

Sir John Hunt CSC

Karen Powell –

Chair of Federated GB



Ofsted December 2013

Our Ofsted Experience

Introduction

- Sir John Hunt Community Sports College is part of the Wood View Learning Community –a three school federation
- Each school has a management committee (with delegated powers) reporting to the federated governing body.
- This morning we will share our experience of the inspection in December 2013 and tell you how we will plan for the next inspection under the new framework

Sir John Hunt CSC

Wendy Brett

Principal

Ofsted

- One phone call ~ 12.05 from lead inspector
- New framework no notice is a 15 mins call ~ Car Park
- Will not call back, if head not available will speak to next senior member of staff
- 1 hour long
- Challenging
- All the information about the school
- Preparation ~ large folder on desk (always)

What happens next...

- Action plan ~ 3 , 2 ,1 SJH are go
- Inform SLT
- Inform Staff
- Inform Chair of Governors
- Inform LA
- Letters to parents
- Information to be sent to lead inspector
- Briefing for Governors

What time is it?

- Sounds simple... it is now 19.00
- Staff prep going on
- Ofsted room being made ready with all key information.
- 40 Pizza's delivered

Governors' preparation

- Lead inspector to see chair of governors on day one
- Not negotiable
- We had a team of 4
- Not negotiable
- Governors' file ready with highlighted minutes (SJH evidence)
- Governors' meeting 18.00 evening before
- Governors given briefing sheet with key questions from the framework with prompts
- Governor file available for meeting

Governors' meeting

- Meeting evening before with key governors
- Went through phone call and key areas the lead inspector was discussing
- Prompt sheet from Ofsted framework
- Nothing new but put us ...all on the same page.

Day one

- Governors to meet lead inspector at 15.00
- Arrived at 14.30 met with Principal for briefing on update and how it was going
- Questions discussed, what were they running with.
- Governors meeting 15.00 (over 1 hour)
- Governors meeting with Principal to discuss what the lead inspector had asked.
- Principal briefs SLT at 18.00 on governors meeting
- Patterns and trends ... all about triangulation.

Day one

- First meeting with Principal and lead inspector
- No one else allowed to join meeting.. Very challenging.
- Sets the tone for the whole inspection
- Triangulation
- All about teaching and learning
- A fight was on, it became personal.

Day Two

- Phone call to chair of governors at 12.00 to update
- Governors who meet with the Lead Inspector (Day one) joined for final outcome.

Governors' story


- 4 governors interviewed
- 2 educationalists, 1 parent, 1 new governor
- Files ready – smiles fixed – badges on
- Introduce ourselves – names, type of governor, experience
- Seize the moment – you will hear our story
- Keep talking ...keep writing

How to stay on top..

- Keep the info flowing
- Don't waffle – know when to stop
- Don't sound like a text book – talk about your experience
- Talk knowledgably about pupil premium
- Groups, groups and more groups
- Don't be thrown by his/her 'views' -fight



and the Impact is...

- 
- Human stories
 - Talk about what you have seen
 - Talk about who you have spoken to
 - Triangulation
 - Walk in the park or gym workout?



What would we do
differently next time?

Role of governors 2014/15

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, **and the performance of its staff and;**
- Overseeing the financial performance of the school and making sure its money is well spent

Inspectors must consider whether governors (*revised Sept 14*)

- carry out their statutory duties *such as safeguarding and understand the boundaries of their role as governors;*
- *ensure that they and school promote tolerance of and respect for people of all faiths or those of no faith, cultures and lifestyles and support and help through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain;*
- ensure clarity of vision, ethos and strategic direction *including long term planning;*
- *contribute to the school's self evaluation and* understand the strengths and weaknesses of the school, including the quality of teaching;
- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard;

- *assure themselves of the rigour of the assessment process;*
- are aware of the impact of teaching on learning and progress in different subjects and year groups;
- *Use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics;*
- *engage with key stakeholders;*
- *ensure solvency and probity and that the financial resources made available to schools are managed effectively;*
- *are providing support for an effective headteacher;*
- are transparent and accountable, including in terms of *recruitment of staff*, governance structures, attendance at meetings, and contact with parents and carers;
- *monitor performance management system and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management;*

Old and New

- are challenging and supporting leadership in equal measure;
- are providing support for an effective headteacher, or whether they are hindering school improvement by failing to tackle key concerns;
- Provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupil achievement and pupils' behaviour and safety, including by using data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their skills
- Are providing support for an effective headteacher

Evidence portfolio

One book

Strategic vision/plan

Management plans

Results of skills/training audits

Governing body self assessments

Annual governor review documents

Sample minutes

Best visit forms

Examples of engagement with parents/stakeholders

Succession planning



So to sum up:

- Robust
- Rigorous
- Relentless
- Resilient

It is your school, your children and your staff, know it, own it and shout about it.



Our young people are not
statistics.