**Impetus Ofsted Updates**

July 2016

**Since September 2015, inspection outcomes published in Essex for Primary Schools have been as follows:**

3 category 2 schools became a category 1 school

1 category 3 school became a category 1 school

24 category 3 schools became category 2 schools

1 category 4 school became a category 2 school

12 category 2 schools remained as category 2 schools

8 category 3 schools remained as category 3 schools

1 category 4 school remained a category 4 school

3 category 2 schools became a category 4 school

2 category 2 schools became category 3 schools

5 category 3 schools became category 4 schools

1 category 1 school became a category 3 school

1 school not previously inspected as an academy became a category 1 school

5 schools not previously inspected as an academy became category 2 schools

4 schools not previously inspected as an academy became category 3 schools

This means that of the 61 schools identified, 29 schools improved their Ofsted grading, 21 remained the same and 11 declined.

**1. The outcomes of all inspections from 1st September 2015 to 31st March 2016**

The link below has the official statistics for all inspections in maintained schools and academies between 1st September 2015 and 31st March 2016.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/532705/Maintained_schools_and_academies_inspection_outcomes_as_at_31_March_2016.pdf>

**2. Pupil Premium Reporting Template**

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, maintained schools will be required to publish their pupil premium strategy online.

The guide in the link below was issued on 5 May 2016 by the Teaching Schools Council (TSC) and National College for Teaching and Leadership. It includes an optional template for schools to use when presenting their pupil premium strategy. <http://tscouncil.org.uk/wp-content/uploads/2016/04/PPR-guide-Spring-2016-refresh-FINAL.docx>

A selection of completed primary examples can be found at <http://tscouncil.org.uk/wp-content/uploads/2016/04/PP-strategy-template-primary-example-FINAL-060516.docx>

This advice came via links the School Inspection Newsletter.

**3. Calculating a school’s progress from the 2016 SATs tests**

In 2016, a school’s progress will be measured from key stage 1 to key stage 2. The assessments used to calculate progress in 2016 will be:

* + key stage 1 results in English reading, English writing and mathematics teacher assessments, that took place in summer 2012 when the 2016 Year 6 cohort were aged 7
	+ key stage 2 results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that will take place in summer 2016

A clear explanation of how this will be calculated can be found on pages 9-16 in the link below.

[Primary school accountability in 2016](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496158/Primary_school_accountability_in_2016.pdf) DFE January 2016

4. **School Inspection Newsletter - Sean Harford, Ofsted’s National Director, 27th June 2016**

<https://www.gov.uk/government/publications/school-inspection-newsletter-2015-to-2016>

The newsletter from Ofsted in the link above, provides inspectors and stakeholders with information and guidance about Ofsted's inspection work in schools. Topics covered in the newsletter are listed in blue. The list includes a summary of some information and useful links underneath some titles.

Sean Harford states that

‘While our intended policy is to carry out short inspections of good schools every three years or so, we are still in the transitional phase. As a result, some good schools are between three and five years on from their last inspection. Our priority has therefore been to schedule those schools closest to the maximum interval for inspections of five years from their previous inspection. Over the next academic year or so, the interval will come into line with the overall policy intention. That said, schools should bear in mind that the timing of inspections will not, and should not, be predictable. Some inspections may be scheduled very close to the three year anniversary while others may go well into the following year before the school is notified. Schools should not be surprised if they haven’t been notified at the three year point.’

* Pay progression and pupil performance

Two of the bullet points provided for inspectors have been updated. Inspectors will follow the guidance below in their evaluations.

Inspectors should not:

◼use evidence that governors are hands-on and getting involved in operational matters within the school as demonstrating effective governance, including, for example, some functions relating to pay determination and appeals processes

◼report in any way that gives the impression that governors need to be directly involved in the performance management of individual teachers. Reports should focus on the impact of the work of governors and trustees in ensuring that appropriate arrangements are in place to ensure that pay decisions are properly and fairly linked to performance and the school’s policy, rather than suggesting that they should be directly involved in the determination of individual pay decisions.

* Primary floor standard

In 2016, a school will be above the floor if:

* at least 65% of pupils meet the expected standard in English reading, English writing and mathematics or
* the school achieves sufficient progress scores in all of English reading and English writing and mathematics

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

The attainment element is a combined measure. This means an individual pupil needs to meet the ‘expected standard’ in English reading, English writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in English reading, and English writing, and mathematics. There is no measure of ‘sufficient progress’ for individual pupils.

Examples are given on pages 6-7 in the link below

[Primary school accountability in 2016](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496158/Primary_school_accountability_in_2016.pdf)

* Guide to effective pupil premium reviews
* Changes to RAISEonline and inspection dashboard for 2016

For the 2016 results, all RAISEonline and inspection dashboard tables and charts for progress and attainment will use the new accountability measures. The 2016 summary reports and dashboards will focus on 2016 results. They will not include time series showing the previous accountability measures at key stages 1 or 2, expected progress or attainment at national curriculum levels (They will not show trends over time). The headline tables and charts will place emphasis on progress from starting points, including for low attainers and the most able, and on disadvantaged pupils. Presentation will assist users in focusing on the difference between the performance of disadvantaged pupils in the school and other pupils nationally with the same starting points. The types of pupil grouping and national comparators will reflect those used for 2015, as shown in the anonymous summary report and dashboard in the public RAISEonline library. [www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx](http://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx)

More details of the types of RAISEonline tables and charts for 2016 results will be provided in RAISEonline latest news later this term: [www.raiseonline.org](http://www.raiseonline.org) .

* Update on key stage 1 assessment

On 3 June, the standards and testing agency published guidance on scaled scores at [www.gov.uk/guidance/scaled-scores-at-key-stage-1](http://www.gov.uk/guidance/scaled-scores-at-key-stage-1)

 This enables schools to convert each pupil’s raw mark into a scaled score between 85 and 115, where 100 represents the expected standard, and gives information on using and interpreting test outcomes.

* PE and sport funding
* Governors and DBS checks

Regulations 1 and 2 from the new School Governance Regulations came into force on the 18 March 2016 and Regulation 3 comes into force on the 1 September 2016.

Regulation 2 amends the School Governance Constitution Regulations 2012 as follows:

1. a)  by 1 September 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any serving governor who does not have one; and
2. b)  from 1 April 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any newly appointed governor within 21 days of appointment.

Regulation 3 makes the following amendment to the School Governance Federation Regulations 2012:

a) by 1 September 2016, the number of parent governors on the governing bodies of federations to be two.

* English as an additional language
* Reporting on equalities

When conducting inspections, inspectors should consider any equalities or accessibility policies, and other relevant information that schools may have published on their website. Inspectors should also consider the behaviour of pupils at the school, looking at pupils’ behaviour towards each other and towards staff, and whether they are free from bullying, harassment and other forms of discrimination. Further information and guidance on what the legislation means for schools is set out in ‘The Equality Act 2010 and schools’, a guidance document published by the Department for Education (DfE). This is available at: [www.gov.uk/government/publications/equality-act-2010-advice-for-schools](http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

In addition to the DfE guidance document, the Equality and Human Rights Commission publishes a helpful ‘Technical guide to the Equality Act’ for schools that inspectors will find helpful. This is available at: www.equalityhumanrights.com/en/publication-download/technical-guidance-schools- england

* Voluntary childcare register
* Recent publications/announcements relevant to inspections

Statutory guidance for schools and colleges on safeguarding children and safer recruitment

On 26 May 2016, the DfE published the response to the consultation and its revised guidance document, ‘Keeping children safe in education – statutory guidance for schools and colleges’.

The main changes to the guidance relate to:

◼reinforcing the importance of Part one of the guidance as a starting point for all staff in schools and colleges to read and have mechanisms in place to support understanding

◼reducing the size of Part one so the more detailed additional safeguarding information can be targeted at those staff who work directly with children

◼increasing the focus on the importance of a child-centred and coordinated response to safeguarding

◼emphasising further the role that individual staff play in safeguarding and the fact that it is everyone’s responsibility

◼highlighting the importance of early help and how it sits in the wider safeguarding system

◼clarifying the difference between a concern and a child in immediate danger and the required action in each case

◼inserting a new requirement into the guidance to ensure that staff are regularly updated on safeguarding and child protection, as required, but at least annually

◼clarifying confidentiality and moving it from Part two to Part one so that all staff will see it

◼updating information on whistleblowing, in particular signposting to the new NSPCC helpline

◼clarifying the role of the designated safeguarding lead and cover for the role

◼inserting a new section to cover online safety, including the requirement in guidance for schools and colleges to have appropriate monitoring and filtering systems in place and an annex to support schools and colleges.

The guidance is for information until September when it will replace the version that was published in July 2015.

* Reducing teacher workload
* Local area SEND inspection framework and guidance
* Timelines for schools: mandatory and useful information

The DfE have now published the autumn term 2016 timelines to help headteachers, principals and governors plan for the term and academic year ahead.

Timeline for academies;

<https://www.gov.uk/government/publications/mandatory-timeline-academies>

Timeline for maintained schools;

<https://www.gov.uk/government/publications/mandatory-timeline-maintained-schools/timeline-for-maintained-schools-mandatory>

**5. Sean Harford’s blog about life after levels and a video clip of him in conversation with the NAHT.**

<https://educationinspection.blog.gov.uk/2016/06/15/birthday-celebration-and-life-after-levels/>

**6. HMCI's monthly commentary: June 2016**

Ofsted's Chief Inspector, Sir Michael Wilshaw, comments on the most able pupils, saying that there is still too much talent going to waste.

<https://www.gov.uk/government/speeches/hmcis-monthly-commentary-june-2016>

**7. Powerpoint presentation- School Inspection Myths**

Mike Sheridan, Regional Director, London, June 2016

[Presentation](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=2f7e693a92&e=8a19a79e51): a mythbusting powerpoint presentation for teachers and school leaders. It sets out the facts about what inspectors do and don't expect during school inspections.

**8. Parent View guest accounts**

<https://animoto.com/play/v1cIrTyedo2AzymHod2s6w>

A short clip explaining that it is now possible to have multiple Parent View guest accounts that can be used on ipads during open evenings.