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**Ofsted Updates December 2016**

**Since September 2016, inspection outcomes published in Essex for Primary Schools have been as follows:**

2 category 2 schools became category 1 schools

1 category 3 school became a category 1 school

10 category 3 schools became category 2 schools

5 category 2 schools remained as category 2 schools

5 category 3 schools remained as category 3 schools

1 category 2 schools became a category 3 school

2 category 3 schools became category 4 schools

This means that of the 26 schools identified, 13 schools improved their Ofsted grading, 10 remained the same and 3 declined.

*Please click on the links in blue below to access documents, video clips or power point presentations*.

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| **1**. This [short article](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=e81b3dc885&e=8a19a79e51) highlights Ofsted’s YouTube channel.  Ofsted’s YouTube channel is a one-stop shop for a quick overview of Ofsted’s work.  It’s a place to discover what they really do look at on inspection in our short myth busting films, [#OfstedMyths](https://www.youtube.com/watch?v=mYCrUIv5Ps0&list=PLLq-zBnUkspMMLT3LbN7M00gYw8noHPEi).  Another popular playlist features [Ofsted’s National Leads](https://www.youtube.com/watch?v=hem8wvDmNTQ&list=PLLq-zBnUkspPS0T9_ZnPUviGtIRdSfk36), who are specialists in their subject areas. English, teaching in early years, history, governance, apprenticeships and design and technology are just a few of the short clips you can watch. |

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| **2.** [School inspection newsletter, November issue](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=ed4df7cefa&e=8a19a79e51)  This newsletter provides inspectors and stakeholders with information and guidance about Ofsted's inspection work in schools. It includes information on the following;   * **Key Stage 2 Writing- teacher assessment** * **Inspections of schools designated as having a religious character** * **Staff codes of conduct and Ofsted inspections**   *The change to Ofsted’s ‘Inspecting safeguarding in early years, education and skills settings’ guidance is intended to reflect the revisions that have been made to the ‘Keeping children safe in education’ guidance. The relevant parts are:*  *‘12. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:*  *◼the child protection policy; ◼the staff behaviour policy (sometimes called a code of conduct); and ◼the role of the designated safeguarding lead.*  *Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.’*  ***‘Safeguarding policies’***  *47. Governing bodies and proprietors should ensure 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.*  *48. This should include:*   * *◼ an effective child protection policy; and* * *◼ a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social* * **Prohibition orders on teaching assistants** * **Section 5 and section 8 handbooks 2016- amendments**   *Ofsted have identified some minor errors in the section 5 and section 8 school inspection handbooks (as set out in the table in the newsletter). However, in line with their commitment not to make changes to their school inspection handbooks during the academic year, they will instead update the handbooks for the start of the academic year September 2017.*   * **Unaccompanied Asylum Seeking Children** * **Effective deployment and use of teaching assistants**   *Encouragingly, new research from the EEF has shown that when TAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils’ learning. The organisation has published rigorous evaluations of seven different projects that involve TAs delivering structured interventions to pupils who are struggling with literacy and numeracy. All seven projects have shown a marked positive impact on pupil’s learning, typically adding around three to four additional months’ progress, and creating a compelling case for action in schools (further details available in the newsletter).*  *The ‘Making Best Use of Teaching Assistants’ guidance report contains seven evidence-based recommendations to help schools maximise the impact of TAs. Key recommendations include:*   * *avoid using TAs as substitute teachers for low-attaining pupils* * *use TAs to supplement what teachers do, not replace them* * *ensure TAs are fully prepared for their role in the classroom, through out-of- class liaison with teachers* * *use TAs to deliver high-quality, one-to-one and small-group support using structured interventions.*   *A pack of free practical resources are also available to help schools implement the recommendations in the guidance report (link in the newsletter). The resources either relate to specific recommendations in the report, or different stages in a suggested process that schools can use to reframe and rethink their use of teaching assistants (for example Red Amber Green self-assessment, interventions ‘health-check’).*  ***Questions EEF suggest that inspectors might want to consider:***   * *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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| **3. Three very useful videos from the DFE – 15 November 2016**  [**https://registration.livegroup.co.uk/sta/**](https://registration.livegroup.co.uk/sta/)   * Understanding scaled scores- video and slides * 2017 primary assessments webinar: key stage 1- video and summary * 2017 primary assessments webinar: key stage 2- video and summary |

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| **4.** [**Outstanding providers**](https://www.gov.uk/government/statistical-data-sets/outstanding-providers) 1 December 2016  The list of providers who have been judged to have outstanding overall effectiveness in an Ofsted inspection |

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| **5. Marking and other myths**  [Sean Harford](https://educationinspection.blog.gov.uk/author/sean-harford/)- HMI Director of Education, 28 November 2016  [Blog: Marking and other myths](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=475a700685&e=8a19a79e51) - Sean Harford, Ofsted's National Director, Education, blogs about some of the myths about 'what Ofsted wants' that still persist in many schools among teachers, senior leaders and governors.  ‘So until such evidence is available, and regardless of any area for improvement identified at the previous inspection, inspectors should not report on marking practice, or make judgements on it, other than whether it follows the school’s assessment policy. Inspectors will also not seek to attribute the degree of progress that pupils have made to marking that they might consider to be either effective or ineffective.  Finally, inspectors will not make recommendations for improvement that  involve marking, other than when the school’s marking/assessment policy is not being followed by a substantial proportion of teachers; this will then be an issue for the leadership and management to resolve.  **A governor myth**  It also seems there is still some confusion around governors’ involvement in the inspection process. I have picked up that some governor representatives, who have not been present at the feedback meeting, are being told that the provisional judgement from the inspection cannot be shared with them because they did not attend the meeting. This is untrue.  Every member of the appropriate governing authority of a school is entitled to know, in confidence, the inspection outcome. This is regardless of whether or not they attended the feedback meeting. Similarly, when the draft report is shared with the school, all governor representatives are entitled to see the report, along with the schools’ relevant senior person.’  Sean Harford  [Ofsted inspections: myths](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting)  23 August 2016  This document is intended to highlight specific practices that are not required by Ofsted. It looks at the following;   1. Lesson planning 2. Self-evaluation 3. Grading of lessons 4. Lesson observations 5. Pupils' work 6. Evidence for inspection 7. Statutory provisions. |

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| **6.** [**Exploring Ofsted inspection data with Data View**](https://www.gov.uk/government/publications/exploring-ofsted-inspection-data-with-data-view)  1 December 2016  Data View shows Ofsted inspection data in simple graphs that make the data quickly and easily accessible. You can compare and contrast performance in inspections between regions, local authority areas and parliamentary constituencies. |

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| 8. [Ofsted give further reassurance to schools using mastery approach to ...](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjXuMu0rtjQAhUpI8AKHQqMBTAQFggcMAA&url=http%3A%2F%2Fwww.mathshubs.org.uk%2Fnews%2Fofsted-give-further-reassurance-to-schools-using-mastery-approach-to-mathematics-teaching%2F&usg=AFQjCNGcCHV4Vkjl0i3h6FtcDDNe8KX9iw)  31 November 2016  Speaking at a Maths Hubs programme event on **mastery teaching** in primary schools, **Jane Jones HMI**, Ofsted's National Lead for Mathematics, also gave some advice on how to explain their school’s approach to Ofsted inspectors |

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| **7**. The transcript of Sir Michael’s final Annual Report as HMCI.  <https://www.gov.uk/government/speeches/the-power-of-education> |

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| **9**. [**Ofsted Annual Report 2015/16**](https://www.gov.uk/government/collections/ofsted-annual-report-201516)  1 December 2016  State of the nation report into the quality of schools, early years and the further education and skills sector, including supporting statistics. |

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| **10.**[**The power of education**](https://www.gov.uk/government/speeches/the-power-of-education)  1 December 2016  Her Majesty's Chief Inspector Sir Michael Wilshaw's speech to launch Ofsted's 2015/16 annual report for education, early years and skills |