Schools North East

**Joan Hewitt
Senior Her Majesty's Inspector**

03 March 2016

A region of contrasts (1)

	Primary Schools		
Rank[2]	Local Authority	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)
1	North Tyneside	99	2
2	Newcastle upon Tyne	97	1
22	South Tyneside	92	-1
145	North East Lincolnshire	67	-1
146	Bradford	67	-6
149	Doncaster	64	6
			Source: Ofsted and Department for Education

A region of contrasts (2)

Secondary Schools			
Rank	Local Authority	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)
16	York	94	2
22	South Tyneside	92	1
26	Rotherham	90	0
143	Hartlepool	48	13
145	Bradford	42	3
146	Doncaster	37	0

Source: Ofsted and Department for Education

Regional differences

Percentage of pupils in provision that is not good or better.

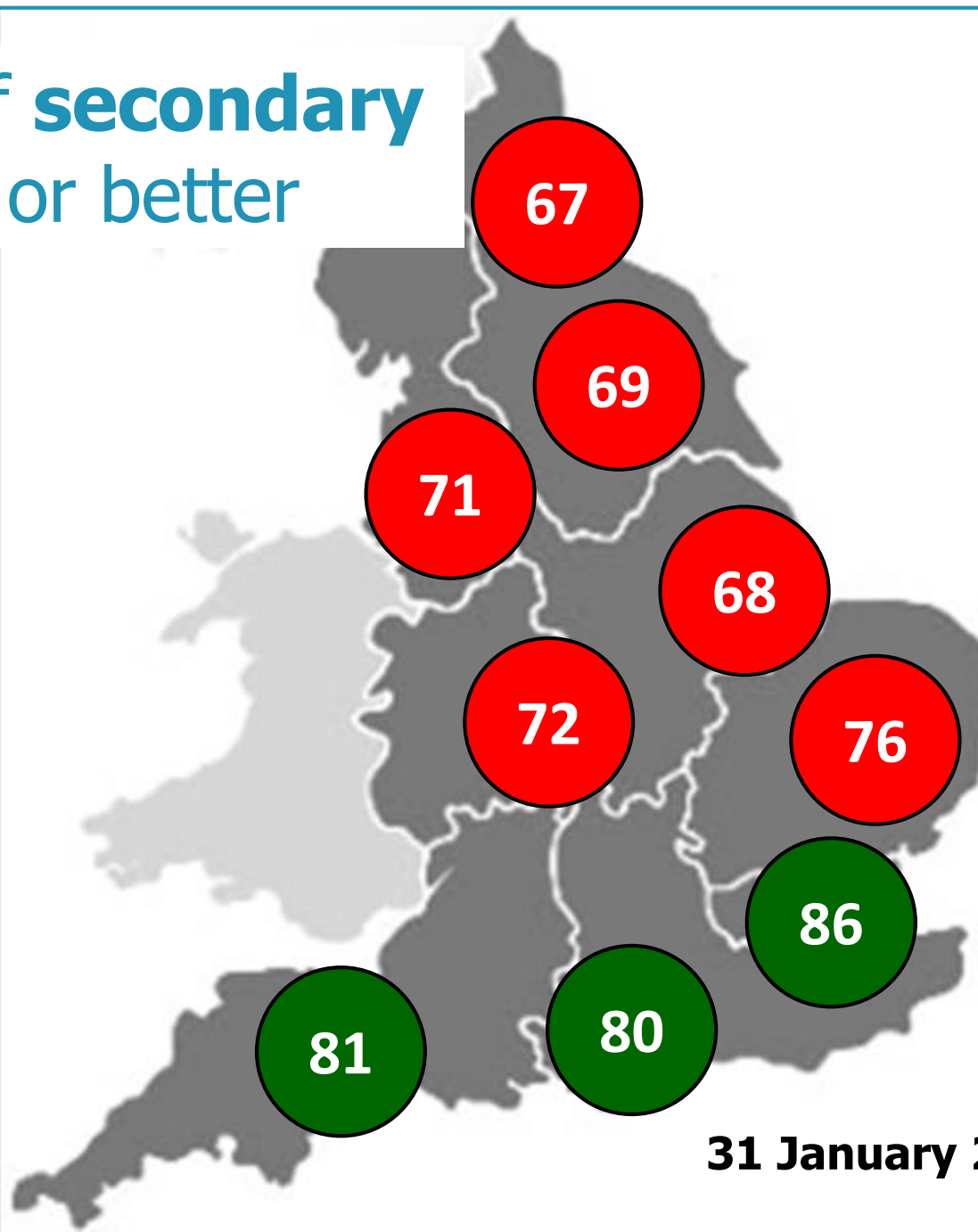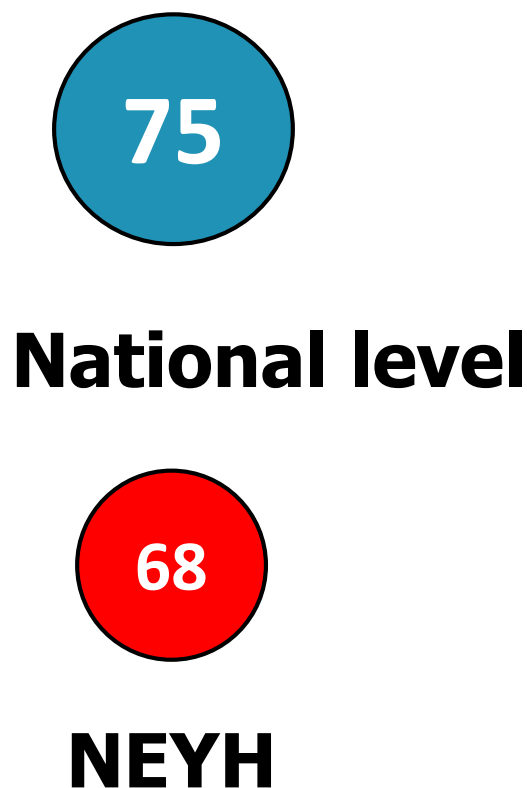| Local Authority	Primary	Local Authority	Secondary
Middlesbrough	17	Stockton-on-Tees	56
Redcar & Cleveland	16	Northumberland	48
Hartlepool	13	Darlington	48
Northumberland	10	Middlesbrough	43
Sunderland	11	Hartlepool	42
Durham	9	Sunderland	35
Gateshead	9	Durham	26
South Tyneside	9	Redcar & Cleveland	25
Stockton-on-Tees	7	Gateshead	24
Darlington	7	North Tyneside	25
Newcastle upon Tyne	4	Newcastle upon Tyne	15
North Tyneside	2	South Tyneside	11

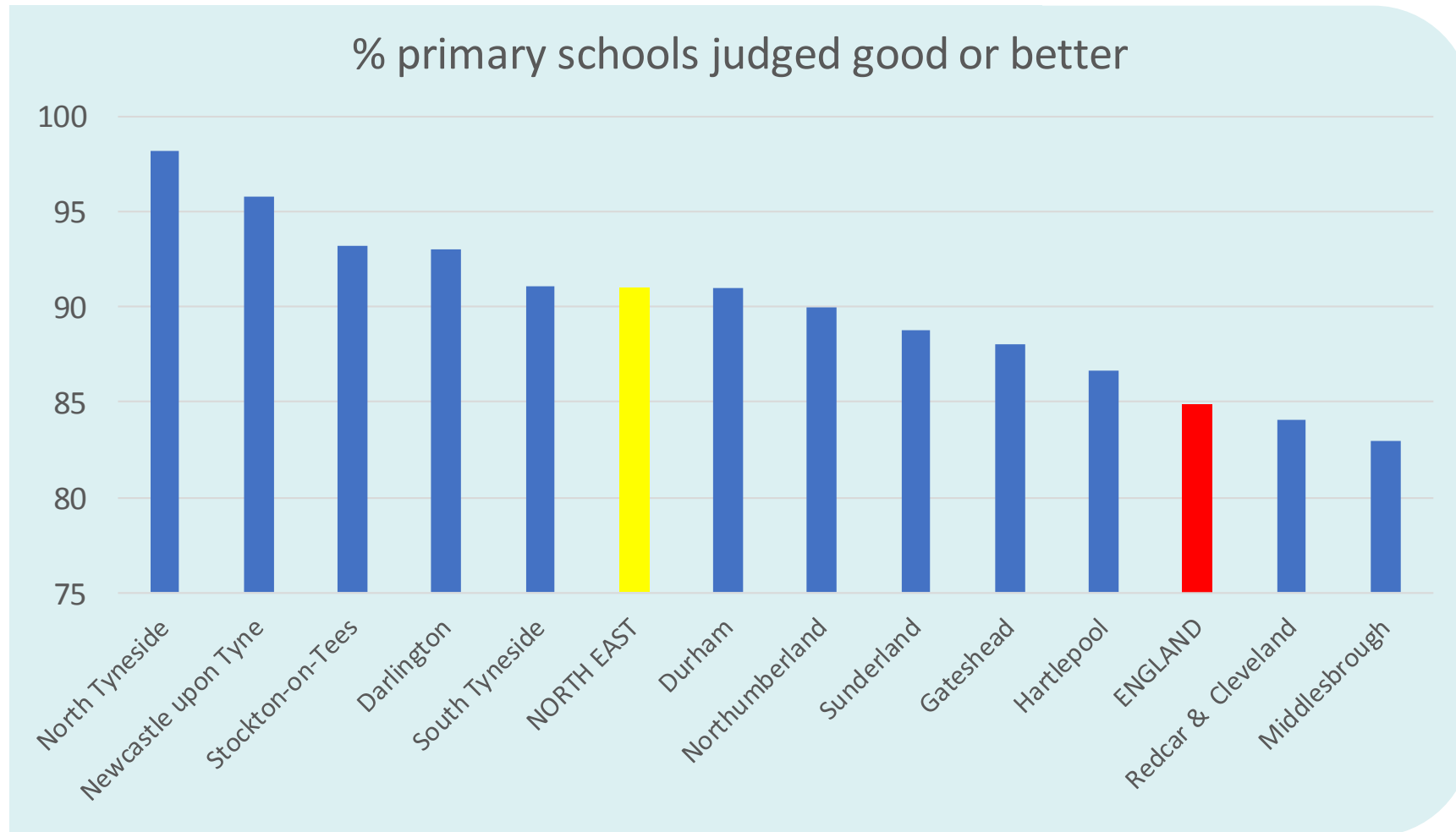Percentage of **primary** schools good or better

NE

91

YH

82

89

83

83

83

89

90

84

86

National level

85

NEYH
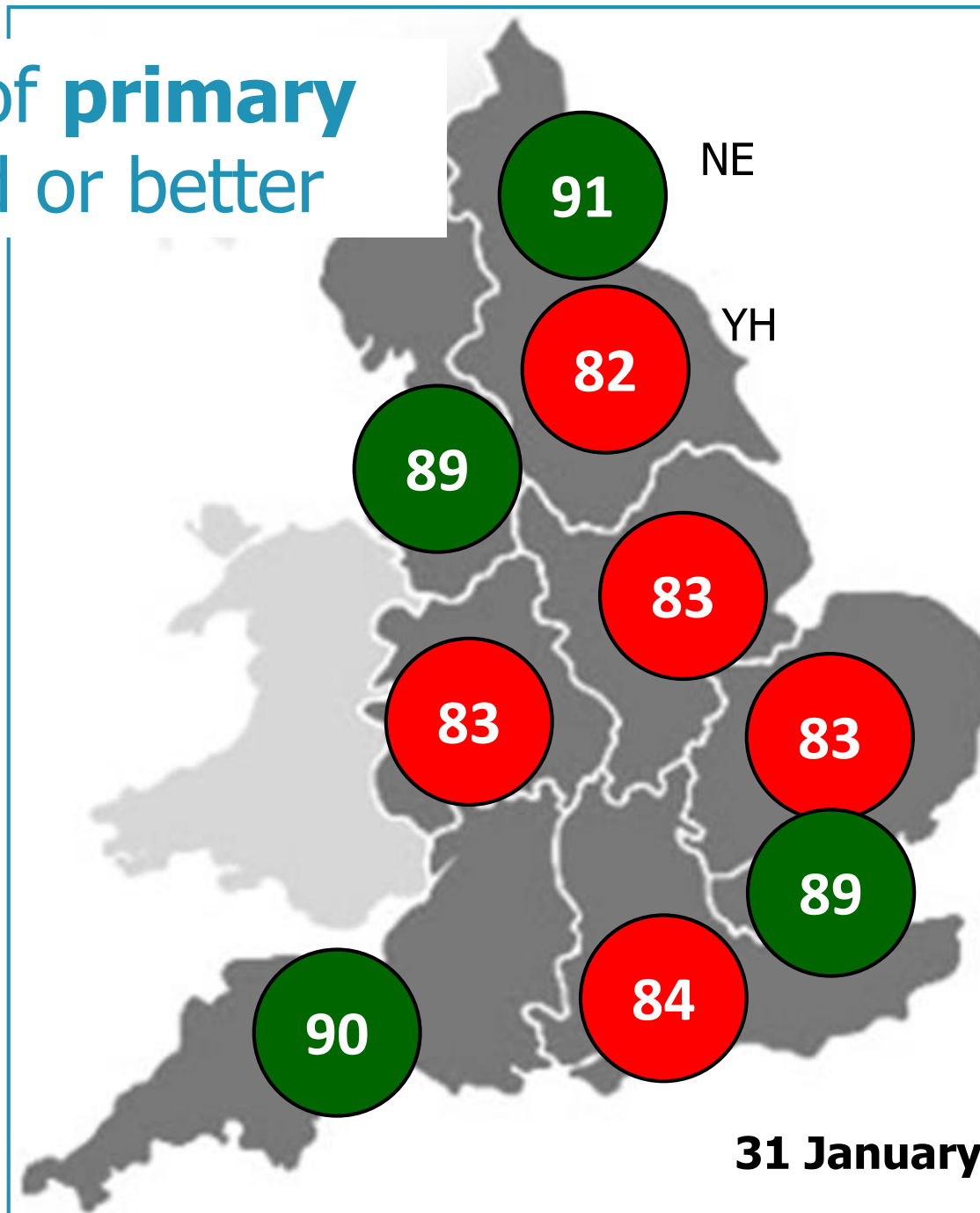
31 January 2016

Ofsted

Percentage of **secondary** schools good or better

75

National level

68

NEYH

67

69

71

68

72

76

86

81

80

31 January 2016

Ofsted

Regional differences

% primary schools judged good or better
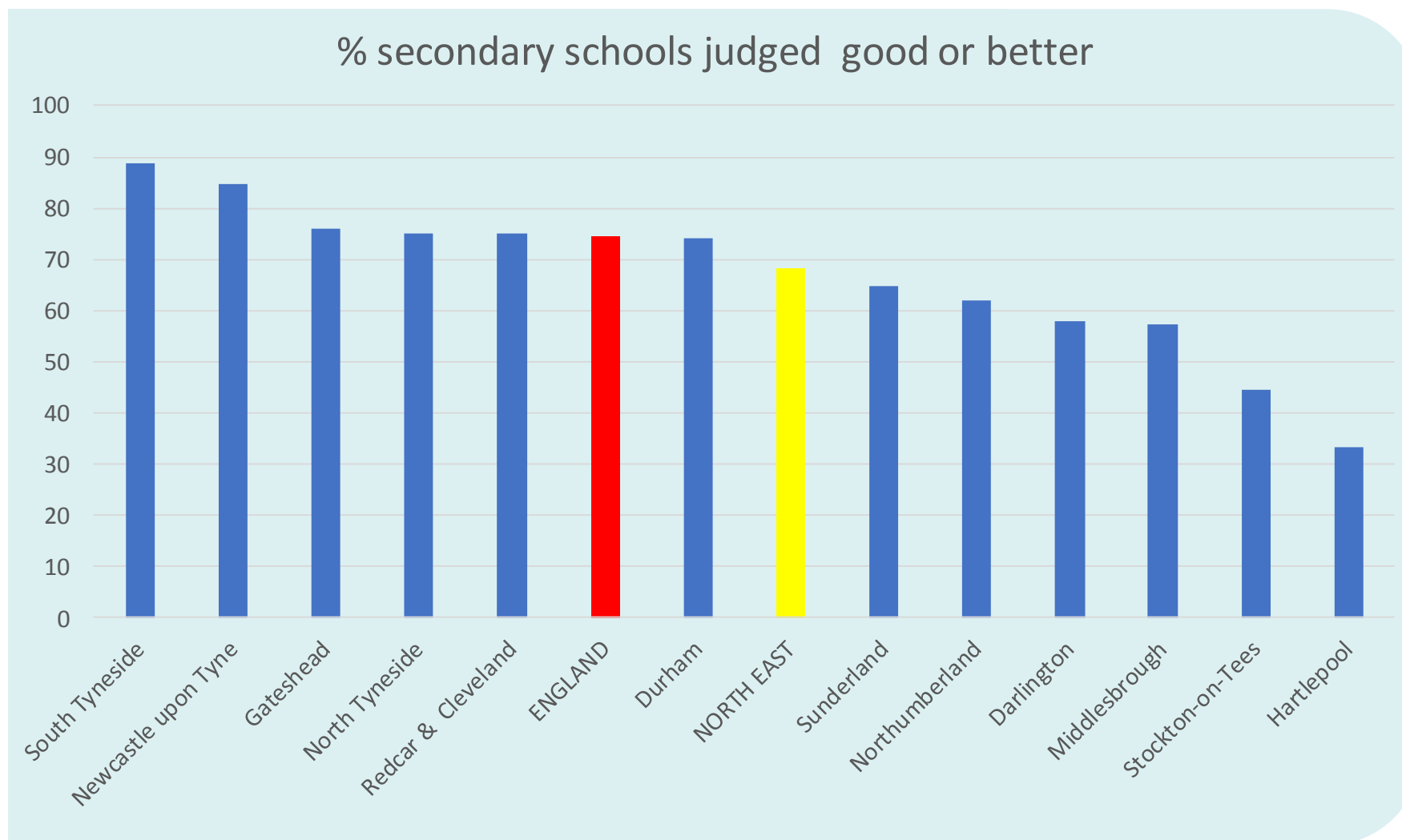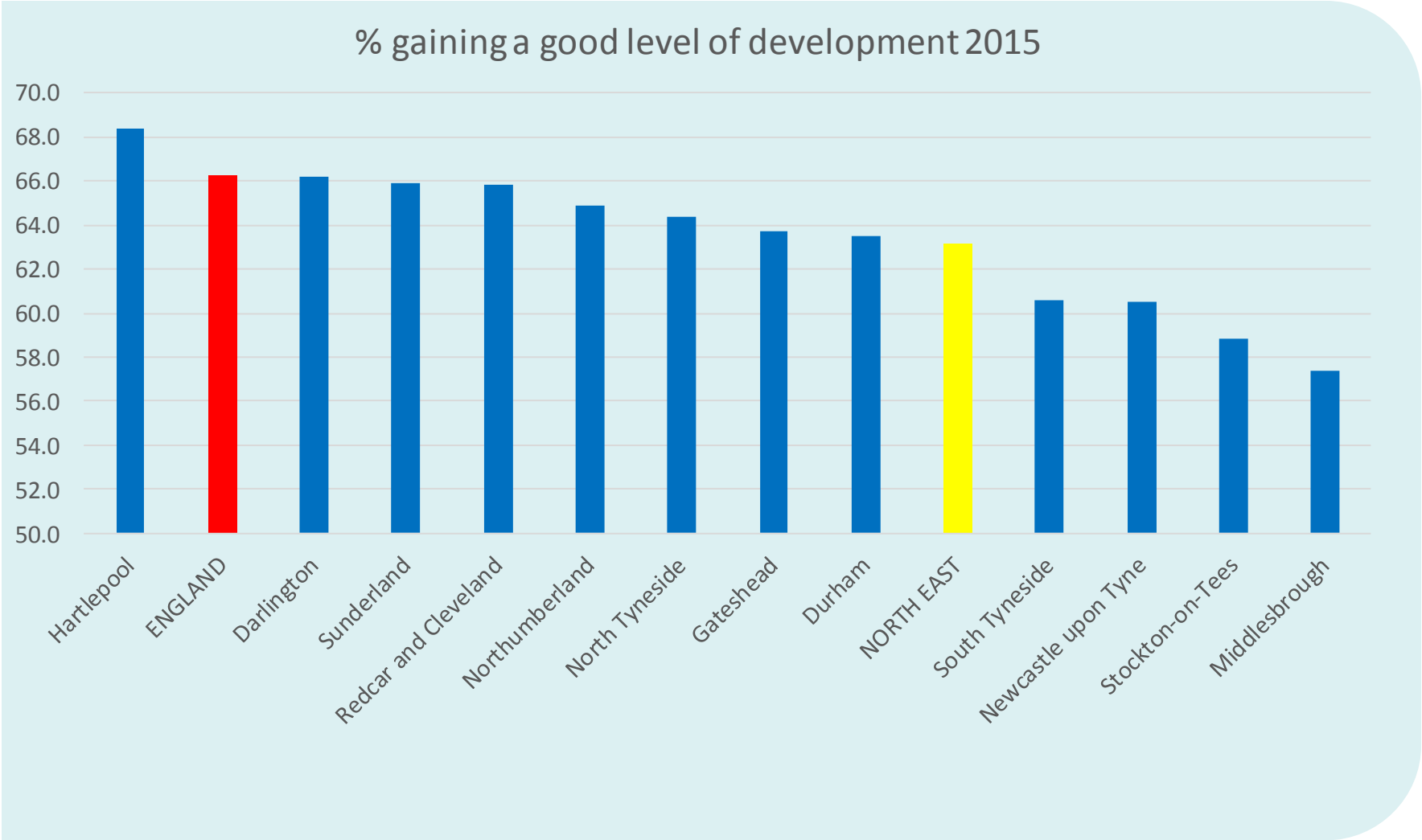
* Data from Ofsted's published data December 2015- based on inspection outcomes to August 2015

Regional differences

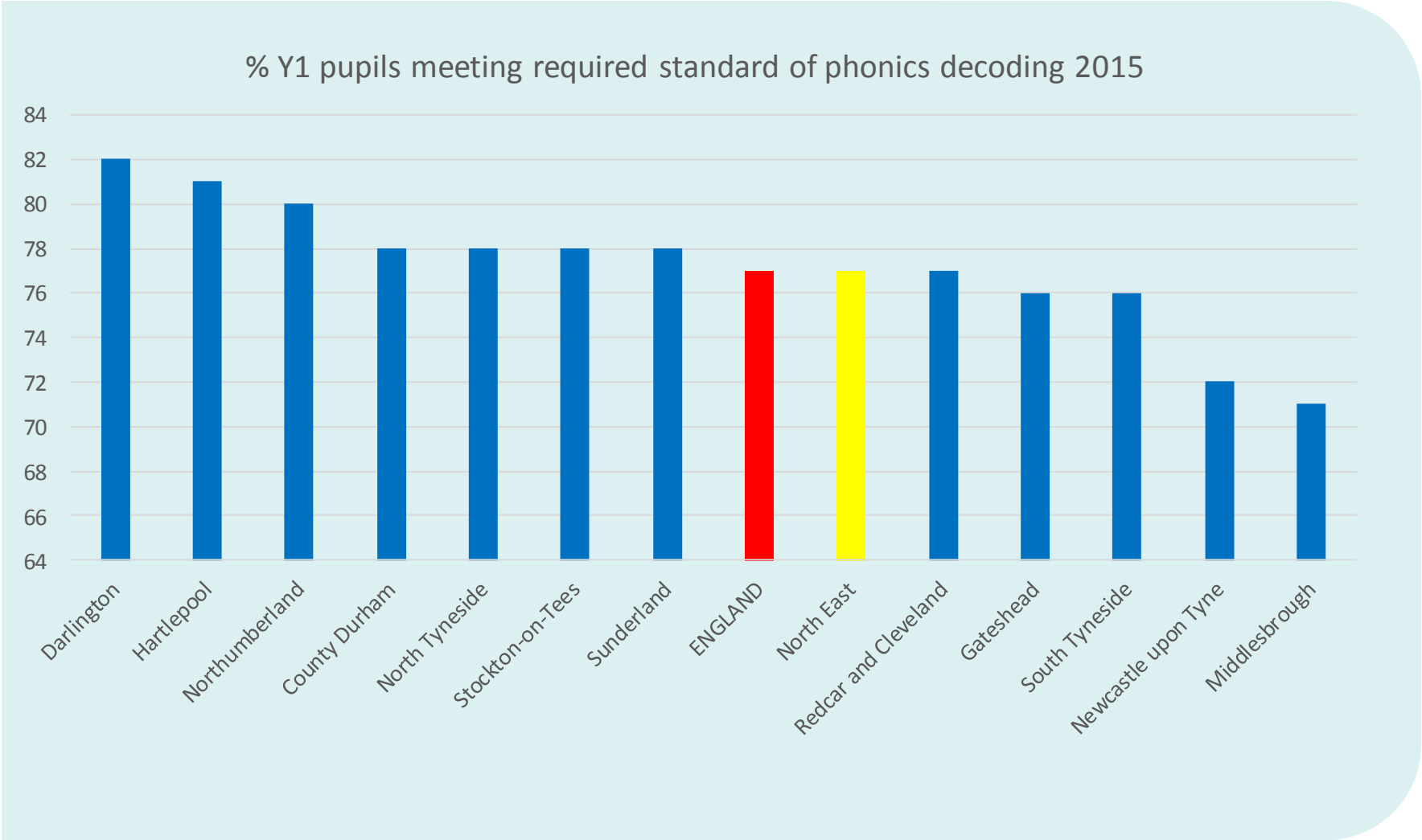% secondary schools judged good or better
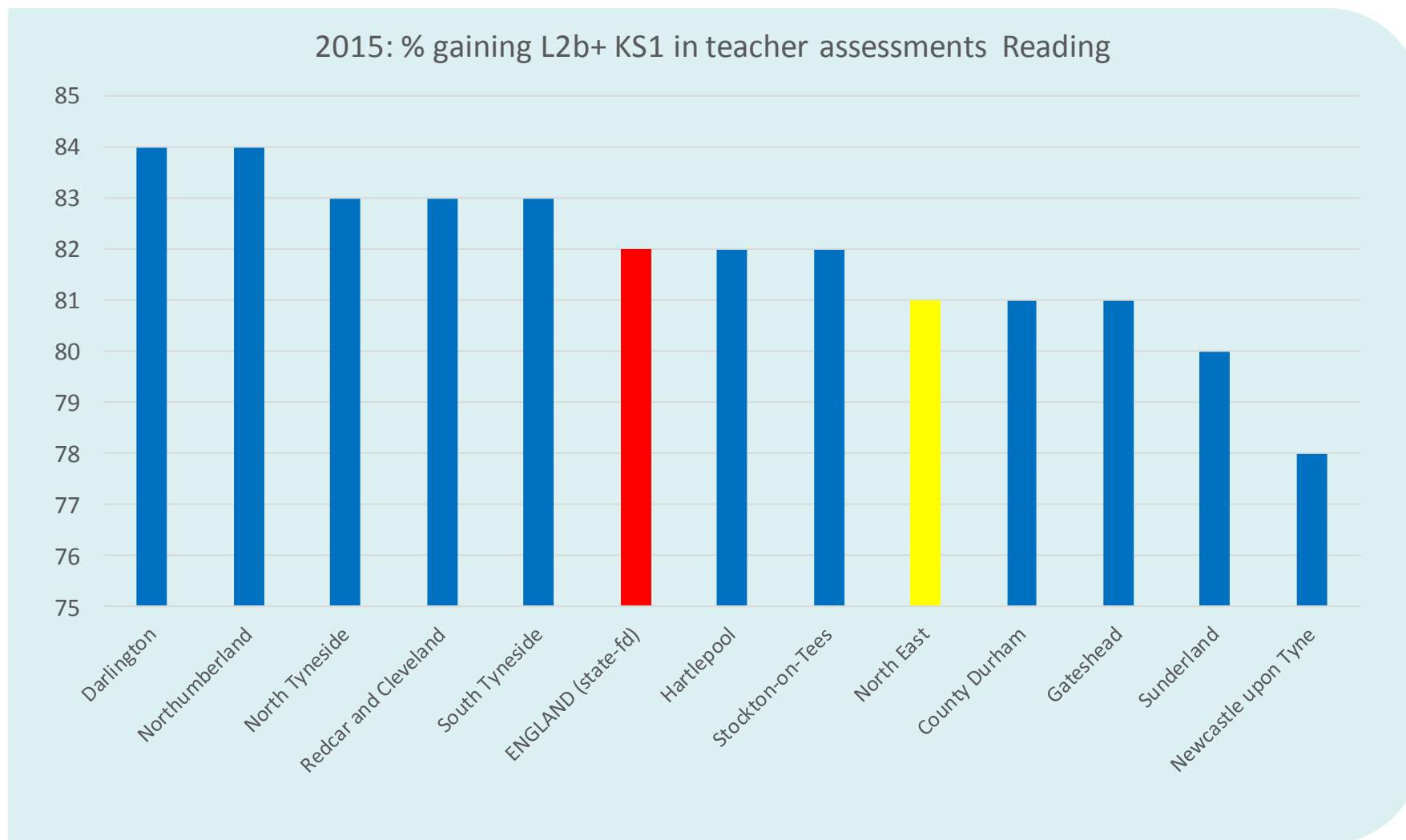
South Tyneside, Newcastle upon Tyne, Gateshead, North Tyneside, Redcar & Cleveland, ENGLAND, Durham, NORTH EAST, Sunderland, Northumberland, Darlington, Middlesbrough, Stockton-on-Tees, Hartlepool

Early Years Foundation Stage

% gaining a good level of development 2015

Location	Value
Hartlepool	68.4
ENGLAND	66.25
Darlington	66.2
Sunderland	65.9
Redcar and Cleveland	65.8
Northumberland	64.9
North Tyneside	64.4
Gateshead	63.7
Durham	63.5
NORTH EAST	63.1
South Tyneside	60.6
Newcastle upon Tyne	60.5
Stockton-on-Tees	58.8
Middlesbrough	57.4

Ofsted

Key Stage 1

% Y1 pupils meeting required standard of phonics decoding 2015

Key Stage 1

2015: % gaining L2b+ KS1 in teacher assessments Reading

Darlington	Northumberland	North Tyneside	Redcar and Cleveland	South Tyneside	ENGLAND (state-fd)	Hartlepool	Stockton-on-Tees	North East	County Durham	Gateshead	Sunderland	Newcastle upon Tyne
84	84	83	83	83	82	82	82	81	81	81	80	78

Key Stage 1

2015 % gaining L2b+ KS1 in teacher assessments Writing

Key Stage 1

2015 % gaining L2b+ in teacher assessments Maths

Key Stage 2 Performance 2015
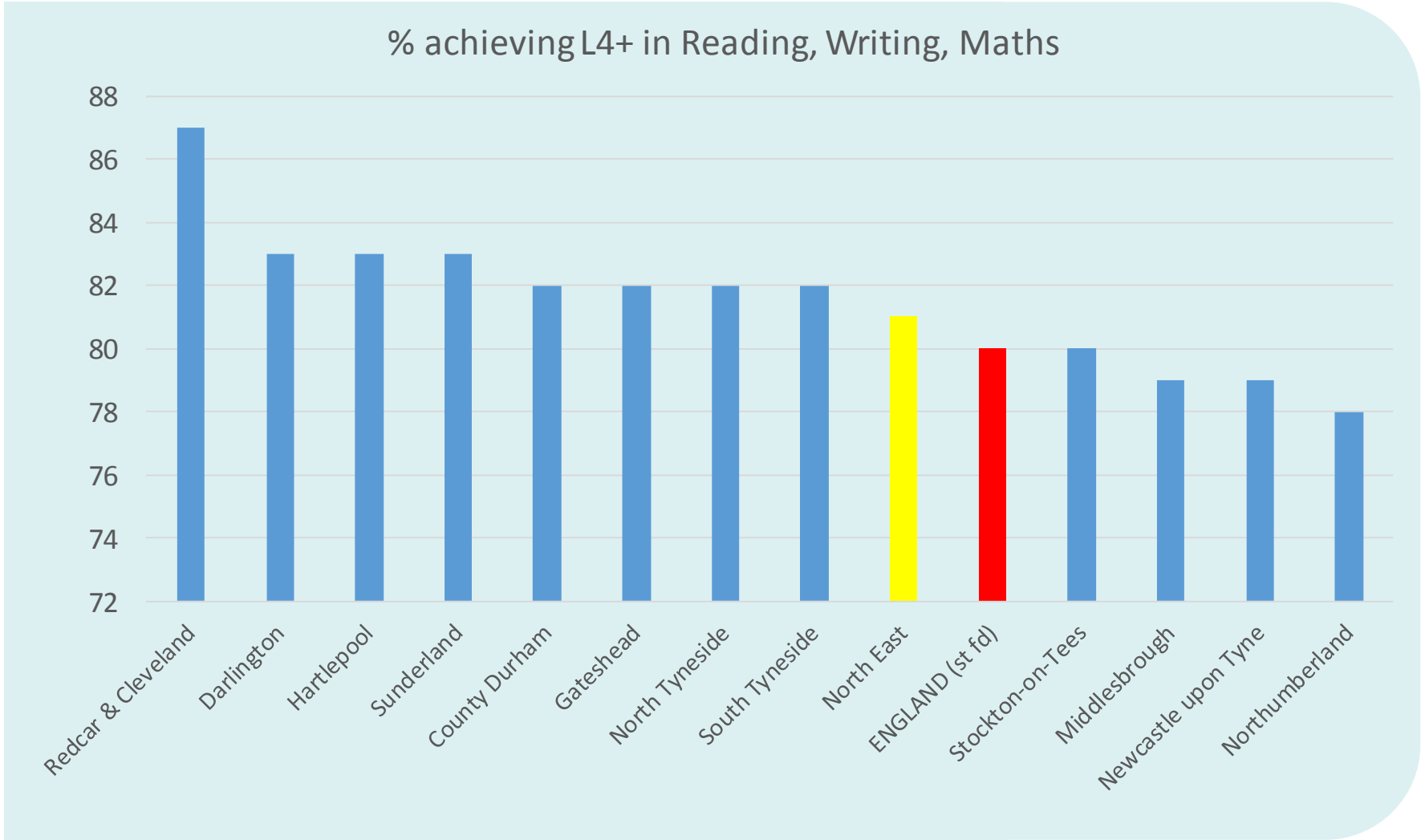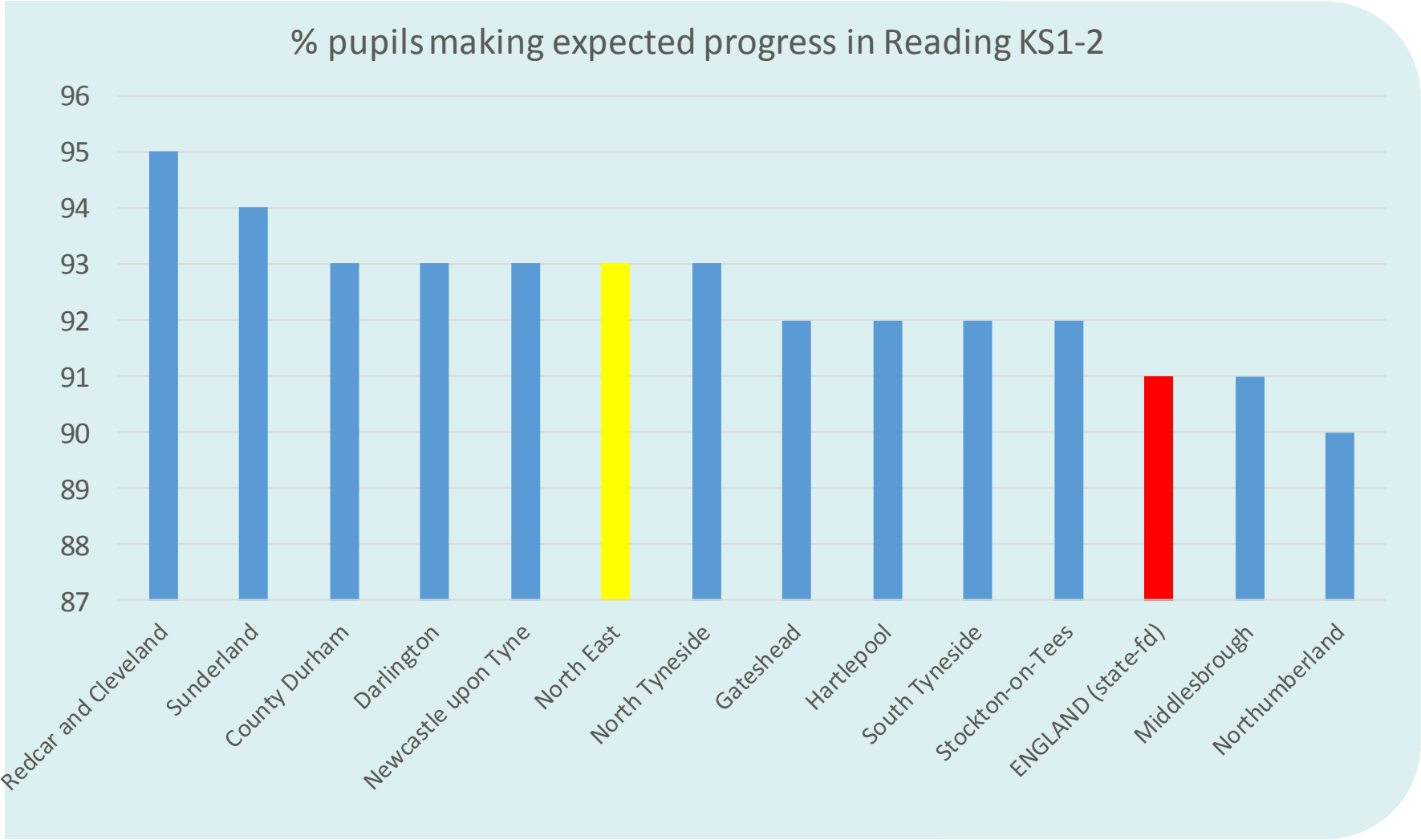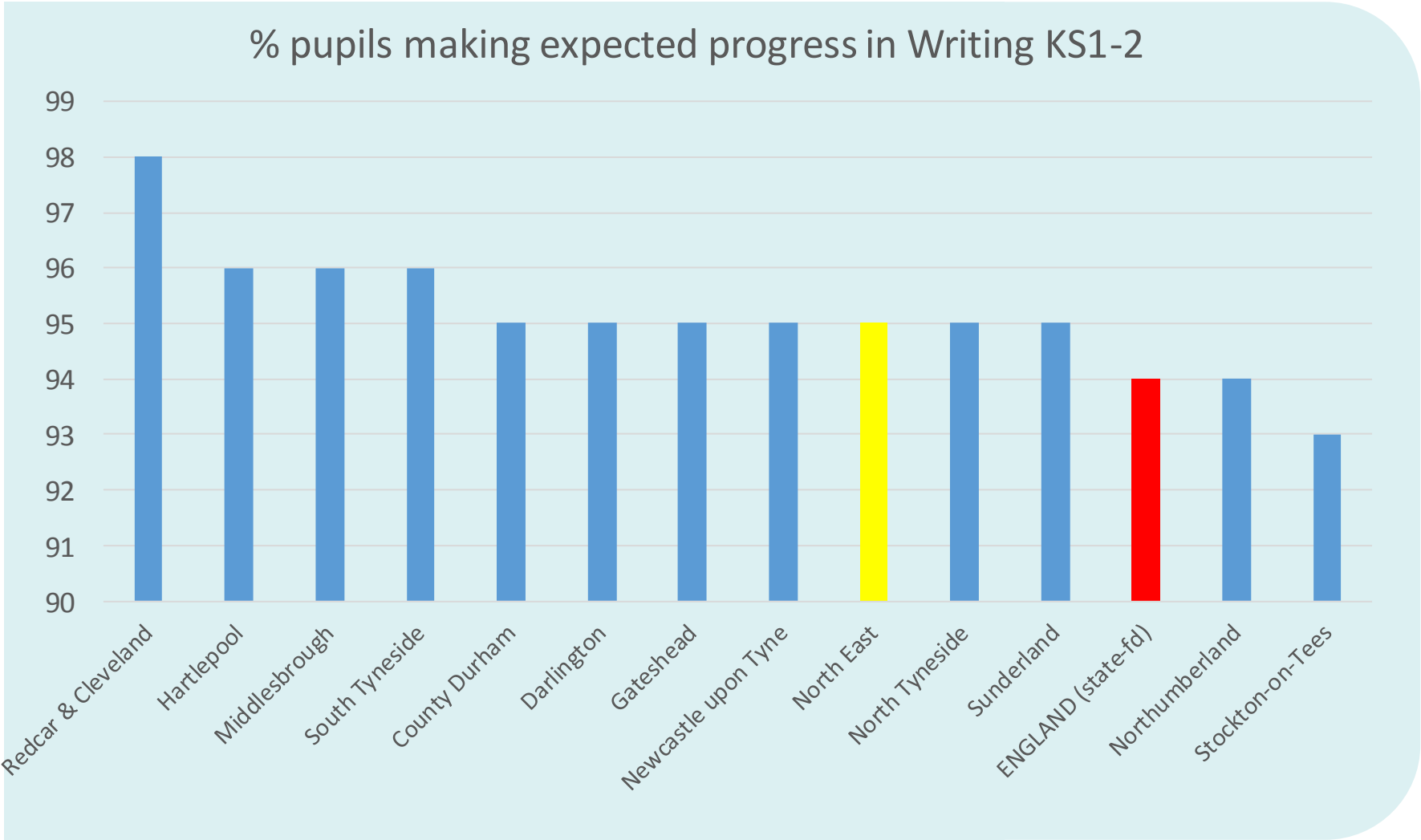
% achieving L4+ in Reading, Writing, Maths

Key Stage 1- 2 Progress 2015

% pupils making expected progress in Reading KS1-2

Key Stage 1-2 Progress 2015

Ofsted

% pupils making expected progress in Writing KS1-2

Key Stage 1-2 Progress 2015

% pupils making expected progress in Maths KS1-2

Key Stage 4 GCSE

% gaining 5 A*-C including English and Maths 2015
(**provisional**)

Key Stage 4 GCSE

% students making expected progress in English KS2-4 2015 (provisional)

Key Stage 4 GCSE

% students making expected progress in Mathematics KS2-4 2015 (provisional)
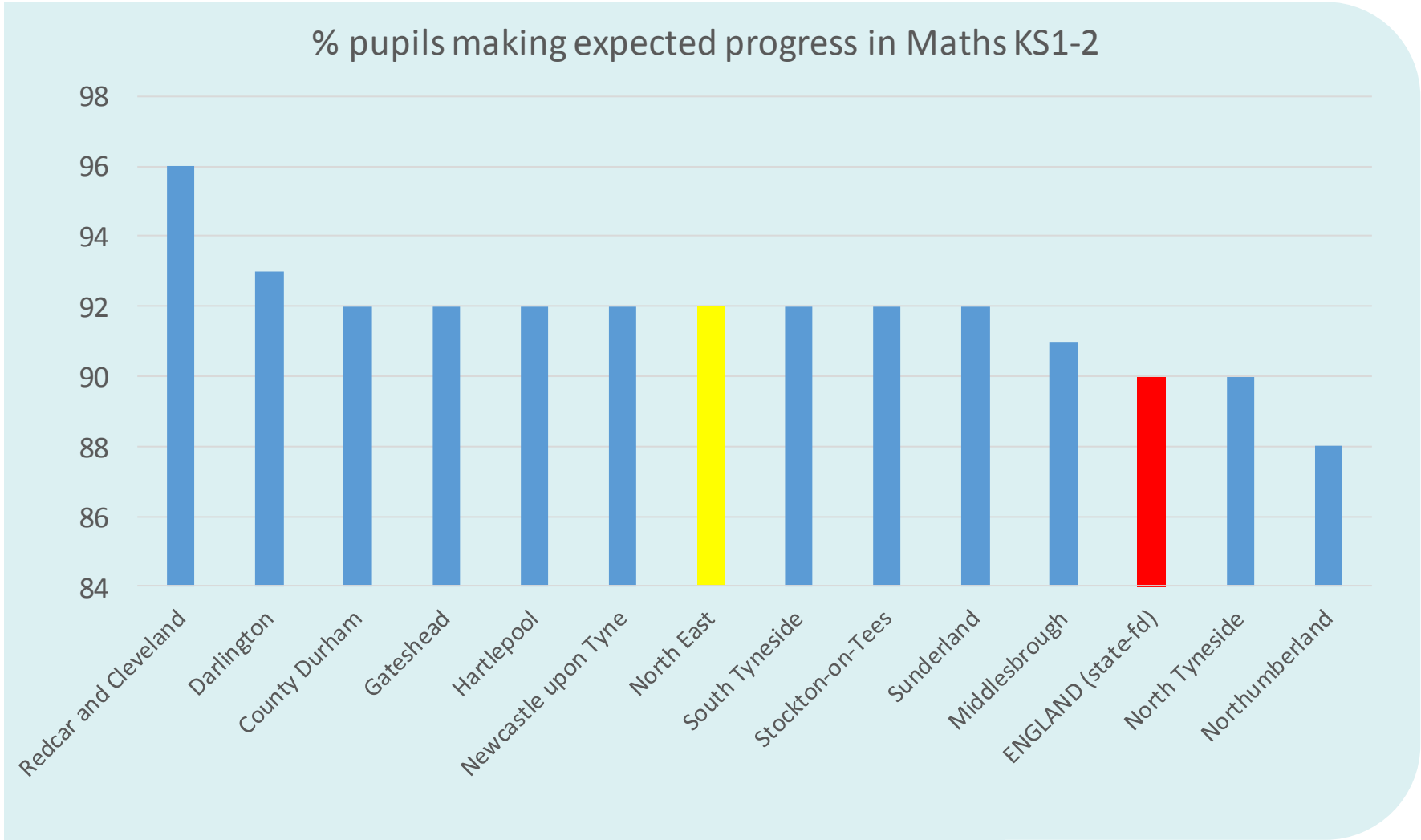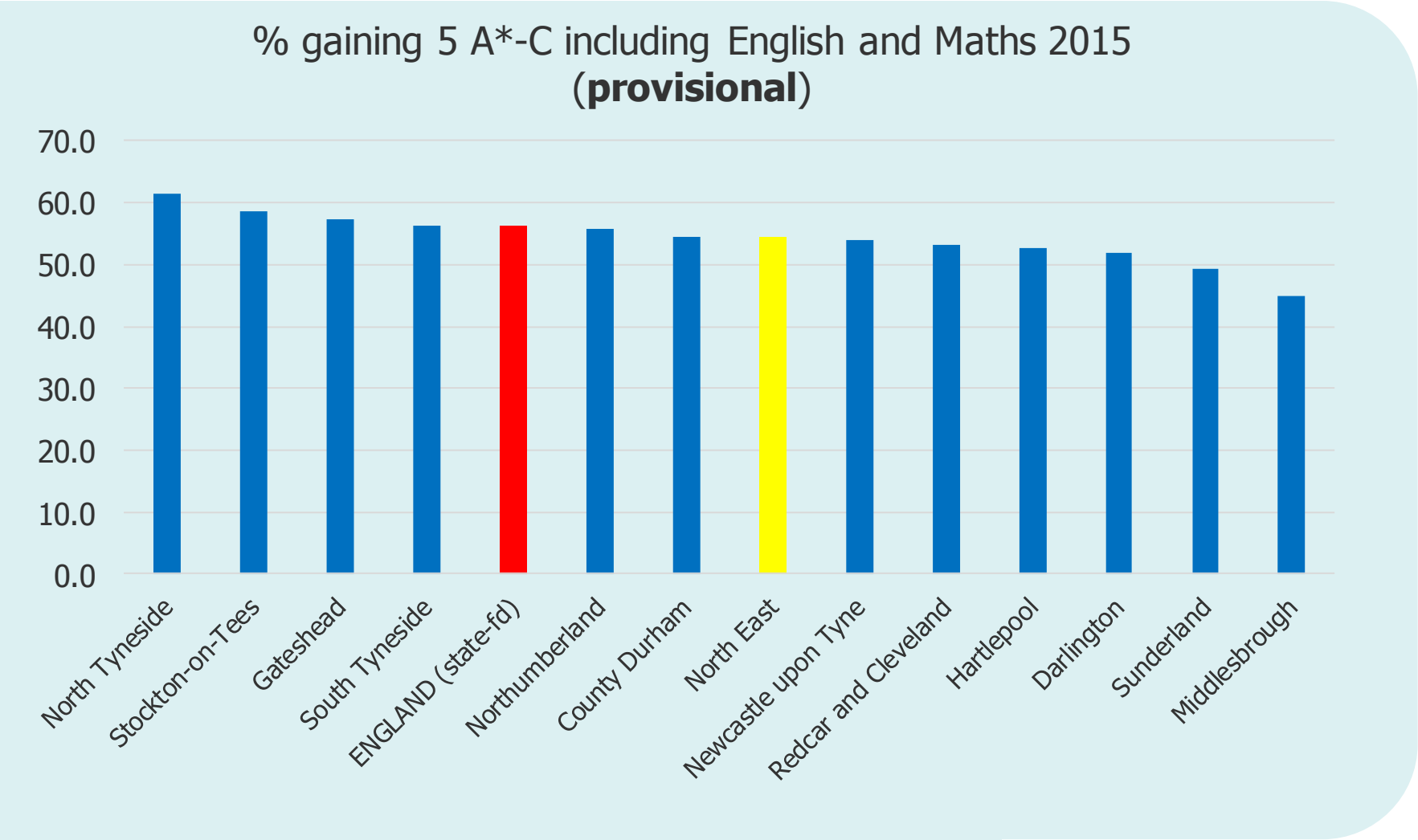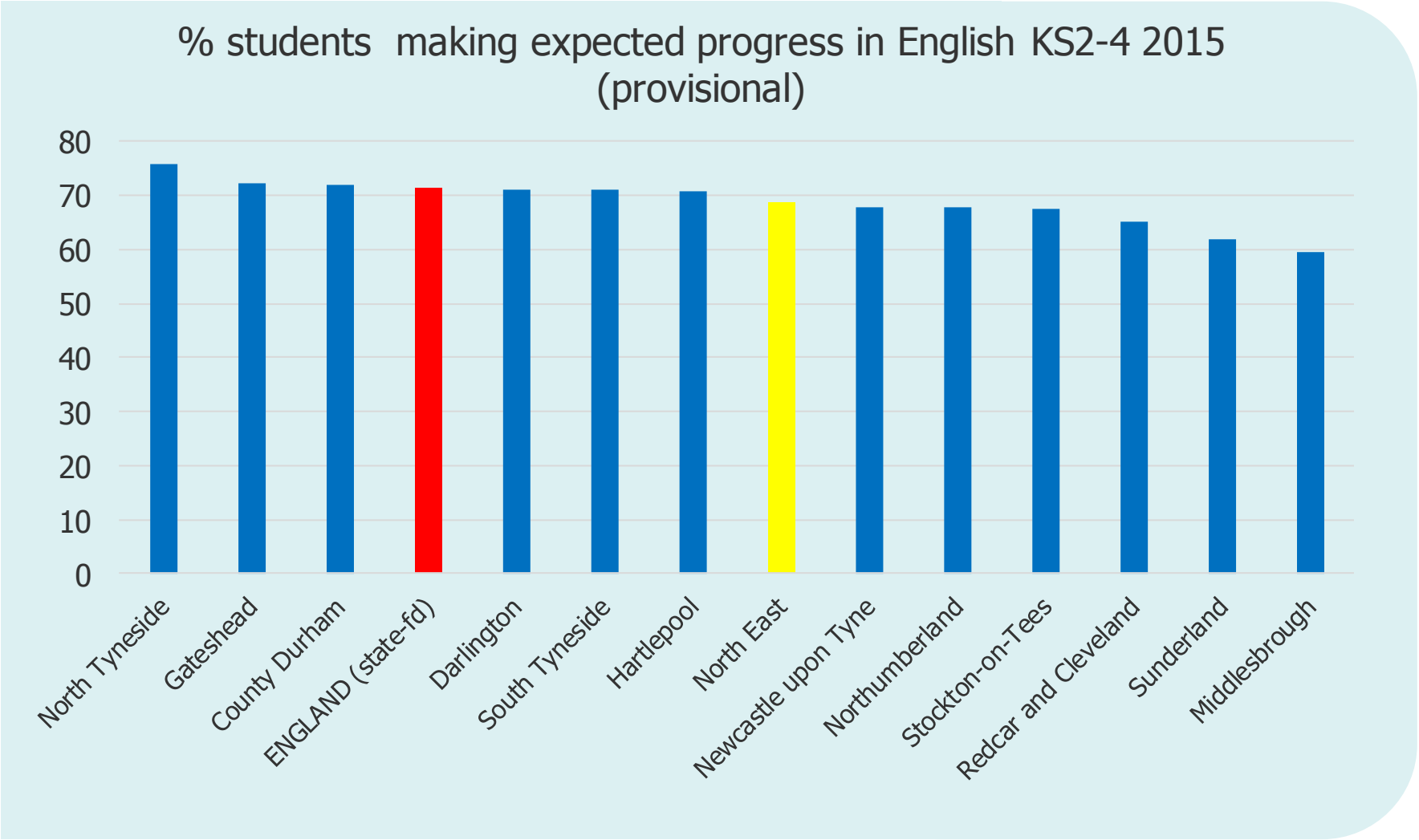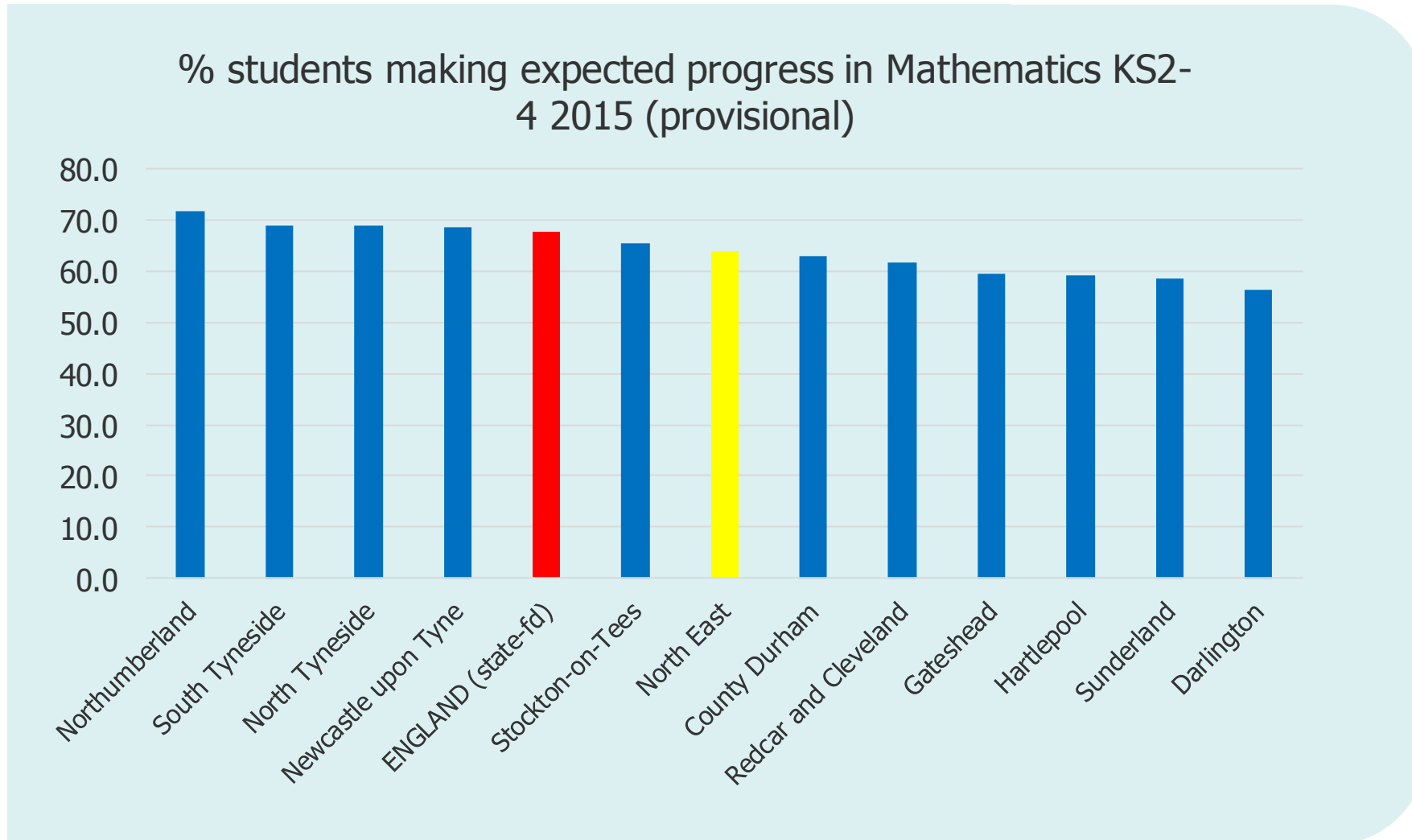
Effective Governance

David Brown HMI

March 2016

Governance Handbook

Department for Education

Governance handbook

For trustees of academies and multi-academy trusts and governors of maintained schools

November 2015

Governance and inspection

Important references for governors

Governance

The purpose of the lead inspector's initial call is to:

- establish what the **governance structure** of the school or academy is, including with reference to the constitution, and make **arrangements for a meeting** with the chair of the governing body and as many governors as possible, and request that as many governors as possible are also present at the final feedback meeting

School inspection handbook para 37

Important references for governors

Governance

Inspectors will always seek to meet those responsible for governance during the inspection. **This includes maintained school governors, proprietors, academy trustees or members of the school's local board. In a multi-academy trust, this is likely to include members of the local governing board or advisory board at school level as well as the multi-academy trust trustees.** This is particularly important where there is limited delegation by the board of governance functions to school level. It is also important where another authority has governance functions if schools are combined in managed groups or federations.

School inspection handbook para 84

Important references for governors

The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the **meetings** between inspectors and pupils, parents and staff, meetings with governors should take place without the headteacher or senior staff.

School inspection handbook para 85

Important references for governors

The on-site inspection concludes with a **final feedback meeting** with the school. Those connected with the school who are likely to attend include:

- the headteacher and other senior leaders agreed by the lead inspector and headteacher

- the **chair of the governing body, board of trustees or local governing body as appropriate and as many governors as possible**

- in an **academy that is part of a multi-academy trust, at least one representative of the board of trustees**

- a representative from the local authority (for maintained schools) or academy sponsor and/or the designated responsible body.

School inspection handbook para 91

Important references for governors

During this meeting, the lead inspector will ensure that the headteacher and governors are clear:

- about the **provisional grades** awarded for each key judgement; sufficient detail must be given by the lead inspector to enable all attendees to understand how judgements have been reached and for governors to play a part in beginning to plan how to tackle any areas for improvement

- that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as **restricted and confidential** to the relevant senior personnel (as determined by the school); they must not be shared beyond the school's leadership team and governors (including those unable to attend the final feedback meeting)

School inspection handbook para 92

Important references for governors

Effectiveness of leadership and management In making this judgement in schools, inspectors will consider:

- the leaders' and governors' **vision and ambition** for the school and how these are communicated to staff, parents and pupils

- 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

- how effectively leaders use the **primary PE and sport premium** and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

School inspection handbook para 138

Important references for governors

- 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

- 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

- how effectively leaders and governors **monitor the progress of groups of pupils** to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

School inspection handbook para 138

Important references for governors

- how well leaders and governors **engage with parents, carers and other stakeholders** and agencies to support all pupils

- 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

- the effectiveness of governors in discharging their core **statutory functions**

School inspection handbook para 138

Important references for governors

- 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

- the **effectiveness of 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.

School inspection handbook para 138

Important references for governors

Inspectors will seek evidence of the **impact** of those responsible for governance. This includes maintained school governors, proprietors, academy trustees or members of the school's local board. In a multi-academy trust, this is likely to include members of the local governing board or advisory board at school level as well as the multi-academy trust trustees.

School inspection handbook para 143

Important references for governors

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

School inspection handbook para 145

Important references for governors

Inspectors will consider whether governors:

- 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.

School inspection handbook para 145

Important references for governors

Inspectors will recommend an **external review** if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:

- 'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'

School inspection handbook para 147

Important references for governors

Inspectors will gather evidence about the use of the **pupil premium** in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years

- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact

- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

School inspection handbook para 149

Questions governors could be asked

Questions that may be asked

■ What is your evaluation of the school's overall effectiveness at this stage of its development?

- strengths (in order)
- areas for development (in order)
- how do you know?

Questions that may be asked

■ How has the trust supported and challenged the performance of the academy in relation to teaching, learning and assessment?

- practical examples
- what is the **impact** on learners and staff in the academy?
- how do you know?

Questions that may be asked

Ofsted

■ What is your involvement in the performance management of the head teacher and the staff?

- What proportion of the teaching staff made progress up the academy's pay scale last year?
- How do you know?

Governance

Ofsted

- How well are the pupils in, for example, Year 1, Year 3 and Year 8 doing?

  - Is the assessment information that you are given accurate?
  - Which groups of pupils in which year groups are making particularly pleasing progress at the present time?
  - Which groups of pupils in which year groups are you particularly concerned about at the present time?
  - How do you know?

Questions that may be asked

- Can you tell me about the use of additional funding for disadvantaged pupils?

  - Where has the funding had its biggest impact?
  - In which year group has the funding not enabled disadvantaged pupils to catch up with their peers?
  - What is the school doing about it?
  - How do you know?

Questions that may be asked

■ What about the extra funding for those pupils who are looked after?

- How well are these very vulnerable pupils doing?
- How do you know?

Questions that may be asked

- Last year, pupils did not reach the national average in phonics (or mathematics at the end of Key Stage 1 or writing at the end of Key Stage 2 or …).
    - What changes has the school made to address this issue?
    - Has the curriculum been changed to address this underachievement?
    - What **impact** have the changes had?
    - How do you know?

Inspection updates for governors

School inspection updates

School websites

Maintained schools

- Every maintained school **must** publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2012.

- Full details of what must/should be published are available at: www.gov.uk/guidance/what-maintained-schools-must-publish-online

Academies

Details of governing boards of academies and multi-academy trusts:

- An academy's funding states what must be published on the website of an academy or free school.

Website references

www.gov.uk/what-maintained-schools-must-publish-online

The constitution of governing bodies of maintained schools: Statutory guidance for governing bodies of maintained schools and local authorities in England, August 2015

Guidance: PE and sport premium for primary schools, September 2014

Policies

- To understand the policies that different types of schools must have see:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

Keeping children safe in education

Statutory guidance for schools and colleges

July 2015

Department for Education
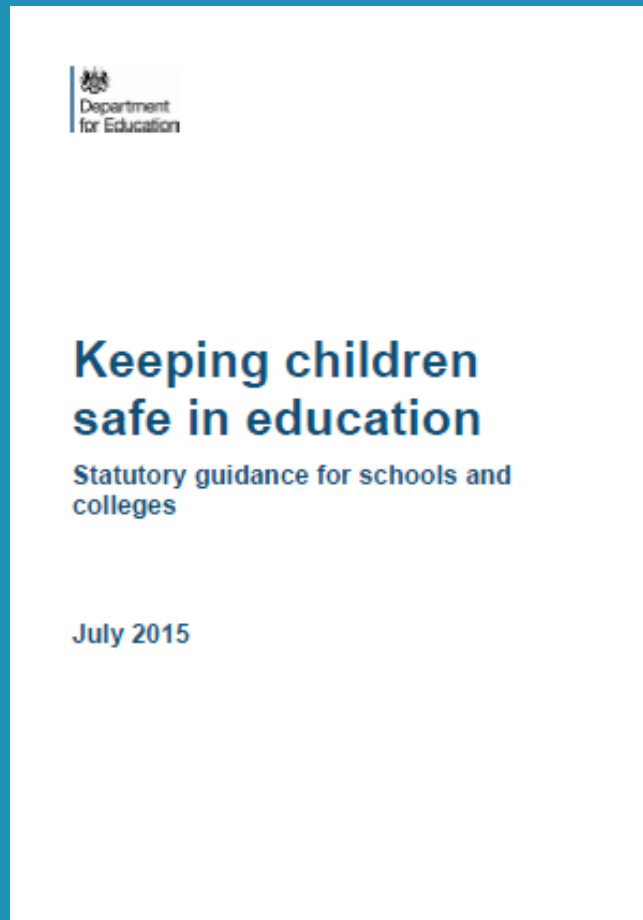
RAISEOnline Inspection Dashboard

Inspection Dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2014 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2014, highlighting consistency across starting points, subjects or groups.

Strengths in 2014

- KS2 value added was broadly average or above in all subjects.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics were close to or above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading.
- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in writing & mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.
- Persistent absence was below average.

Weaknesses in 2014

- Attendance was low for the group(s): SEN without statement (in the lowest 10% of all mainstream schools nationally).

2014		
National Floor Standards		**School**
Level 4+ RWM	65%	75%
EP reading	94%	98%
EP writing	96%	93%
EP mathematics	93%	91%
Floor standards met?	✓	

Assessment without levels

Final report of the
Commission on Assessment
without Levels

September 2015

Chaired by John McIntosh CBE

HMCI's monthly commentary

HMCI's monthly commentary: November 2015

21st century governance needed for 21st century schools

www.gov.uk/government/speeches/hmcis-monthly-commentary-november-2015

Useful links

- Ofsted inspection documents:
  www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools

- September 2015 School Inspection Update:
  www.gov.uk/government/news/september-2015-issue-of-school-inspection-update-newsletter-published

- January 2016 School Inspection Update:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489087/School_inspection_update_January_2016.pdf

- RAISEOnline document library:
  www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx

Useful links

- Support for schools about information required on a school website is available at: www.gov.uk/guidance/what-maintained-schools-must-publish-online

- Assessment without Levels report: www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report

- Working together to safeguard children guidance: www.gov.uk/government/publications/working-together-to-safeguard-children--2

Any questions?

Schools North East