

Webinar Series:  
New Ofsted Categories & Report Cards

# Leadership and Governance

**Starting at 10:30**

# AGENDA

- Housekeeping | Recording (1 min)
- About Ofsted Support Organisation (1 min)
- Aims for the Webinar Series (1 min)
- Inspection Categories (1 min)
- Five-Point Grading Scale and Report Cards (1 min)
- Leadership and Governance Category (25 mins)
- Data-Backed Evidence and Tools (20 mins)
- Q&A (10 mins)





# ABOUT OFSTED SUPPORT ORGANISATION

## WHO WE ARE

*An independent, non-profit, community initiative with one mission: To support school leaders, schools, teachers, and pupils.*

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## NOT AFFILIATED WITH OFSTED OR THE GOVERNMENT

*We receive no funding of any sort, and our work is not influenced by any commercial company or other body.*

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## TEAM OF VOLUNTEERS

*We are a diverse group, including teachers, clinical psychologists, researchers, software specialists, and change management experts. Everybody involved is a volunteer.*

## WHAT WE DO

*Monitor announcements.  
Research latest guidelines.  
Provide reports, newsletters & webinars*

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## RESEARCH, SIMPLIFY, COMMUNICATE

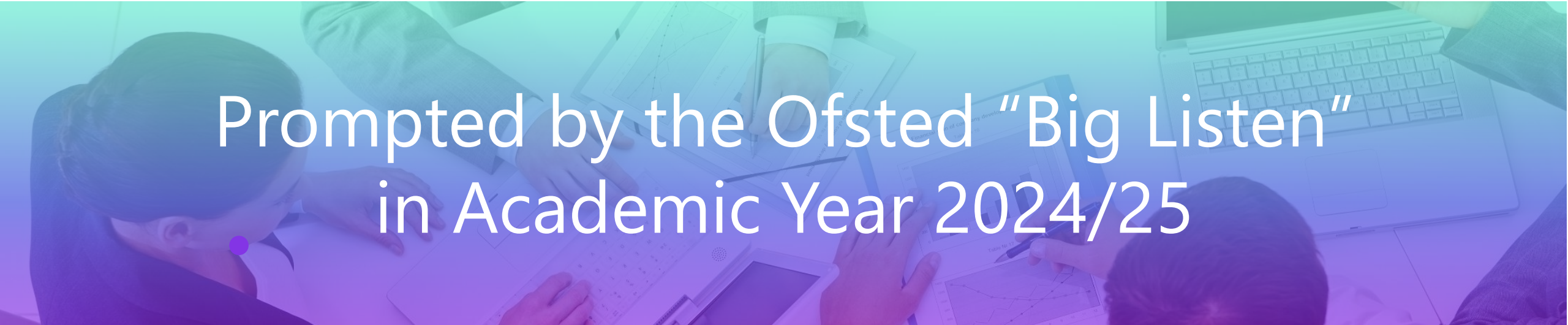
*We monitor announcements and research the latest guidelines. We simplify and communicate our findings via reports, webinars, and newsletters.*

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## REVIEW EDTECH SOLUTIONS

*We also review EdTech software for best practices around security, pedagogy, and fit-for-purpose. We take a special interest in any software that claims to be 'AI-Powered'*

# WEBINAR SERIES: AIMS



Prompted by the Ofsted “Big Listen”  
in Academic Year 2024/25

## **MONITOR**

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Keep up to date with  
all announcements

## **DIGEST & CLARIFY**

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Make it make sense and  
easy to understand

## **COMMUNICATE**

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Keep YOU up to date  
and informed

## **PROVIDE GUIDANCE**

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Think ahead about  
what will help

# INSPECTION CATEGORIES

- Personal Development and Well-Being ✓
- Attendance and Behaviour ✓
- Leadership and Governance
- Curriculum and Teaching
- Safeguarding
- Inclusion
- Achievement
- Early Years
- Post-16 Provision



Needs  
Attention

Expected  
Standard

Strong  
Standard

Urgent  
Improvement



Exceptional

**Five-Point Grading Scale**

**Safeguarding:  
Met / Unmet**

# Leadership and Governance

## What are we really talking about?

Leaders and those responsible for governance ensuring that the school's provision enables every pupil to thrive



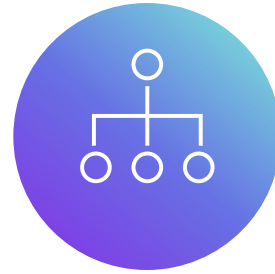
Raising standards of education and care for ALL pupils (SEND, disadvantaged, known to social services, young carers)

### Evidence Factors

- Clear and strategic approaches to improvement and prioritisation
- Effective organisation management and strategic staff development
- Decisions being made in the best interests of ALL pupils
- Understanding of strengths and gaps, and taking action to improve
- Professional learning and career development for ALL staff
- Governors understanding their roles and taking into account the workloads/well-being of school leaders
- School leaders taking into account the workloads/well-being of staff
- Parent and community engagement



## STRATEGIC LEADERSHIP



## STAFF WELL-BEING AND WORKLOAD



## GOVERNANCE



## PROFESSIONAL LEARNING AND DEVELOPMENT



## PARENTAL, PROFESSIONAL AND COMMUNITY ENGAGEMENT



## WHAT INSPECTORS ARE LOOKING AT





### TO WHAT EXTENT DO LEADERS:

- Demonstrate principled and professional conduct
- Establish and sustain the school's ethos and strategic direction
- Have a clear and ambitious vision for all pupils
- Establish and sustain a positive and enriching culture
- Promote positive and respectful relationships across school
- Take a strategic approach to improvement
- Promote effective use of resources, including digital technologies
- Make a positive contribution to the wider education system
- Know, understand, and act with professional standards, and meet their statutory and non-statutory duties





## TO WHAT EXTENT DO GOVERNORS/TRUSTEES:

- Understand their statutory duties and carry them out effectively
- Support and challenge the school's leaders effectively
- Consider and address leaders' workload and well-being
- Assure themselves that leaders have an accurate understanding of the school's context and are prioritising actions for improvement
- Ensure that systems for monitoring and quality assurance are fair, valid and constructive
- Hold leaders to account for the school staff L&D provisions
- Hold leaders to account appropriately and effectively for the support and provision for disadvantaged pupils



## STAFF WELL-BEING AND WORKLOAD



### TO WHAT EXTENT:

- Do leaders take account of staff's well-being and make sure their workload is manageable
- Do leaders ensure they do not create unnecessary burdens
- Do leaders have effective systems in place to protect staff from bullying, unlawful discrimination, harassment and victimisation





### TO WHAT EXTENT:

- Do leaders establish a strong culture of staff professionalism
- Do leaders prioritise and participate in professional learning and act as role models for all staff
- Do leaders ensure that staff have access to professional L&D
- Do leaders allocate appropriate time and resources to L&D
- Do leaders use career and professional frameworks, to build capacity and support succession planning
- Do leaders ensure that any early career teachers (ECTs) and trainees receive support
- Do leaders ensure that staff continually seek to improve their expertise





### TO WHAT EXTENT:

- Do leaders and governors forge constructive relationships beyond the school
- Do leaders commit the school to engaging and working successfully with other schools and organisations
- Do leaders establish and maintain working relationships with fellow professionals and colleagues



Urgent  
Improvement

Leadership and governance are likely to be graded 'urgent improvement' if **ONE OR MORE** of the following applies:

Needs  
Attention

- Leaders do not identify and/or prioritise the right issues or take suitable or timely action to deal with them.

Expected  
Standard

- Leaders do not have a track record of improvement or, since being appointed, have not taken action that they could reasonably be expected to take to secure improvements.

Strong  
Standard

- The school's capacity to improve is poor, or leaders depend too much on external support to bring about and/or maintain improvement (support from within the school's trust is not considered external support).

Exceptional

- Governors/trustees do not carry out their statutory core functions. Breaches of legal responsibilities are serious because of the extent of their actual or potential negative impact on pupils.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance are likely to be graded 'urgent improvement' if **ONE OR MORE** of the following applies:

- The responsible body is unclear about its statutory duties in relation to leaders' well-being and/or does not support leaders appropriately.
- Staff workload is unsustainable.
- Leaders' decisions are not taken in the best interests of pupils.
- Bullying, unlawful discrimination, harassment and victimisation of staff go unnoticed or unchallenged.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance are likely to be graded 'needs attention' when the 'expected' standard has not been met. This may include when **ONE OR MORE** of the following applies:

- Leaders have a broad awareness of the school's strengths and areas for development, but their actions lack precision and/or do not identify the underlying causes of any weakness and/or have unintended consequences for pupils or particular groups of pupils.
- Leaders' actions to bring about improvement are largely focused on the right areas, but do not lead to improvement quickly enough.
- Governors/trustees understand their broad roles and responsibilities but do not typically support and/or challenge leaders well. Their approaches to assuring themselves of the impact of leaders' work do not give them a precise picture of it.



Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance are likely to be graded 'needs attention' when the 'expected' standard has not been met. This may include when **ONE OR MORE** of the following applies:

- Leaders are conscious of the implications any changes to practice may have on staff's workload, but they do not do enough to manage that workload or to avoid unnecessary burdens.
- Leaders have a broad programme of professional learning and expertise, but it is overly generic or insufficiently targeted to build expertise (in terms of knowledge, skill and judgement). This limits its impact on the quality of the provision pupils receive. It provides few opportunities for purposeful collaboration or for staff to receive effective feedback on their practice.
- Leaders have engaged with parents and the local community but this has been limited and/or not targeted appropriately.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance meet the 'expected standard' when **ALL** the following apply:

- Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.
- Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.
- Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance meet the 'expected standard' when **ALL** the following apply:

- Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.
- The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.
- Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance meet the 'expected standard' when **ALL** the following apply:

- Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.
- Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.
- Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and **ALL** the following apply:

- Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.
- Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.
- Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.

Urgent  
Improvement

Needs  
Attention

Expected  
Standard

Strong  
Standard

Exceptional

Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and **ALL** the following apply:

- Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.
- Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.
- Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

Urgent Improvement	Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and <b>ALL</b> the following apply:
Needs Attention	<ul style="list-style-type: none"><li>• Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work.</li><li>• Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive.</li><li>• There are no significant areas for improvement that leaders have not already prioritised.</li></ul>
Expected Standard	
Strong Standard	
Exceptional	PLUS: You need to (or should) share your methods and practices with local (or national) school communities!

An illustration on the left side of the slide shows several hands in white and light blue tones assembling light blue puzzle pieces. The background is a gradient of teal and purple. The puzzle pieces are arranged in a grid-like pattern, with some pieces already in place and others being added by the hands.

# DATA-BACKED EVIDENCE & TOOLS

Intent // Implementation // Impact // Insights

## DEMOS



**STAFF WELL-BEING**



**STAFF SOCIAL & EMOTIONAL DEVELOPMENT**



**STAFF PERSONAL DEVELOPMENT**



**STAFF CAREER FRAMEWORK**





OFSTED SUPPORT  
ORGANISATION

# Q&A

## THANK YOU!

You can contact us at any time via: [support@ofstedsupport.org](mailto:support@ofstedsupport.org)

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