

Ofsted Pilot

St Luke's C of E Primary School,
Glossop, Derbyshire

Heidi Page

Co-opted Governor at St Luke's Primary School

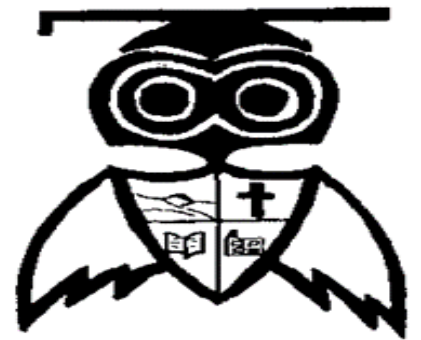
Student Recruitment and Widening Participation Officer
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About St Luke's C of E Primary

- Voluntary controlled Primary School
- Approx. 196 pupils on roll, smaller than the average-sized primary school
- Very large majority of pupils are of White British heritage
- Pupil Premium and SEN numbers below the national average

Ofsted inspections to date:

- January 2012 – Requires Improvement ('Good' for Behaviour and safety of pupils)
- June 2014 – Requires Improvement ('Good' for Behaviour and safety of pupils and Leadership and management)
- May 2016 – Good ('Good' in every measure with Early years provision 'Outstanding')



Opening Eyes, Hearts &
Minds

What was the same

- 4 grade descriptors
- Key documents - Self Evaluation, School Improvement Plan, Published School Performance Data
- Importance of accurate school self-evaluation
- Focus on safeguarding
- Focus on groups, especially disadvantaged
- Use of a range of evidence
- Focus on reading

What was different

Judgement against different headings:

- Quality of Education
- Behaviour and attitudes
- Personal Development
- Leadership and Management (including a judgement about quality of governance)
- Early Years/Sixth Form
- Overall effectiveness

What was different

- Two day process for **all** schools
- Additional half-day for on-site preparation
- No internal data requested or used
- Heavy emphasis on talking to pupils and looking at their work in books
- More involvement of staff
- Triangulation of the quality of education between senior leaders, subject leaders and teachers
- Emphasis on 'cultural capital'
- Focus on the school curriculum – 3 x 1s

Focus on curriculum

- **INTENT** - “the extent to which the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage”
- **IMPLEMENTATION** – “the way that the curriculum selected by the school is taught and assessed in order to support pupils to build their knowledge and apply that knowledge as skills”
- **IMPACT** – “the outcomes that pupils achieve as a result of the education they have received”

Core functions of the GB

The 'school governance handbook' sets out the purpose of governance, which is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The handbook sets out the three statutory functions of all boards, no matter what type of schools or how many schools they govern. There are three core functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing the financial performance of the organisation and making sure that its money is well spent, including the pupil premium.

In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the **Equalities Act 2010**, and other duties, for example in relation to the '**Prevent**' duty and **safeguarding**. Inspectors will explore how governors carry out this responsibility.

Inspectors will report separately and clearly on governance in the leadership and management section of the inspection report.

Questions they asked the GB

- What rationale do governors get for the intent behind the curriculum?
- How do governors ensure that learning is sequenced across the school?
- How do governors ensure that leaders create a challenging/ambitious curriculum for the children?
- How do governors ensure that disadvantaged children have the most opportunities in life?
- How do governors know that leaders are achieving their aim for the curriculum?
- How reflective are your results of the quality of education in your school?
- What can you tell me about Safeguarding? Who is responsible in school? Who is contacted and when should an issue arise?
- Who on the Governing body has responsibility for safer recruitment?
- How do we ensure that we fulfil our statutory duties with regard to the Equalities Act 2010?
- Are leaders considerate of staff workload and how do we know?

My final thoughts ...

Importance of Curriculum Leadership

- . What curriculum planning/initiatives is your school already engaged in which will fit with the new framework?
- . Are there any 'gaps' in your curriculum provision?
- . What implications does the revised framework have for you in your strategic, monitoring and evaluation roles?