

School inspection update

March 2017 | Issue: 9

Message to inspectors from the National Director, Education

Welcome to the ninth edition of 'School inspection update' and the first of this new year. At the beginning of January, we welcomed Amanda Spielman to the office of Her Majesty's Chief Inspector. I look forward to working closely with Amanda over her term in office to continue to help raise standards for children and young people.

Also in January, we held regional conferences which brought together HMI and SHMI from across our remits to share and develop their inspection practice. As well as hearing from a range of external speakers, inspectors had the chance to hear key messages from HMCI as she set out her vision for how she sees Ofsted as a force for improvement. This is an exciting time for the inspectorate.

This edition of the school inspection update contains important information for inspectors that reinforces messages from recent training, notably: further guidance about inspecting pupil progress and not referring to 'expected progress'; key stage 2 progress from P scales; interpreting key stage 1 charts by prior attainment; and understanding the GCSE reforms.

A number of these issues are linked. Part of understanding the ongoing GCSE reforms is to be aware of the inherent volatility in grade boundaries as the new qualifications bed in. Even when qualifications are well established, trying to guess where boundaries will lay in order to predict grades for a particular examination is difficult. This is very clearly explained for GCSEs and A levels in Cath Jadhav's Ofqual post here: <https://ofqual.blog.gov.uk/2017/02/03/grade-boundaries-the-problems-with-predictions/>

As inspectors, we can help schools by not asking them during inspections to provide predictions for cohorts about to take tests and examinations. It is impossible to do so with any accuracy until after the tests and examinations have been taken, so we should not put schools under any pressure to do so – it's meaningless. Much better to ask schools how they have assessed whether pupils are making the kind of progress they should in their studies and if not, what their teachers have been doing to support them to better achievement.



I also want to reinforce an important issue raised in our June 2016 school inspection update. In the summer, we drew attention to the need for all inspectors to examine carefully the patterns of entry for pupils in qualifications where there was significant overlap in subject content. In some cases large cohorts of pupils were entered for certain combinations of qualifications that improved school results at key stage 4, but did little to prepare pupils for their next stage of education, training or employment. In this edition we return to this issue with additional guidance. We need to focus our attention on supporting schools that are doing the best by their pupils and by identifying the inappropriate actions of some schools that make it more difficult for others to demonstrate real success. This includes when some schools narrow the curriculum, use qualifications inappropriately, and 'off-roll' pupils. Please read the information in this issue carefully. If you need further clarification, in the first instance, contact your Senior HMI in the region.

Finally, I know that schools have been appreciative of our move over two years ago to stop grading the quality of teaching in individual lessons. The evidence supporting the overall judgement for quality of teaching, learning and assessment has not been diminished by this move and it has helped support those schools that wished to stop grading individual lessons themselves. However, when observing lessons and feeding back to teachers afterwards, we must not give the incorrect impression that any graded judgement has been formed. In line with our training, we should only use our observations during individual lessons to establish strengths and areas for improvement that, in discussion with others on the inspection team, help to identify and synthesise the common strengths and areas for improvement across the school. In this way, the judgement of the overall quality of teaching, learning and assessment is agreed.

I look forward to seeing you in March and April at our schools remit training conferences where our focus will be on inspecting the curriculum with an even sharper focus on what is right for pupils to ensure they get the quality of education they deserve.

Best wishes

A handwritten signature in black ink, appearing to read 'Sean Harford'.

Sean Harford HMI
National Director, Education

Clarification of inspection arrangements for non-exempt outstanding schools and academy converter schools

Inspecting non-exempt¹ outstanding schools that undergo significant change

Pupil referral units, special schools and maintained nursery schools that were judged good or outstanding at their previous section 5 inspection will normally receive short inspections approximately every three years to confirm that the quality of education remains good or outstanding and safeguarding is effective.

However, where these settings undergo significant change, for example through merging with another school² or by adding a new phase or a key stage, they will normally have a section 5 inspection as their next inspection instead of a short inspection. Thereafter, if the expanded school is judged outstanding or good, it will be eligible for a short inspection approximately three years later.

The above will be reflected in the 'Policy statement for inspecting new schools and schools that undergo a change in status' when this is updated for the start of the academic year 2017/18 (www.gov.uk/government/publications/how-ofsted-will-inspect-academy-schools-including-free-schools).

Inspection of maintained schools that convert to become academies, where the predecessor schools were judged good or outstanding

Maintained schools that convert to become academies, whose predecessor schools were most recently judged good, are eligible for a short inspection under section 8 of the Education Act 2005. In line with other good schools, the short inspections of converter academies will be carried out approximately every three years.

Maintained schools that convert to become sponsor-led academies, whose predecessor schools were most recently judged good or outstanding, are treated as new schools for inspection purposes and are subject to a section 5 inspection as their first inspection; this will normally take place within three years of the school becoming a sponsor-led academy.

¹ Some categories of schools judged outstanding at their most recent inspection are exempt from routine inspection, although they can be inspected if Her Majesty's Chief Inspector or the Secretary of State for Education has concerns about performance. This exemption does not apply to maintained nursery schools, special schools or pupil referral units.

² The reference here is to a situation where the outstanding or good school remains open and incorporates another school which closes, and where the outstanding or good school retains its Department for Education establishment number and URN, so is not legally a new school.

Safeguarding – checking records

Linked to the power of entry to inspect schools, there is a power for the Chief Inspector to inspect any records kept by a school and any other documents containing information relating to the school, which s/he requires for those purposes.

Checking records as part of inspecting safeguarding has raised some issues that require clarification. These are as follows.

- Trainee teachers – In the case of trainee teachers and students on placement, if they are employed by the setting, school or college, they should be subject to the same checks under regulations as other members of staff. Where trainee teachers are fee-funded, the school or setting should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for a school to record details of fee-funded trainees on the single central record (SCR).
- Multi-academy trust (MAT) staff – Every academy in a MAT needs to maintain an SCR. Where the MAT employs staff who are not assigned to an individual academy, these employees must be recorded on the SCR for the MAT, along with all others employed by the MAT and trustees.
- MAT teaching staff – where teaching staff work in more than one academy across the MAT, they should be recorded on the SCR for one academy. This should be the academy where they spend the most teaching time or the one against which they are recorded for pay and other purposes. For other academies where the member of staff operates, there should be a reference on the SCR to the fact that their record is held at 'XX academy'.

The clarifications above will be included in the next update to our safeguarding guidance document 'Inspecting safeguarding in early years, education and skills settings' available at: www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015.

Implications for inspectors

Inspectors should check the SCR to verify that the school is carrying out the correct suitability checks on staff. Inspectors should confirm there is evidence that checks on staff were carried out in line with the requirements that were in place at the time staff were recruited. There is no requirement for schools to carry out disclosure and barring service (DBS) checks on existing staff who were recruited before 2002 as long as they had List 99 checks done; page 26 of our safeguarding guidance makes this clear. There may be rare occasions when inspectors also ask to see additional information about staff suitability checks, for example if the records in the SCR are not entirely clear. These records could include staff personnel files and inspectors have a general power to inspect any records kept by a school that are relevant to the inspection. However, inspectors are not required to routinely check such files and if

this is required must make it clear to the school's senior leaders exactly why this is so.

2016 floor standard, the coasting definition and 16 to 18 minimum standards

The 2016 performance tables were published for:

- key stage 2 on 15 December 2016
- key stage 4 and 16 to 18 on 19 January 2017.

They contain the revised data that will appear in the validated release of inspection dashboards and RAISEonline.

Are floor standards met?

Inspectors should now compare the provider's validated 2016 results with the 2016 floor standard when reporting whether the floor standard has been met. Validated inspection dashboards show on the front page whether the 2016 floor standard has been met. The validated primary dashboard has been released. The validated secondary dashboard is due to be available by the end of March 2017. Until then, inspectors should refer to the validated data in performance tables to check whether the floor standard has been met for secondary schools. The performance tables also provide a useful source to check the floor standard for key stage 4: www.compare-school-performance.service.gov.uk

Are minimum standards met?

For 16 to 18 providers, inspectors should now compare the provider's validated 2016 results with the 2016 minimum standards. The inspection dashboard early extract update shows whether 2016 minimum standards have been met, through a statement on its front page.

Does the coasting definition apply?

Regulations came into force on 11 January 2017, which allowed for coasting schools to be identified based on the definitions published in December 2016. Validated inspection dashboards show on the front page whether the school was above the coasting definition. They also show whether the school was above the 2014, 2015 and 2016 parts of the coasting definition. An anonymised validated primary dashboard is in the RAISEonline library www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx.

Until the validated secondary dashboard is available, inspectors will be informed if a school they are inspecting is coasting.

Examination entry and the curriculum - a second update to inspectors

Following on from the article included in the June 2016 edition of school inspection update (available at: www.gov.uk/government/publications/school-inspection-newsletter-2015-to-2016), we would like to **remind inspectors of the critical importance of following up any unusual examination entry patterns**, to ensure schools have made the right decisions for their pupils.

Since the June 2016 edition of school inspection update, we have continued to monitor how well we inspect and report on leadership of the curriculum and, on rare occasions, what is frequently termed 'gaming the system'. We are concerned about the inappropriate use of some qualifications. We are particularly monitoring:

- high entries for qualifications that are not core subjects or do not reflect specialisms of the school, often of a technical or vocational nature not suited to the majority of pupils
- double entry in qualifications that overlap in content, for example: statistics and free standing mathematics qualifications; GCSE English and IGCSE English as a second language qualifications for pupils who have English as a first language
- entry for GCSEs in English Language and English Literature when the latter is not taught with sufficient time to support effective achievement, but pupils sit the examination to ensure that the Language result is counted as double for the Attainment and Progress 8 scores.

These entry patterns may indicate that the qualifications are being used to improve overall performance data, for example Progress 8 scores, and may have not been in the best interests of the pupils.

Implications for inspectors

To assess how well a school provides a broad and balanced curriculum, suitable for all pupils, inspectors must review the design of the curriculum and the suitability of pathways and qualifications for pupils at the school. This is critical in determining whether or not schools are entering large cohorts of pupils for inappropriate qualifications and where there is significant overlap in subject content. These entry patterns do not serve pupils well and in some schools they inhibit positive outcomes for pupils and curtail opportunities for their future.

In addition, there is evidence nationally that large numbers of pupils leave mainstream secondary education before year 11 through schools moving them out into alternative provision or on to other schools whose rolls are not full. This is known as 'off-rolling'. Inspectors should consider the number on roll by year group and whether this has decreased significantly by year 11, which is shown in the basic characteristics by year group table in RAISEonline.

If inspectors have any concerns about a school's curriculum, qualification entries, or potential 'off-rolling' they should discuss them with the school's leaders during the inspection and consider the impact in judging the effectiveness of leadership and management and outcomes for pupils.

Progress scores for each year group

Schools have asked if Ofsted is looking for a particular way of tracking progress within a key stage and using it to predict a school's progress scores, or those of its pupils.

It is not possible to forecast progress scores reliably. This is mainly because they are based on the national distribution of each cohort's test performance, which clearly will not be known until after the cohort has taken the test.

In addition, for key stage 2:

- attainment is expected to rise as schools' familiarity with the new, more demanding curriculum increases.
- key stage 1 prior attainment will be based on the new teacher assessment framework for the current Year 3, yet levels for older cohorts.

In addition, for key stage 4:

- the reformed GCSEs have new and more challenging content than 2016 qualifications.
- while Attainment 8 settles down, schools will be altering their entry pattern for each element, which will have an impact on the national Attainment 8 score.
- the gradual re-scaling over four years to grades 9 to 1 will cause changes in the national average Attainment 8 score.
- key stage 2 prior attainment will be based on scaled scores for the current Year 7, yet levels for the older cohorts.

Implications for inspectors

Ofsted does not expect any prediction by schools of a progress score, as they are aware that this information will not be possible to produce due to the way progress measures at both KS2 and KS4 are calculated. Inspectors should understand from all training and recent updates that there is no national expectation of any particular amount of progress from any starting point. 'Expected progress' was a DfE accountability measure until 2015. Inspectors must not use this term when referring to progress for 2016 or current pupils.

Inspectors should only ask to see assessment information, including any pupil-tracking information, in the format that the school would ordinarily use to monitor the progress of pupils in that school. Its purpose is to provide insight about the

impact of support to aid pupils with deepening their knowledge, understanding and skills.

Interpreting RAISEonline and inspection dashboards

When considering the progress and attainment in schools, it is important to bear in mind that:

- Progress scores at key stage 4 and key stage 2 could have been affected by outliers. Outliers are pupils with extremely high or low progress scores. Some pupils may have very low progress scores because they were not entered for an approved qualification or were absent for the examination. The scatter plots in RAISEonline allow inspectors and schools to identify these.
- Small numbers of pupils may render analysis of the data meaningless. Shading of progress data in RAISEonline and inspection dashboards indicates where data was statistically significant, taking into account cohort size.

Implications for inspectors

When considering the key stage 1 to 2 progress scores for schools and pupil groups, inspectors should consider the impact of pupils included who were working below the level of the tests at key stage 2. Pupils on 'P scales' or assessed at foundation for the 'expected standard' or 'early development' of the expected standard, always have negative progress scores. Those assessed at 'growing development' of the expected standard can have a positive progress score only if their prior attainment was P6 or below. The inspector training on inspecting outcomes using data for primary schools explains this. Inspectors should consult the validated inspection dashboard prior attainment chart in RAISEonline, which contains a new row showing the number of Year 6 pupils on P scales at key stage 1.

Inspectors should interpret key stage 1 charts with care. These are designed to help schools and inspectors raise questions about the curriculum provision for pupils with different starting points. Inspectors should be clear that there is no expectation of any particular key stage 1 attainment from any starting point and no measure of progress for the key stage.

Reformed GCSEs and technical awards for examinations from 2017

Inspectors should be familiar with the changes to GCSE and technical qualifications when evaluating the curriculum, teaching, and leadership and management. They should consider how effectively schools deliver the new and more challenging content and ensure access to appropriate oral, practical and field work. Inspectors should consider the timelines of provision for reformed qualifications and for English and mathematics resits for post-16 learners.

Inspectors should bear in mind that, for 2017 results, Progress 8 will use:

- reformed GCSEs for English and mathematics, and legacy GCSEs for other subjects
- only the new technical awards for technical and vocational qualifications.

To support inspectors in their use of the outcomes from the reformed key stage 4 qualifications, our Data and Insight team will provide information about what can and cannot be inferred from the performance data coming out of this summer’s examinations round. This will be at two different levels: (1) generally how much reliance can be placed on individual subjects to reflect achievement precisely, and (2) how much reliance can be placed on different outcome measures for individual schools.

Summary of changes to GCSEs

All secondary schools have been sent a DfE/Ofqual slide pack to help them provide consistent messages when they explain the reforms made to GCSE, for example to parents and governors. The changes are:

- to make GCSE more rigorous
- include more challenging content
- ensure GCSEs are increasingly comparable to the best qualifications across the world, and
- ensure young people are better prepared for further and higher education, and employment.

The assessment methodology is changing to move away from modular courses and ‘bite sized’ learning to a linear structure allowing more time for teaching. The roll out of the new GCSE specifications began in 2015 and will continue through the next five years.

The slide pack is available at: www.gov.uk/government/publications/qualifications-reform-resources-for-teachers

Dates for reformed GCSEs

Until 2020, pupils will receive a mixture of A*-G grades and 9-1 points for legacy and reformed subjects. The table below gives a broad description of when subjects will be reformed. For full details and a timeline, see: www.tes.com/content/dfе/qualsreform

<i>Start course in 2015</i>	<i>Start course in 2016</i>	<i>Start course in 2017</i>	<i>Start course in 2018</i>
<i>Exams in 2017</i>	<i>Exams in 2018</i>	<i>Exams in 2019</i>	<i>Exams in 2020</i>
English language English literature	National curriculum subjects except	Most other subjects	A few less-taught languages

Mathematics	D&T, a few other subjects		
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From 2017, legacy English and mathematics qualifications will no longer be counted in performance tables. Some subjects, such as ICT, are not being reformed and will not be continued.

Resits

Post-16 learners retaking English and mathematics GCSEs will be able to take legacy GCSE resits in November 2016 and summer 2017. If they wait until later to take their resit, they will need to study the content of the reformed GCSE and so take the reformed GCSE examination. There will be a resit opportunity no later than summer 2018 in legacy GCSE science and additional science qualifications. For all other subjects, awarding organisations may offer a single resit of legacy qualifications in the year following the last sitting. Details are at: www.gov.uk/guidance/timings-for-the-withdrawal-of-legacy-gcses-as-and-a-levels.

From 2017, November examinations for reformed qualifications will be available only in English language and mathematics, and only to learners aged 16 or over on the preceding 31 August. All other reformed qualifications will have summer examinations only.

Technical awards

From 2017, the only vocational and technical qualifications reported in performance tables will be the new technical awards. Up to three of the new technical awards can be included in the Progress 8 open slot where they will each be counted as equivalent in size to one GCSE. They will not count towards the five slots reserved for English, mathematics and other EBacc qualifications. These technical awards focus more rigorously on practical skills and knowledge in 16 broad subject areas, such as engineering technology, care, financial education and child development. Please see: www.gov.uk/government/collections/performance-tables-technical-and-vocational-qualifications.

Calculating the Progress 8 score

In calculating the Progress 8 score:

- reformed GCSEs will use the new 9 to 1 points scale
- legacy GCSEs will have grades A* to G mapped onto points from 8.5 to 1.0 as below:

GCSE grade	A*	A	B	C	D	E	F	G
2017 and 2018 points	8.5	7.0	5.5	4.0	3.0	2.0	1.50	1.0

so a pupil's increase of one grade from B or A is 1.5 points, and from G or F is 0.5 points

- technical awards will have grades mapped onto points from 8.5 to 1.0
- graded music examinations will have grades mapped onto points from 8.5 to 7.0
- AS level examinations will have grades mapped onto points from 10.75 to 3.50.

Further information

- The DfE/Ofqual slide pack for schools on GCSE and A level reform: www.gov.uk/government/publications/qualifications-reform-resources-for-teachers.
- The main features of reformed GCSE subjects, including whether they have non-examination assessment: www.gov.uk/government/publications/gcse-changes-a-summary.
- GCSEs accredited for 2016 teaching, GCSEs not being reformed and qualifications counted: www.gov.uk/government/publications/accreditation-of-gcses-as-a-levels-for-teaching-from-2016
www.gov.uk/government/publications/gcse-as-and-a-level-subjects-that-are-not-being-reformed
www.gov.uk/government/news/qualifications-counting-in-future-performance-tables
- Details of Progress 8 calculations and the point scores for qualifications for 2016, 2017 and 2018 are given in the guide to the Progress 8 measure for 2016 to 2018 at: www.gov.uk/government/publications/progress-8-school-performance-measure.

Interpreting 16-19 English and mathematics progress measures

The DfE has asked for inspectors to be informed of the following two points to take into account when using English and mathematics progress measures in the 16-19 inspection dashboard supplement. The DfE and Association of Colleges (AoC) have informed providers.

Inspectors should consider the impact on the provider's overall English and mathematics progress scores of:

- learners who have been in 16-19 provision with the provider since 2013/14 and not been entered for a qualification
- apprentices whose frameworks require them to study functional skills.

A small proportion of learners (0.5% nationally) included in the measures were in 16-19 provision in 2013/14 before the funding condition came into effect. Consequently, the provider may not have entered learners from this cohort for a qualification. Such

learners will have been assigned a negative progress score, which may have pulled down the provider's overall progress score. For example, a key stage 4 grade D learner from this cohort will have been assigned the lowest available progress score (-1). If the learner changed provider after 2013/14, they became subject to the funding requirement for the new provider; the grade with which they joined the new provider has been used in the measure shown in the inspection dashboard.

Apprenticeships

The condition of funding does not apply to apprentices. Many apprenticeship frameworks require the learner to take functional skills rather than GCSEs. In the English and mathematics progress measures, the DfE allocated 4 points for attaining level 2 functional skills, while 5 points were allocated to GCSE grade C. Consequently, progress scores for apprentices with key stage 4 GCSE grade D were zero if they attained functional skills level 2; however well the learners did, their score could not be positive. The DfE is planning to adjust its methodology for 2016/17.

Engaging with the governance of schools in multi-academy trusts

Inspecting governance of a school during a section 5 inspection is an important aspect of the judgement about the effectiveness of leadership and management.

In maintained schools, the accountable body is the governing body, whereas in academies it is the board of trustees. This means that both in stand-alone academies and in a multi-academy trusts (MATs) the accountable body is the board of trustees. A letter is sent to the governing body of a maintained school and board of trustees of a stand-alone academy or MAT, notifying them of the inspection.

However, MATs operate through many different structures and sizes, and while all are now expected to have identified a senior executive leader (SEL) some may not have an identified Chief Executive Officer (CEO) role so they are not automatically notified when a school within their MAT is being inspected.

We are changing how this will work so that at the point of notification of the school inspection we will check the name and contact details for the CEO and the board of trustees and notify them of the inspection.

It is important that the lead inspector offers to meet with the CEO or equivalent of the MAT, and the chair of the board of trustees, during the inspection. In addition, the CEO or equivalent, and the chair of the board of trustees, should be invited to observe the final inspection team meeting and so have the option to attend these meetings with the headteacher.

We will also ensure that when the school receives the final inspection report that a copy is sent to the CEO and the chair of the board of trustees.

Implications for inspectors

Lead inspectors are reminded that, as part of their initial telephone call, they must:

- ensure they understand the governance structure for the school
- where the school is part of a MAT, check whether there is a CEO or equivalent for the MAT and obtain the contact details for that person
- confirm that the CEO or equivalent and the chair of the board have been informed of the inspection, and make arrangements to meet them as part of the inspection.

The CEO or equivalent and the chair of the board of trustees should be invited to join the headteacher in observing the final team meeting and attend the final feedback meeting to the school. It is important the lead inspector makes it clear that observers at the team meetings are attending to listen to the scrutiny of evidence and formation of the judgements made by the team. As appropriate, the lead inspector may request that observers clarify key points during the meeting.

Distribution and publication of section 5 reports following inspection

Under section 14(4) (for maintained schools) and section 16(3) (for non-maintained schools) of the Education Act 2005, schools must:

- (c) *take such steps as are reasonably practicable to secure that every registered parent of a registered pupil at the school receives a copy of the report within such period following receipt of the report by the authority/proprietor as may be prescribed.*

The DfE has fixed the prescribed period as five working days. Ofsted has taken account of the prescribed period in drafting its school inspection handbook.

Ofsted does not determine the prescribed period or specify how schools should distribute the inspection report. Schools may decide to send a hard copy to parents via 'pupil post' or issue a copy of the report to parents electronically. The key point is that schools must ensure that every registered parent receives a copy; schools that use electronic means would therefore need to take into account, and make arrangements for, those parents who do not have access to web or other electronic communications.

Once the final report is sent to the school, it is no longer confidential. At that point, schools can publish the final report on their website as soon as it received, and thereafter arrange for it to be copied to parents within five days (although it is normally expected that schools would notify parents before they publish the report or distributed it to other external parties).

Ofsted has no duty to publish school inspection reports but, in line with our published framework and handbooks, will usually publish the final report on its website within five working days of the date of despatch to the school.

Children with medical needs

Section 100 of the Children and Families Act 2014 places a duty on schools to support pupils with medical conditions. As part of making arrangements for supporting pupils with medical conditions, schools must have a *Supporting pupils with medical conditions policy* and must have regard to guidance issued by the Secretary of State. This guidance is published at:

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3.

Implications for inspectors

When making judgements on the effectiveness of leadership and management, safeguarding, personal development, behaviour and welfare, inspectors will pay particular attention to the outcomes for specified groups, including children and learners with medical conditions. Inspectors are reminded that they should consider how schools are meeting the needs of pupils with medical conditions. Inspectors should consider the school's policy and its implementation as part of looking at how a school is supporting the welfare and the teaching and learning of pupils with medical conditions.

Exceptional leaders

Over the first year of the Common Inspection Framework we asked inspectors to identify where school leaders were supporting another school that had improved its overall inspection grade. This is just to confirm that we are no longer asking inspectors to do this.

Recent publications

Governance handbook and competency framework

On 12 January 2017, the DfE published its updated guidance on the roles and duties of governing boards, including advice on the skills, knowledge and behaviours they need to be effective.

The 'Governance handbook' explains the roles and functions of governing boards, their legal duties, where they can find support and the main features of effective governance.

The 'Competency framework' sets out the skills, knowledge and behaviours that school and academy governing boards need to be effective.

Improving governance

On 15 December 2016, Ofsted published its survey report on governance arrangements in complex and challenging circumstances. The report draws on evidence from visits to 24 improving primary, secondary and special schools that are situated in some of the poorest areas of the country.

It also uses evidence from routine inspections and monitoring visits over the last year and from 2,632 responses to a call for evidence initiated by HMCI in November 2015. The report identifies the barriers faced by governors in these schools and the actions taken to strengthen their professional skills and help them fulfil their roles as effective, strategic school leaders.

Open consultation – Residential special schools and colleges: a call for evidence

The DfE is seeking evidence on the experiences and outcomes of children and young people in residential special schools and colleges, to include evidence about:

- the characteristics of children and young people in residential special schools and colleges
- how and why they come to be placed in this provision
- how they are supported both pre- and post-placement
- how we can improve experiences and outcomes for them and their families

The consultation opened on 23 January and will close on 17 March 2017.

It can be found at: www.gov.uk/government/consultations/residential-special-schools-and-colleges-a-call-for-evidence

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