

Hertfordshire Association of School Governors Annual Conference: 'managing change'

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Managing changing or leading improvement?

1. Why change?

- **Internal and external drivers**

2. How to plan improvement

- **Some *dos and don'ts***

2. Leadership and management of change

Why change?

Changes of emphasis in inspection

Have any of Ofsted's recent changes affected what you do in school?

What about our proposed changes?

Life without levels

Short 'goods'

How well pupils are prepared for life in modern Britain and promotion of FBV

Stretching the most able pupils

Personal development, behaviour and welfare

Sharper focus on specific aspects of safeguarding, with safety threaded through all judgements.

Focus on disadvantaged pupils, including LAC.

No grading of lessons

The new education inspection framework – September 2019

Greater emphasis on the quality of the curriculum

Shining the spotlight beyond Year 6 and Year 11

Planning improvement

Improvement planning

Who is responsible for planning improvement in your school?

Are there internal or external barriers to improvement?

What do you regard as the key elements of good planning?

- List five dos
- List five don'ts

The best laid plans:

...are concise

...define exactly the right priorities and plan the suitable actions

...explicitly involve everyone, from inception, to delivery and monitoring

...have clear success criteria against which progress and achievement can be measured

...focus on intended impact for pupils

...are ambitious but achievable

...are understood and owned by all

...set out clear roles and responsibilities.

...have clear time lines and milestones

...distinguish between monitoring and evaluation roles (who and how)

...are tightly budgeted

...are working documents that inform next steps.

3. Leading improvement

- a) Senior leaders
- b) Governors

Leadership capacity

On a scale of 1 to 4 assess the **capacity** to manage change of:

- your senior leadership team
- your governing body
- your middle leaders
- your teaching staff
- other staff
- your pupils.

How do you build the capacity of key groups?

How have you maximised the skills and energy of each group?

Note we are talking CAPACITY here, not **capability**.
Why might they be different?

The School Inspection Handbook April 2018

In evaluating the effectiveness of leadership and management, inspectors consider a range of factors, including:

- whether leaders and governors have created a **culture** of high expectations and aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- whether leaders have the **highest expectations** for social behaviour among the pupils and staff, so that respect and courtesy are the norm
- the rigour and accuracy of self-evaluation and how well it leads to planning that secures **continual improvement**
- leaders' and governors' **vision and ambition** for the school and how these are communicated to staff, parents and pupils
- the design, implementation and evaluation of **the curriculum**, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare

How committed are you to your own development as governors in order to improve your performance?

Strategic leadership

What do your governors do well and what does the governing body need to do better?

Write down four ways in which governance could improve its effectiveness.

What capacity does your governing body have?

Is this in your planning?

Probity

How well do you plan 'succession' for governance?

Accountability

Workload

Good governance should not involve unnecessary workload for:

- Governors
- Senior leaders
- School staff

Members of the governing body:

1. _____
2. _____
3. _____

Write down three steps that governors have taken over the last two years to reduce the burden of workload on:

Senior and middle leaders:

1. _____
2. _____
3. _____

Teachers and other staff:

1. _____
2. _____
3. _____

Overall Effectiveness is good when:

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.



Towards the Education Inspection Framework 2019



"an evolution, not a
revolution"

Amanda Spielman on the 2019 inspection
framework (Wellington Festival of Education,
2018)

The case for change

- We have a good education system in England, with some of the best and hardest working professionals making real improvements in children's lives.
- However an accountability system which is over dependent on performance data now risks acting as a barrier to further improvement. What young people learn is too often coming second to the delivery of performance table data.
- This is manifesting itself in two ways: managing which children are counted and managing the results that those children achieve.
- Too much of teachers' time is spent on matters that do not directly benefit children.

The curriculum will be at the heart of the new framework



Ofsted's working 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**).'

The importance of the curriculum

*"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."*



Towards a 2019 inspection framework – what aspects will we need to judge?

- We are clear that we need to take a rounded view of the **quality of education** offered by schools and providers.
- The **curriculum** will be at the core, recognising the close connection between curricular content and the way that this content is **taught** and **assessed** in order to support children to build their knowledge and to apply that knowledge.
- We remain very interested in children and learners' **wider development** including the attitudes and behaviours they bring to the classroom.
- Schools' and providers' **leadership and management** are likely to remain key areas of consideration.

We will retain our current focus on safeguarding



Our inspection of safeguarding will continue to be built around three core areas:

- **Identify:** identifying children/learners who may need early help or are at risk of neglect, abuse, grooming or exploitation.
- **Help:** reducing the risk of harm to children/learners and secure the support they need.
- **Manage:** safe recruitment and management of allegations about adults who may be a risk to children, learners and vulnerable adults.

Safeguarding will hold the same weight across all remits.

More focus on education; less focus on data



*"In the new framework, we're thinking about how we can take the inspection conversation **even further** on education itself and **less** on data."*

*"We want to know **how** schools are achieving a good education, not just what the results are."*



HMCI, Education Policy Institute conference,
3 July 2018

In summary: key principles as we develop new judgement areas and criteria...in our pilot phase



- As far as possible, aim to feature each criterion in only one judgement area
- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Have common key judgements but allow flexibility in how we apply those in different remits (EY, schools, independent schools, FES)
- Continue to emphasise safeguarding appropriately
- Reduce focus on data – more focus on how schools are achieving results; less pressure to produce assessment information
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, leaders and inspectors.

What next for our Education Inspection Framework?



- From **September 2018**, we have started to share the developing thinking with partners across the sectors we inspect and inviting their thoughts and views – shaping and influencing what we produce.
- **Research** is ongoing on the curriculum, lesson observation and a wide range of other topics. The findings from this research will feed into the ongoing development of the framework.
- We will consult on the substance and detail of the new framework over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.

Any questions?



Useful references for governors

The common inspection framework: education, skills and early years

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

School inspection handbook

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

School inspection handbook: section 8

<https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>

Useful references for governors

Improving governance: governance arrangements in complex and challenging circumstances (December 2016)

www.gov.uk/government/publications/improving-governance

School inspection update

<https://www.gov.uk/government/publications/school-inspection-update-academic-year-2017-to-2018>

Ofsted inspections: myths

www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting

Useful references for governors

East of England webinar for governors (July 2017)

What governors can expect during an inspection:

<https://www.youtube.com/watch?v=LgwsB4vkP7Y>

Useful references for governors

Governance handbook

Competency framework for governance

Clerking competency framework:

www.gov.uk/government/publications/governance-handbook

National Governors Association: <http://www.nga.org.uk>

National Co-ordinators of Governor Services: <http://www.ncogs.org.uk/>

School Governors' One Stop Shop: www.sgoss.org.uk

Inspiring Governance: <http://inspiringgovernance.org/>

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