

## C of G Group Cluster Meeting

Minutes of the meeting on Tuesday 21<sup>st</sup> May 2019–5:30pm held at  
Vickerstown Primary

Lead C of G: Andy Brewerton

Attendees: Andy Brewerton (North Walney)  
Helen Smith (Vickerstown)  
Joe Wardman (Greengate Jnr)  
Carly Buckingham (Barrow Island)  
Dave Pidduck (St James)

Apologies: Fred Chatfield (Roose)  
Lee Roberts (Victoria Inf)  
Phil Renney (Dane Ghyll)  
Sarah Kilburn (Ormsgill)  
John Shields (Furness Education Trust)

### 1. Welcome and Declarations of Interest.

Andy Brewerton welcomed everyone to the meeting and thanked Helen Smith for allowing the cluster to host the meeting at Vickerstown.

There were no declarations of interest.

Minutes of previous meeting were read with no actions needed except those that would come up on the agenda.

### 2. School Governance in 2018 report

Andy pointed out that the full report was online at [https://www.nga.org.uk/getmedia/3ea07da6-a03d-489c-b926-efc27d6b1262/NGA-School-governance-survey-report\\_final.pdf](https://www.nga.org.uk/getmedia/3ea07da6-a03d-489c-b926-efc27d6b1262/NGA-School-governance-survey-report_final.pdf) and that those schools wanting to be involved with this year's survey could submit answers at <https://www.nga.org.uk/Home/School-Governance-2019-survey.aspx>

A full discussion was held using the Key Findings sheet (See Appendix 1) and most people felt that the findings were reflective of how things were in the Barrow area at the moment.

### 3. Resource Sharing

This item was briefly discussed but carried over as Phil wasn't available to update on how things had been going re letters to Teaching School and individual schools.

### 4. Ofsted – The New Framework

An overview of the new changes (taken from <https://thirdspacelearning.com/blog/new-ofsted-framework-2019-inspection-changes/> [see Appendix 2]) was discussed. It was stressed that this was only one opinion but seemed to highlight the major upcoming changes. A good discussion was had and hopefully more light can be shed on this once a school has been through Ofsted using this new framework.

### 5. Date and venue of next meeting

St James Junior School – Dave Pidduck C of G Lead

Meeting finished at 6.35pm

## Appendix 1 – Overview of Review of School Governance

The key findings from the report are:

1. Three quarters of governors and trustees have a negative view of the **government's performance** in education over the past year, with those governing calling for more funding and more stability in education policy.
2. **Funding** is the biggest issue for governing boards, especially being felt in secondary schools, sixth forms and in early years. Just one in five are confident that they can manage budget constraints without compromising the quality of education. Indeed, only half of respondents said that they were balancing income and expenditure with almost a third drawing on reserves. 75% of those drawing on reserves said these would be exhausted within two years.
3. **High needs funding** is a big concern, with 74% of respondents saying they disagree that current funding is sufficient; secondary schools especially are reporting being particularly badly hit.
4. **Diversity on governing boards** is a major concern, including when it comes to who is elected chair, and not enough boards are actively considering the issue.
5. Almost half of schools covered by the survey are providing **additional services for families in need**, including washing school uniforms, meals outside of term time, food banks and emergency loans. 38% of schools are providing financial support with purchasing school uniforms. This follows NGA's [Spotlight on Disadvantage](#) research report, released in June 2018, finding that 46% still allocated funds above and beyond the pupil premium for disadvantaged pupils in their school.
6. Volunteering to govern a school or group of schools is a **form of professional development**, yet the majority of governors and trustees are not getting paid time off work for governance.
7. The **time commitment** involved in governing roles is a potential barrier to some volunteers taking on or continuing governance roles, particularly when it comes to stepping up to chair.
8. Despite a trend towards smaller governing boards, **recruiting volunteers to govern schools** remains challenging with the number reporting two or more vacancies rising to 38% in 2018.
9. It is concerning that despite the prominence of the need for **effective clerking** rising in recent years, 9% of respondents still either did not have

- or did not know if they had - a clerk who could provide the board with advice on governance, constitutional and procedural matters.
10. **Staff recruitment** is particularly challenging in regions surrounding London and in schools with lower Ofsted grades; many secondary schools are struggling to recruit teachers to core subjects.
  11. Only a little over a third of standalone schools are currently considering or in the process of **forming or joining a multi-academy trust or federation**, meaning that, in the absence of any clear direction from central government, maintained schools are likely to make up a substantial proportion of the schools sector for the foreseeable future.
  12. The majority of **multi-academy trusts** delegate significant responsibilities to their academy committees; this finding appears to contradict other reports in the sector that local governance is increasingly being overlooked by MATs.
  13. Most multi-academy trusts have overlap between people involved in different **layers of governance**, which poses a risk to effective governance as individuals are effectively responsible for holding themselves to account.
  14. NGA's proposal for a fourth core function of governing boards - ensuring effective **engagement with stakeholders** - has the support of a majority of governors and trustees with only 17% saying they did not support the proposal.

Emma Knights, chief executive of the National Governance Association, said:

"Funding, one of a governing board's three chief responsibilities, is providing some very tough challenges. It is deeply worrying that only one in five respondents were confident that funding pressures could be managed without any adverse impact on the quality of education provided to children and young people. This survey provides evidence, from the people who sign off school budgets, that schools are increasingly unable to provide a good quality of education because of funding. If we want to avoid negative effects on pupils, then simply, we need to increase the amount of money available to state funded schools overall."

Geoff Barton, General Secretary of the Association of School and College Leaders, said:

"This survey provides further evidence of the impact of the school funding crisis. The government should take particular note of the finding that only one in five governors and trustees are confident that they can manage budget constraints without compromising the quality of education. This response reflects our concern that hard-won educational standards are being put at risk by real-terms

cuts to school funding. Ministers must recognise the urgency of the situation and improve the level of investment before it is too late.

## Appendix 2 – Overview of Ofsted Changes

### 5 headline changes to the New Ofsted Inspection Framework:

1. Inspection timings have changed but the initial suggestion that Ofsted could arrive within 2.5 hours has been removed;
2. There's no getting away from the Ofsted grades; they stay the same: outstanding, good, requires improvement or inadequate;
3. The judgement categories have been completely revised and will now cover: Quality of Education (this is a big one!), Behaviour and Attitudes, Personal Development, Leadership and Management;
4. Some key themes emerge (none of which will be a surprise for those who read our previous blog based on Amanda Spielman's October speech: reducing workload for teachers, an emphasis on good character and resilience among pupils, tackling off-rolling, and of course a broad, well-balanced knowledge-rich curriculum;
5. Despite what some have said, we're not sure from the revised framework that Ofsted inspectors will be 'ignoring' data, merely that they will look to understand the purpose and usefulness of internal pupil data.

And now those changes to the Ofsted Inspection Framework in detail...

### When Will An Ofsted Inspection Take Place?

With regards to the 'when' of an Ofsted inspection, the handbooks shed some light:

- Inspection can take place at any point from five school days after the first day pupils attend that term.
- Notably, the length of time a **Section 8 'short inspection' is to be lengthened to 2 days**, rather than 1 day, to ensure 'good' schools are 'good' within the new framework. However in response to the consultation inspectors will continue to be on site for only one day for section 8 inspections of the smallest schools (with 150 or fewer pupils).
- The draft framework included proposals that the lead inspector would have an on-site conversation with school leaders and would complete certain

preparations on-site. This has since been dropped due to objections. Instead there will be a 90 minute phone call between the lead inspector or their nominated delegate the day before inspection begins.

However, it also clarifies that *'Ofsted may conduct inspections without notice. When this happens, the lead inspector will normally telephone the school about 15 minutes before arriving on site.'*

### **New Key Judgement Categories Have Been Introduced**

Whilst schools will still be graded as either outstanding, good, requires improvement or inadequate, it is against quite different criteria that they will be judged.

The most obvious changes are the removal of a specific category for outcomes and the broader category 'quality of education'.

Let's look at the four new categories, exploring both what the inspectors will be looking for, and how they intend to make their judgements:

#### **Quality Of Education**

In this category are the three 'I's: **Intent, Implementation, Impact**. These three act as subcategories and will not be graded separately. This is the category that is probably going to cause the most interest in the new framework and requires some time to familiarise oneself with.

#### **Intent - What Inspectors Will Be Looking For**

Here the focus is on the curriculum and the aspirations schools have for their learners (for the sake of expediency this is now Ofsted's catch-all term for children, pupils, students, apprentices, trainees and adult learners).

Under the new framework, schools should have high and equal expectations, providing an ambitious curriculum which is studied by all.

There appears to be an emphasis on the curriculum being knowledge-rich; however, the handbook insists strongly that *'this must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts'*.

The other main aspect of the curriculum is that it must deliver cultural capital defined in the handbook as *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

However, there is also mention of the inclusion of skills teaching within the curriculum, particularly regarding preparation for both future learning and employment.

A key message that rings loud and clear throughout the documents is that the curriculum:

- Must be broad and balanced;
- Should provide a wide range of subjects;
- Should have an emphasis should be on how coherent and well sequenced it is, with knowledge, skills and cultural capital all appearing to play a part in this.

### **How 'Intent' Will Be Judged**

In the handbook, it is made explicit that *'Ofsted will judge schools that take radically different approaches to the curriculum fairly. They will assess a school's curriculum favourably when leaders have built a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively.'*

Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders focusing on endpoints, specific and appropriate content and the sequencing of the content.

### **Implementation - What Inspectors Will Be Looking For**

Under the Implementation heading, we see attention being drawn to how teachers and other teaching staff do their job and how leaders support them, particularly regarding subject knowledge, presentation of material, assessment, feedback, responsive teaching and recall of material.

With regards to how material is presented (or taught) the handbooks clarify that *'Ofsted does not advocate that any particular approach should be used exclusively in teaching. Different approaches to teaching can be effective'*.

It is interesting to note here that reading gets its own bullet point: *'Inspectors will make a judgement on the quality of education by evaluating the extent to which a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge'.*

The reading focus is repeated both under the Impact heading and in the handbooks (where there is also a special mention for maths, clarifying that in good schools learners will be *'able to apply mathematical knowledge, concepts and procedures appropriately for their age.'*).

### **How 'Implementation' Will Be Judged**

Inspectors will draw evidence about curriculum implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.

There are some interesting notes in the handbooks which suggest that evidence of good work in progress could result in a 'Good' judgement even if not fully implemented.

*Book your no commitment 10 minute demo to discover the impact our 1-to-1 interventions can have for your pupils - it's never been easier or more affordable. Call us on 0203 771 0095 or [contact us here](#) to learn more about how we can help turbocharge maths in your school!*

### **Impact - What Ofsted Inspectors Will Be Looking For**

**Under this heading we get our first mention of data:** *'learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.'*

But the focus isn't solely on data.

The new framework also outlines there should be focus on doing things that *'allow [learners] to go on to destinations that meet their interests, aspirations and the intention of their course of study'*. The emphasis certainly isn't solely on what we'd class as academic success and there is a recognition of the fact there are more ways of defining success.

### **How 'Impact' Will Be Judged**

In order to evidence this inspectors **will not be using schools' internal assessment data as evidence** and will only look at nationally generated performance data such as that which is available in the IDSR.

They will also look for first-hand evidence of how pupils are doing, drawing together evidence from the interviews (including discussions with pupils about what they have remembered about the content they have studied), observations, work scrutinies and documentary review (including pupils' exercise books or folders) as well as nationally published information about the destinations to which pupils progress when they leave the school. In primary schools they will also listen to a range of pupils read.

### **Quality Of Education Summarised**

In short, Ofsted will be looking for schools that are offering a well thought-out, knowledge-led curriculum. They are looking for a curriculum that also that promotes mastery of skills, whilst allowing pupils opportunities.

This should include ones that simulate - especially tasks that simulate experiences pupils are likely to encounter in later life, be it employment-focused or to do with day-to-day tasks like financial planning or keeping a home - to revisit topics to embed and reuse knowledge and skills acquired as part of the scheme of following a knowledge-rich, expert-led curriculum.

### **Behaviour And Attitudes - What Inspectors Will Be Looking For**

Here we have a brief category with just 4 points for inspectors to consider - 4 points which are expanded upon in the judgement criteria in the handbooks.

Rather notably some new buzzwords and phrases have crept into the statements under this heading. In the 2015 framework the term 'high expectations' didn't appear with reference to the behaviour, attitudes or conduct of pupils. The word 'positive' was previously used to refer to the general culture of the school but now we see it with reference to learners' own attitudes.

We also see other words which have gained prominence recently in education, particularly relating to aspects of good character:

*'[learners are] **committed** to their learning, know how to study effectively (there are clear links here to the cognitive science research that Ofsted have been taking notice of), are **resilient** to setbacks and **take pride** in their achievements'* - as well as a curriculum rich in knowledge, skills and cultural

capital, so it seems that Ofsted also want to value good character education too.

Under the Behaviour and Attitudes heading we also find a new mention of bullying and discrimination which was previously only mentioned in the leadership and management category. In response to consultation there's new emphasis on how swiftly and effectively providers take action if these issues occur. There's also suggestion that inspectors may begin to make judgements on this based more on the experience that learners speak of rather than on what leaders say or think they are doing.

### **How 'Behaviour And Attitudes' Will Be Judged**

In order to make judgements with regards to bullying and discrimination and - hopefully - its lack, inspectors will hold discussions with pupils (from a range of different backgrounds and who have different experiences of the school's approach to behaviour) and individual interviews with staff (particularly trainees, supply staff, NQTs, administrative support staff and catering staff). They will also use information from pupil and staff surveys and observations.

In addition to focusing on policies and approaches to minimise or eliminate bullying and discrimination, they will evaluate the effectiveness of exclusion and alternative strategies to exclusion.

### **Personal Development - What Inspectors Will Be Looking For**

Another brief category with another 4 points, and with further mention of character development (resilience, confidence and independence) and the importance of learners' discovery of their interests and talents, we also find a mention of how schooling should be preparation for life, and thankfully, this doesn't specify as adults meaning that one conceivable reason for education is to help learners to navigate life in the here and now.

Here we also find reference to British values (democracy; the rule of law; individual liberty; and the mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) as well as a mention of how learners keep themselves mentally and physically healthy. There is also an interesting removal of the following statement: *'understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media'*.

Perhaps the removal is a positive step - was the old statement a hangover from an earlier mentality of victim blaming?

Now the emphasis is on what adults need to do (it is outlined under the Leadership and Management judgement that leaders have a responsibility to safeguard learners) rather than on the personal responsibility of learners to keep themselves safe.

But should it go one step further to teaching learners about how not to be a perpetrator of these crimes?

In response to the consultation there are also some amendments to the 'personal development' grade descriptors to better reflect the importance of high-quality pastoral support.

### **How 'Personal Development' Will Be Judged**

To make judgements in the personal development category, inspectors will look at the range, quality and take-up of extra-curricular activities, the promotion of British Values, the development of pupils' character, the quality of debate and discussions that pupils have and the pupils' understanding of how equality and diversity are promoted and celebrated.

### **Leadership And Management - What Inspectors Will Be Looking For & How It Will Be Judged**

Leaders will be judged largely in the same way as they were under the previous framework. Inspectors will make decisions about whether or not leaders have:

- An ambitious and inclusive vision;
- A concern for the continuing professional development of staff, with a focus on training rather than on performance management;
- Ensured there is no cheating - it is a shame that this has to be made clear, but hopefully it will stop some current pernicious practice;
- Engaged with their community, particularly learners and staff;
- Acted in order to protect staff;
- Ensured high levels of safeguarding.

Governance will also come under review during inspections, as previously.

The sources of evidence specific to leadership and management will be meetings with leaders (including MAT senior staff if appropriate - including the CEO or

the CEO's specified delegate) to discuss how well they know the school, meetings with governors and interviews with staff and pupils.

Inspectors will also look at responses to the staff and pupil questionnaires and Parent View.

### **There Will Also Be An Increased Focus On Reducing Workload**

A final and encouraging point to note is that throughout the draft framework document and the draft handbooks there are references to workload, placing the onus not only on leaders but also on teachers.

With reference to assessment and the data collection, input and analysis it involves, Ofsted now suggest that leaders *'do not use it in a way that creates unnecessary burdens for staff or learners'*.

The framework and handbooks also contain more general outlines for leaders saying that they should be aware of the main pressures that are on staff and take account of them, realistic and constructive in the way they manage their staff (including their workload), and that any workload issues are consistently dealt with appropriately and quickly.

It's not just workload that leaders need to protect their staff from, the framework also states that leaders should *'protect their staff from bullying and harassment.'* The criteria for outstanding leadership also include the statement: *'Staff consistently report high levels of support for well-being issues.'*

In order to lead on improvements to workload problems, Ofsted also point out that:

- Teachers should not be selecting resources and materials which create unnecessary workload;
- That teaching shouldn't be unnecessarily elaborate; and
- That differentiated approaches which require a great deal of planning time aren't necessary.

### **There's Been A Change In How Ofsted Wish To Be Perceived**

Gone is the heading **'How does inspection seek to promote improvement?'**

Its replacement '**A force for improvement**' is much more of bold statement about how Ofsted perceive themselves, and how they want to be perceived.

Following their revised tagline, Ofsted set out their stall - their mission statement, if you like:

*'Ofsted exists to be a force for improvement... the primary purpose of inspection under this framework is to bring about improvement in education provision.'*

### **Inspections Will Focus With Greater Specificity On Distinct Phases - EYFS & Sixth Form Setting Particularly - Or Providers Of Specialist Education**

Under the heading 'Arrangements for different types of provision', particularly under the subheadings 'Schools with early years settings' and 'Schools with sixth forms' there is new, additional clarification that separate grades will be given as part of inspections carried out [under section 109\(1\) and \(2\) of the Education and Skills Act 2008](#).

This piece of legislation relates to the ability of the Secretary of State to direct the Chief Inspector to inspect a registered independent educational institution at any time.

Ofsted have also done away with their list of groups of learners which outlined groups such as those with SEN as ones whose outcome inspectors would pay particular attention to. Elsewhere there are minor changes in wording and the deletion of potentially unnecessary clarifications.

The sections entitled 'The frequency and type of inspections' and 'What judgements will be made under short inspections?' in the 2015 framework are no longer present in the current version. Instead, all details related to these headings are to be found in the handbooks.

### **Amendments to Independent Schools Inspections by Ofsted**

For specialist independent schools subject to Ofsted inspection - such as faith schools and performing arts schools - inspectors will judge the school primarily on the non-specialist core element of the curriculum. In instances where non-specialist areas of the curriculum are limited, inspectors will instead consider how the the core curriculum has been integrated within the specialist curriculum more broadly.

If Ofsted conducts an emergency inspection at a private school, although it will not result immediately in an updated grade should improvements or deterioration of provision be noted. However, Ofsted is proposing to "recognise and acknowledge sooner" if changes - positive or negative - are clearly discernible by accelerating the schedule to bring about a standard inspection.

### **What Actions Should You Now Take**

**Step 1:** Take some time to read the framework and relevant handbooks, particularly if you are in the process of curriculum design, and consider its implications.

**Step 2:** Know how you are designing the curriculum for your school and why so you are ready to discuss it with inspectors from the 3 perspectives (intent, implementation and impact). Remember your curriculum needs to be a specific plan of what pupils need to know overall, and in each subject, as well as in each year.

**Step 3:** Explain to key stakeholders who are aware of the new framework, particularly governors, what the main changes might be, explain how your school is already meeting the standards and reassure them that there need be no knee-jerk changes in the meantime.

**Step 4:** In reading the documentation did anything strike you as being a good point for change in your school? If so, don't change for Ofsted's sake but perhaps take the time now to begin to effect positive change - use the [EEF's Putting Evidence To Work guidance](#) to make sure it's done in a measured, manageable and effective manner.

