Ofsted’s summary evaluations of MATs

Neil Redmond-King, Principal Officer, Schools
4 April 2019
We strive for our inspection to be a force for improvement

<table>
<thead>
<tr>
<th>Guiding principle</th>
<th>A force for improvement through intelligent, responsible and focused inspection and regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core values</td>
<td></td>
</tr>
<tr>
<td>Children and students first</td>
<td>We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost</td>
</tr>
<tr>
<td>Independent</td>
<td>Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour</td>
</tr>
<tr>
<td>Accountable and transparent</td>
<td>An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny</td>
</tr>
<tr>
<td>Strategic approach</td>
<td></td>
</tr>
<tr>
<td>Intelligent</td>
<td>All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable</td>
</tr>
<tr>
<td>Responsible</td>
<td>Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear</td>
</tr>
<tr>
<td>Focused</td>
<td>We will target our time and resources where they can lead directly to improvement</td>
</tr>
</tbody>
</table>

Based on a solid evidence base relating to educational effectiveness and valid inspection practice.

Clear about our expectations and fight misconceptions.

Remove any measures that do not genuinely assess quality of education. Prioritise weaker provision and observe more outstanding practice.
We have four priorities for Ofsted’s scrutiny of MATs

- All inspections of **individual** academies within MATs reflects a clear understanding of the areas for which the Trust takes responsibility.
- Inspection and scrutiny **add value** for children and the sector.
- All MAT focused reviews led by **inspectors** who have a **deep knowledge and understanding** of MATs and the way they work.
- All of Ofsted’s inspection and focused review work reflects a clear and proper understanding of **MAT management** and the responsibilities of the trust – separate from notions of **governance**.
Entangled notions of MAT **oversight** and MAT **management**

- The place of **local governing bodies** is often confused.
- **Schemes of delegation** are not always as clear as they need to be.
- MAT leadership and management comes from the executive team; oversight and governance comes from **trustees** and **members**.
A MAT is a separate organisation from the schools that it oversees

- A MAT is a single legal entity holding the funding agreements for all its component academies – one organisation on several sites.
- A Trust is not an external school improvement body acting on a group of schools... it is different from the local authority school improvement model.
Ofsted scrutiny of MATs – two parts

**Batched inspections**

Evidence is collected through section 5 or section 8 inspections of academies within the MAT.

Telephone surveys and survey visits of academies in the same MAT.

Inspectors visit MAT leaders and key staff to share and discuss the evidence already gathered.

**Summary evaluation**
Ofsted summary evaluations of MATs

HMI analysis to inform s5/s8 KLEs

Section 5 and Section 8 inspections – usually up to 2 terms

OR

S5 & S8 inspections – 1 week (exception)

All inspection reports published

HMI review of all inspection information

Focused review week (led by HMI)

HMI and team meet MAT leaders, supplemented with:
- Site visits
- Telephone surveys

HMI produces focused review letter

HMI monitors s5/s8 emerging findings

Overseen by the same individual end-to-end.

At least one day during the review week for HMI and team to pause and gather additional evidence through survey visits (not inspections).
MAT summary evaluations: advantages

- The summary evaluation approach offers flexibility in scheduling, selection and delivery—increasing the time over which inspections of schools within the MAT can be conducted.

- It recognises that MAT leaders are integral to the running of their schools and are legally responsible for the quality of education in them.

- It makes academy inspections more manageable for MAT leaders and increases the time that inspectors spend with the MAT.

- It provides time for reflection between the delivery of academy inspections and the visit to the MAT, giving more opportunity for MAT leaders to consider the inspection findings and begin to take steps to address shortcomings.

- A proportion of these reviews are targeted at potentially strong MATs every year, to ensure Ofsted gives a balanced picture of the sector.
Outcomes from summary evaluations of MATs

The summary evaluation letters take the following format:

- Introduction
- Summary of main findings – *the key headlines that are explained in more detail in the letter*
- Evidence
- Context
- Main findings
- Safeguarding
- Recommendations
Full information about Ofsted’s approach can be found online

To provide maximum transparency, we have published an operational note setting out how inspectors go about summary evaluations of MATs:

Thank you!
Ofsted on the web and on social media

www.gov.uk/ofsted
https://reports.ofsted.gov.uk
www.linkedin.com/company/ofsted
www.youtube.com/ofstednews
www.slideshare.net/ofstednews
www.twitter.com/ofstednews