all key stages and across subjects?
- What does the school do to improve teaching or to maintain a high quality?



Good learning ? consistency

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### Questions about teaching

- Where are our strongest teachers?
- What support is there for the relatively weaker teachers?
- How do we reward excellence?
- How many teachers are approaching threshold, what is their performance like?
- How does our salary profile compare to the average school?

Individuals not identified

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### Financial accountability

- How effectively leaders use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.
- How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

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### So how will you answer these questions?

- Be clear about how impact and success are measured.
- Don't be vague, give examples.
- Where possible use data to show impact of the school's work, strategies used to close the gap, impact of enhancing the curriculum.
- How does the school evaluate the impact of the Sports and PE money? Use the information.

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## How will governors be judged

- How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community

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## SMSC and British values.

- Can you talk about how the school is promoting pupils' spiritual, moral, social and cultural development?
- What is meant by British values?
- Discuss what your school is doing to promote both SMSC and British values.

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## Safeguarding

- The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues

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## Prevent training

- All schools are expected to have completed training which focuses on how to prevent radicalisation and extremism and what to do when there are concerns.
- To what extent has this been discussed in GB meetings? Do you know who has completed the training? How well are staff trained and aware of concerns?

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## Safeguarding

- All staff are expected to have read the first part of Keeping Children Safe in Education and signed to say they have read and understood it.
- Has this information been shared with governors? Has the document been shared with governors?

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## Session 3

### How to be prepared and confident

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Are you well informed?

Consider

- To what extent are governors in your school reliant on information from the headteacher and other senior staff
- To what extent do governors monitor aspects of the school's work for themselves to increase their knowledge?



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Identifying classic problems with some GBs

The governing body was too trusting. They accepted what the headteacher told them without questioning it. So, when the headteacher told them that results were good, they simply accepted this, when in fact they were very low. Performance management of the headteacher by the governing body was also very poor, with targets such as "appoint a SENCO" rather than related to the school's performance. They accepted excuses, such as high mobility (it wasn't high) without question.

Ofsted report



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Did you identify the issues?

These governors were unable to provide effective challenge because:

- they had a poor grasp of target setting and performance management
- they did not see challenging the headteacher as a key part of their role
- they had no independent understanding of data.



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### The best governing bodies were well informed

'Regular meetings with the headteacher and presentations from staff inform governors' understanding of the school and its work.'

'The governing body seeks the views of parents, carers and pupils and uses the information obtained to inform the school's self-evaluation and the school development plan.'

Governors carry out their own monitoring of the school's plans and use this to evaluate how well all aspects are doing. They clearly understand how well pupils are progressing, making it their business to probe the school about any concerns, should they arise.'

Governors are closely involved in self-evaluation procedures, ask penetrating questions and expect and receive regular reports and presentations from staff to inform their strategic decision making.'

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### The best governing bodies were well informed

Outstanding quality of work undertaken by the governing body could clearly be seen in an audit of the impact on pupils' learning of recent disruptions caused by inclement weather. As a result of the audit, staff have now agreed a plan to make up any future lost learning time.'

Governors have a good awareness of the school and a clear view of the strategic direction of the school through regular visits, including to lessons and focus groups.'

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### Asking critical questions

'As well as the knowledge, skills and time, there must be a confidence, courage and culture of the importance of challenge.'

NGA 2013

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Be prepared

- Know your data and what it means for your school. No-One expects you to hold it all in your head so don't be afraid to have notes at hand.
- Think about impact of the school's work. If any of your answers leave the listener with the question 'so what' then you haven't made it clear. You are not being sufficiently evaluative.



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Who will they see?

- As inspections are at short notice it is difficult to always have the most knowledgeable and experienced governors ready at the drop of a hat.
- Discuss this eventuality. They won't expect everyone on the GB to know everything but you should have a plan.



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Be prepared

- Decide what documents will support your discussion, that will give examples of your strategies to keep informed, how you monitor and how you challenge the senior leaders.
- Discuss on your table what documents would be the most useful. How will you ensure the inspectors recognise the quality of your work?



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### And finally

- Any further question?
- Other sources of information you may find useful
- The Key: Support for School Governors
- DfE Governors Handbook



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