

Short inspection update

Up until now Ofsted Inspectors (OIs) have been leading and working alongside Her Majesty's Inspectors (HMI) on section 5 inspections. Ofsted has decided that from the start of the Spring term their role should expand to include leading short inspections.

What they will do

Ofsted Inspectors (OI) will follow exactly the same processes as an HMI. If the outcome from the short inspection is that the school remains good, a letter will be sent to the school and parents in exactly the same way as has happened with HMI leading on these inspections.

Where the inspector leading a short inspection concludes that more evidence is required to reach a final judgement, the short inspection will be converted to a full section 5 inspection. However, in this circumstance, one of two things may happen:

1. The OI will hand the inspection to another inspector, usually an HMI, to lead and complete the section 5 inspection. This will always take place within 48 hours of the date of the short inspection. Any evidence gathered by the inspector on the short inspection will also be used to inform the outcome of the converted inspection. It will not be possible for schools to amend or update evidence already given in the short inspection, however, schools will be able to provide further evidence if necessary.
2. The OI, who will be an experienced section 5 lead inspector will continue to lead the full section 5 inspection themselves. In some cases, additional team inspectors will be deployed for Day 2 to ensure the correct tariff is maintained.

The decision to hand inspection over to an HMI is in acknowledgement that many OIs are also current senior leaders of schools, and cannot commit to more than two days away from school.

Key stage 2 writing – teacher assessment

Inspectors have been told to interpret 2016 key stage 2 writing performance carefully, given that this is the first year of teacher assessment and that there is variability between schools in how they have

interpreted the demands of the interim framework. The variability in the way that local authorities (LAs) have interpreted this demand has also been noted.

Inspectors have been told to consider a wide range of information so that no single measure or indicator, such as writing progress or attainment, determines a judgement. They have also noted that no judgement should be based on only one year's outcomes and information for 2016 must be considered alongside earlier historic published data

The Department for Education's (DfE's) 'Schools causing concern' publication provides guidance about basing a judgement on only 2016 writing performance. It states 'in 2016 only, if a school's performance at KS2 has dropped below the floor standard based on performance in writing alone, and in the absence of any other factors, the local authority or RSC should not issue a warning notice, except where the extent of the change in performance cannot be explained by the impact of the changes to primary assessment arrangements in this transitional year.'

Pupil and parent questionnaires

When a section 8 short inspection converts to a section 5 inspection, or a section 8 inspection is deemed a section 5 inspection, inspectors will not re-open access to the pupil and staff online surveys, or the comments box on Parent View. Inspectors will continue to use other inspection methods to gather views, including talking to staff, pupils and parents. Inspectors will also be able to access any data already held on Parent View, and will also have already received, for short inspections, views from parents, pupils and staff via the online surveys.

'Compliance' checking of a school's website prior to inspection.

A number of concerns have been raised over the 'compliance' checking of a school's website prior to inspections. HMCI has noted that while a number of schools are not complying in some areas, the issues may not impact on overall judgements.

Inspectors have been reminded that non-compliance should continue to be noted in reports and its importance given due consideration when reaching judgement. However, while it is a necessary and useful activity for inspectors to look at the school's website to get a feel for the school before visiting - if documents are not found "in a (very) few minutes", then inspectors will just note it on the planning evidence form as 'not easily found'.

Once in the school, inspectors will ask the school for the location of such documents at the point when the issue of compliance/ non-compliance can be established and noted.

The links below set out what schools should be publishing on your school's websites:

Guidance for schools about information required on a maintained school's website is available at www.gov.uk/guidance/what-maintained-schools-must-publish-online

Non-statutory guidance for academies and free schools about information on their websites is available at: www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

Site security and safeguarding

Schools are frequently concerned about the way inspectors judge the security of pupils on the school suite, especially where alternative or additional provision is available which is open to the public. HMI has issued guidance to inspectors noting it is the responsibility of each school to risk assess the hazards including use of facilities by others. From an inspection point of view, they will check that staff training and knowledge of safeguarding pupils ensures they are aware of responsibility to remain vigilant at all times.

Agreements for use of facilities on school sites should make it clear where those entering the site can and cannot go. School staff should be ready to ask an individual if they need help, i.e. challenge them as to why they are there if they are somewhere they shouldn't be. Staff who supervise outside areas need to be vigilant and school senior leaders should monitor the situation.

HMI has noted that schools could use this as an opportunity to teach pupils how to be safe with strangers as this will be no different to any other situation, for example, when pupils go swimming locally or to a centre for a sports club.

It has been emphasised that it does not need to be a failure in an inspection because a gate is not locked. This is about making a judgement on how well the school are managing the safeguarding of pupils as a whole:

- Are the doors to buildings or other areas of the school locked?
- Is the swimming pool well supervised?
- Are reception staff vigilant to unauthorised entry?

- Do they know how to respond should there be an unauthorised entry to the school?

Ofsted has noted that there are helpful points in Annex 6 of the 'Inspecting Safeguarding' guidance for early years at

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

Although primarily a resource for inspecting childminder premises, some of the general points are relevant, for example, ensuring that particular attention is paid to:

- the layout and location of the premises and outdoor areas;
- use of the outdoor space;
- access to the premises;
- residential facilities on or in close proximity to the premises;
- scrutiny of how effectively the provider has identified and taken steps to minimise any potential risks arising.

Inspectors are looking for evidence that a school has taken steps to assess the risks, put in place measures to minimise the risks to children (and staff) and that all in the school are clear about and understand the measures that have been put in place.

Coasting schools definition

The government announced the definition of coasting schools for 2016. These will apply to all maintained schools and academies using the validated results which were published in December 2016.

A school will be coasting if it meets the following in all three years from 2014 to 2016.

In 2014 and 2015:

- fewer than 85% of pupils achieved level 4 in reading, writing and mathematics; and
- less than the median percentage of pupils made expected progress in reading and in writing and in mathematics.

In 2016:

- fewer than 85% of pupils met the expected standard in reading, writing and mathematics; and
- the school's progress score is below -2.5 in reading or below -3.5 in writing or below -2.5 in mathematics.

(Note: if the school has one progress score that is below the threshold in that subject, the school will only be coasting if the progress score for that subject is statistically significantly below

average i.e. the upper band of its confidence interval is below zero.)

Inspectors have been reminded that this is a DfE initiative rather than driven by Ofsted.

Letters have been sent to primary schools meeting the DfE's 'coasting definition'. There are six models of coasting letter, depending on the school's performance and level of support. The letters are not driving the scheduling process but are being copied to Ofsted and inspectors as part of their pre-inspection documents.

Staff codes of conduct and Ofsted inspections

Governing bodies should ensure there are appropriate policies and procedures in place in order for appropriate action to safeguard and promote children's welfare. This should include:

- an effective child protection policy;
- a staff behaviour policy (sometimes called the code of conduct);
- the role of the designated safeguarding lead.

The code of conduct should include –

- acceptable use of technologies;
- staff/pupil relationships;
- communications including the use of social media.

Copies of policies and a copy of Part one of this document (Keeping Children Safe in Education 2016) must be provided and signed by staff.

Prohibition orders and teaching assistants

The Secretary of State has jurisdiction to make a prohibition order against anyone who is appointed or engaged to carry out teaching work in any school in England. Regulations define 'teaching work' as

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils;
- reporting on the development, progress and attainment of pupils.

It is easy to see that this applies when appointing a teacher to undertake any of the above activities and generally, when appointing teaching assistants, prohibition checks will not be required.

However, schools can, choose to undertake checks, for example, where someone applying for a TA role indicates that they have qualified teacher status or have previously worked as a teacher. If schools are intending to do this, they should be open about this in the application process.

Prohibition from teaching would not stop someone from being considered for a TA role. The reasons for prohibiting someone from teaching will not necessarily relate to safeguarding matters. Schools can view guidance that indicates the range of misconduct types that may be sufficiently serious to lead to prohibition at:

www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--

If a TA's role changes to include some regular 'teaching work' – for however few hours per week – then schools will need to ensure that the individual will not be working in contravention of a teacher prohibition order.

Academies

Regulations which allow only certain people to carry out specified work, such as teaching, do not apply to academies. Subject to a teaching assistant not being subject to any prohibition, academies have greater flexibility to deploy a teaching assistant in a teaching role. This is why the test for a prohibition order is likely to apply to TAs in academies where the role involves teaching activities. Schools must record on the Single Central Record (SCR) if a prohibition check was made, or not (*yes/no* and if 'yes' then if this was 'clear') after a decision that the TA would be involved in a 'teaching activity'.

Effective deployment and use of teaching assistants

The Education Endowment Foundation (EEF) has published a guidance report for schools, [Making Best Use of Teaching Assistants](#), summarising the latest research evidence on the effective deployment of teaching assistants.

Suggested questions for inspectors to consider are;

- *How do senior leaders ensure that TAs are deployed effectively in line with this evidence?*
- *Are TAs supplementing the work of teachers or replacing them?*
- *Is there a well-planned programme of training and support for TAs who deliver out-of-class interventions?*

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Anti-Bullying Policy

ODST Statement of Intent

The Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

1. Policy Statement

- 1.1. ODST takes great pride in its schools' friendly and approachable ethos and the Christian values which members of the academy trust show towards each other. This considerate behaviour is encouraged at all times in our schools. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.
- 1.2. The Trustees aim for each of its academies to be safe, friendly and secure places for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. ODST's objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

2. What is Bullying?

- 2.1. ODST understands bullying as 'purposeful and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation'.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat

rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.

- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

2.2. Bullying can be

- Racist: Bullying based on ethnicity, skin colour, language, religious or cultural practices.
- Homophobic: Discrimination based on sexuality and/or gender identity.
- Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation. This could include pressure to send images of a sexual nature.
- Disabilist: The bullying of those who have special educational needs and disabilities.
- Based on 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up,
- social behaviour.

2.3. What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

3. Aims

3.1. ODST acknowledges that bullying does happen from time to time in our schools. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within our academies have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in ODST schools.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within our schools.

4. Objectives

4.1. Each ODST school will hold a school bullying policy/strategy which shows that:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The schools will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are resolved.

5. **Whole School Strategies to minimise Bullying**

5.1. Trustees while devolving the creation of the bullying strategy to each individual school would expect each school to set out how:

- A regular programme of PSHE work
- Regular Teacher – Class discussion e.g. during circle time, dealing with friendship / playtime issues.
- Peer support to be strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist “joining in” with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
- A school Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying:

6. **How ODSST schools will responds to specific allegations of Bullying**

6.1. Children will know who to talk to. In the first instance this will usually be their class teacher, but it could also be:

- Another teacher known to them.
- A Teaching Assistant.
- A Learning Mentor.
- A Lunchtime Supervisory Assistant.

6.2. The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

6.3. The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

6.4. Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

6.5. If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to.

6.6. If further bullying takes place, the schools behaviour, rewards and sanction policy should set out what the school’s next steps will be.

6.7. As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes.

- Strategies to support the bullied child, including who they can turn to and when
- Who they can turn to, and when.
- What are the arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day?

Individual circumstances will determine the precise arrangements to be made.

- 6.8. Support is given to the bullying child to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

7. Recording

- 7.1. Trustees expect all our schools to record bullying at all stages, together with the action taken in the pupil's personal file, transferred with the child from class to class. This may be transferred at transition to the next phase of the child's education.

8. Roles & Responsibilities

- All staff at ODST schools have a responsibility for implementing this and their school's policy and dealing appropriately with incidents that are brought to their attention.
- Schools are urged to appoint someone who will manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bullying is a taught element of the school's work and ensure appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

9. Entitlement and Inclusion

- 9.1. All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

10. Raising awareness / Staff training

- 10.1. Information about the school's bullying strategy/policy must be made available to parents on the school's website and on request.
- 10.2. Schools in the trust are urged to take part annually in 'Anti-bullying Week' to highlighting positive behaviours and attitudes.
- 10.3. New staff should be inducted into the school's safeguarding and anti-bullying procedures on arrival. This training should be refreshed for the whole staff every two years.

11. Review

11.1. The policy will be reviewed every three years or earlier if relevant. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on a similar triennial basis.

12. Links to Other Policies

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy

13. Delegation

13.1. The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.

Church House Oxford, Langford Locks, Kidlington, Oxford OX5 1GF.

Code of Conduct for Local Governing Body Members

The National Governors' Association's Code of Conduct for School Governors 2016 sets out the expectations of and commitment required from governors in order for Local Governing Bodies to carry out their work properly within their schools and in the community.

The Purpose of the Local Governing Body

An ODST local governing body (LGB) is delegated powers to act on behalf of Trustees as the school's accountable body through a scheme of delegation. It is responsible for the conduct of the school and for promoting high standards. The local governing body aims to ensure that children are attending an effective school which provides them with a good education and supports their well-being. Over recent years the responsibilities of local governing bodies have grown to encompass the outcomes of pupils, school's responsibility for pupils; behaviour and children and young peoples' health and well-being in the community and for a wide range of extended services provision out of school hours.

The Local Governing Body

The local governing body (hereinafter referred to as the "LGB") establishes the strategic direction of the school, by:

- setting the vision, values, and objectives for the school;
- agreeing the school improvement strategy with priorities and targets;
- meeting statutory duties.

Ensures accountability, by:

- recommending the appointment of a headteacher;
- setting and monitoring progress towards targets;
- performance managing the headteacher;
- monitoring the performance management and associated salary decisions for staff
- ensuring the effectiveness of safeguarding for children and pupils and that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- engaging with stakeholders;
- fostering a greater understanding of and promotion of all forms of equality and respect;
- ensuring the highest expectations for behaviour;
- leading the school's self-evaluation.

Ensures financial probity, by:

- Setting the budget to ensure vision and ambition for the school;
- monitoring spending against the budget;
- ensuring the effective use of grants and additional funding
- ensuring value for money is obtained;
- ensuring risks to the organisation are managed.

As individuals on the LGB we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the LGB has given us delegated authority to do so, and therefore we will only speak on behalf of the LGB when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the LGB.
- We will actively support and challenge the headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the LGB, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the LGB, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors and the clerk to the LGB.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a LGB meeting.
- We will not reveal the details of any LGB vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board’s business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school’s website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the LGB.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the LGB will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

I understand and accept all the points set out above.

Signed:

Printed name:

Date:

Adopted by the local governing body of [name of school] on [date].

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.