

## Six priorities for governing boards following the publication of the Ofsted inspection framework 2019

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### One: Get up-to-speed

Firstly, it is important that the governing board ensures all governors are fully aware of the new and confirmed changes to the ['Education inspection framework'](#). For a complete summary of Ofsted's response to its consultation on the proposed new framework, including confirmed changes and amendments, see our article [Up-to-speed on: Changes to Ofsted Inspections from September 2019](#).

It is recommended that an agenda item is included in your next full governing board meeting to discuss the new inspection framework and to highlight any actions the governing board or SLT have identified.

### Two: Review how the governing board interacts with internal assessment data

Governing boards have become familiar with accessing internally produced pupil attainment and progress data to validate and triangulate other sources of information provided to them by senior leaders. This information has, up until now, also been used by Ofsted as a source of evidence when inspecting pupils' progress outcomes. Inspectors will no longer focus on internal tracking data during inspections. Schools will be able to present their own data during an inspection if they believe there is a purpose in doing so, but inspectors will seek to identify the impact of the data collected and are unlikely to review the data itself.

This means that governing boards need to have a clear understanding of the assessment data collected by senior leaders, the intended purpose of this data and the impact of collecting it – senior leaders should be able to explain how internal assessment and resulting data is used to improve outcomes for pupils and what the impact of this is.

Governors should also consider the workload of teaching staff by exploring if data collection occurs at reasonable points throughout the academic year and questioning the impact of these in relation to the resulting impact on teaching staff.

Governors should take time to review their existing monitoring activities and the information received from senior leaders. Governors should review whether this information is based heavily on internal data assessments and predictions. If it is, then the board should seek to explore alternative ways to hold senior leaders to account for the quality of education at the school. For a selection of monitoring activities, see our [Governing Board Monitoring Resource Pack](#).

### **Three: Ensure external data is used to influence school development priorities**

Inspectors will use published external data as a starting point for an inspection, but this data will not necessarily determine the whole focus for an inspection. Areas of focus will be agreed by the inspector and headteacher during the pre-inspection phone call, which will take place the day before the inspection.

Inspectors will expect governors to understand how **all** pupils perform against national benchmarks. Governors should ensure the board is familiar with DfE performance tables, Analyse School Performance (ASP) and Ofsted's inspection data summary report (IDSR), and use this information to hold senior leaders to account and to influence school development priorities.

Governors should request access to the governor areas of ASP and the IDSR from the member of staff who has responsibility for managing permissions to the secure access site [DfE Sign-in](#). All governors are entitled to access this information and should be provided with a log-in if requested. How governors use this information should be decided by the board – individual governors monitoring specific areas may want to use it to form questions ahead of monitoring visits or it could be used to validate information in committee or full governing board meetings to hold senior leaders to account.

### **Four: Implement a vision for all pupils**

Ofsted has removed references to specific groups of pupils, e.g. LAC and EAL. Instead, schools are expected to have a clear vision that sets high aspirations, opportunities and quality of education for **all pupils at all times**.

This is also reflected in the '[Governance handbook](#)', which states that governing boards should set and safeguard an ethos of high expectations of everyone in the school community. Governors should ensure these expectations and the school's vision and ethos are reflected consistently throughout all school policies and practices.

### **Five: Engage with the curriculum**

The 2019 inspection framework introduces a new 'quality of education' judgement, which will focus on the curriculum; specifically, the intent, implementation and impact of the curriculum for all pupils.

The governing board should ensure that the curriculum is broad and balanced and is underpinned by the school's agreed ethos and values. Governors should be satisfied that curriculum development is based upon research and best practice, but also meets the needs of the school's own community, providing equal opportunities for all pupils. How the SLT plan

to review and measure the impact of the curriculum should be explored and governors should develop their annual schedule of work to ensure regular updates on the curriculum are received.

For further guidance in monitoring the curriculum in line with the 2019 inspection framework, see our article [Monitoring the Curriculum: Guidance for Governing Boards](#).

## **Six: Remember the importance of behaviour and attitudes**

Inspections will focus on 'behaviour and attitudes' and 'personal development' as two separate judgements. Governors will be expected to understand the impact of behaviour and behaviour management in the school, including incidents of bullying. Governors should seek to understand how effective the school's [Behaviour for Learning Policy](#) is and the impact it has on teaching and learning. Governors should not accept reports that bullying does not exist in the school, and if this is reported, should ensure they explore how the school knows this. Where bullying incidents do occur, the governing board should seek to understand how the school responds to and addresses these incidents.

Inspectors will also focus on [off-rolling](#) and governors should ensure the board receives up-to-date information on pupil mobility, the number of internal and permanent exclusions, and the impact of isolation booths, reflection rooms or other behaviour management tools. Our [Headteacher's Report to the Governing Board](#) template includes sections to report all of this information to the board – governors should remember that it is the board who determines the information reported to governors by the headteacher and senior leaders.

The governing board may choose to delegate some aspects of monitoring behaviour and attitudes to a [behaviour link governor](#).

## **Next steps**

Governors should always seek to listen to the voice of pupils when undertaking monitoring. This is particularly important when monitoring the curriculum and behaviour and attitudes as these areas have significant impact on all pupils within the school, their learning experience and individual outcomes. Our [Governing Board Pupil Voice Record](#) provides a template for governors undertaking pupil voice activities, including suggested questions to ask.

Safeguarding remains a significant aspect of any inspection and will be judged as part of, and reported within, the 'leadership and management' section of the inspection report. Governors should maintain a robust awareness of safeguarding policy and practice within the school and use our [Safeguarding Governance Resource Pack](#) to understand and implement the governing board's responsibilities for safeguarding.

Finally, keep an eye on the 'New and Updated' list on our homepage to be the first to access resources related to the new inspection framework and handbooks. You can also use our 'Watch list' feature – accessed by clicking the small yellow box below the 'Related content' list on each document page – to receive immediate notifications of any updates to our existing Ofsted resources.

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## **Bibliography**

DfE (2019) 'Governance handbook'

Ofsted (2019) 'Education inspection framework'

Schools North East Governance Conference Keynote Seminar (2019) 'Michael Reeves, HMI, Ofsted' [Seminar attended: 16 May 2019]