

**Ofsted Updates November 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

6 category 3 schools became category 2 schools

1 category 2 school remained as a category 2 school

3 category 3 schools remained as category 3 schools

1 category 3 school became a category 4 school

This means that of the 14 schools identified, 9 schools improved their Ofsted grading, 4 remained the same and 1 declined.

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

**1**. **Primary School Accountability in 2016.**

Updated October 2016

[*https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/560965/Primary\_school\_accountability\_in\_2016.pdf.pdf*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/560965/Primary_school_accountability_in_2016.pdf.pdf)

**Reforms to primary accountability from 2016 include:**

* new headline attainment and progress performance measures; and
* a new floor standard.

Schools receive their own provisional progress scores from 1 September. Annex B of this guidance provides the provisional national distribution of schools’ progress scores to help schools interpret and contextualise their own provisional scores.

No school will be confirmed as being below the floor until December 2016 when schools’ performance tables are published. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2016, will be available on GOV.UK when revised data is published from December 2016.

 **Floor standard**

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

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

1. at least 65% of pupils meet the expected standard in English reading,  English writing and mathematics; **or**
2. the school achieves sufficient progress scores in **all three** subjects. At least  -5 in English reading, -5 in mathematics and -7 in English writing.  To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

**2. Written Ministerial Statement from Justine Greening**

19th October 2016

<https://www.gov.uk/government/speeches/primary-education>

In this statement Justine Greening states ‘I am reaffirming the commitment that no more than 6% of primary schools will be below the floor standard in 2016.’

**3. EYFS profile results released for 2015/16**

20 October 2016,

The Department for Education published the [**Early Years Foundation Stage (EYFS) profile results for 2015/16**](https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2015-to-2016).

The [**statistical first release**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561224/SFR50_2016_Text.pdf) (SFR) accompanying the data shows that:

69.3% of pupils achieved a good level of development (up from 66.3% in 2015)

67.3% of pupils achieved at least the expected level in all 17 early learning goals (up from 64.1% in 2015)

The average total point score across the early learning goals was 34.5 (up from 34.3 in 2015)

The SFR also explains that girls' results in the EYFS continue to be higher than those of boys, but that the gender gap has narrowed for each of the above measures. Graphs on page 4 of the SFR show performance in these key measures by gender between 2013 and 2016.

**4. Governance and Inspection- Mike Sheridan- Ofsted Regional Director London**

October 2016

<https://www.slideshare.net/mobile/Ofstednews/governanceandinspection041016>

A very useful slide show to share with governors demonstrating current requirements when preparing for inspection. It also gives clear clarification of governors’ roles.

**5. Inspecting the Early Years Pupil Premium - slide show presentation– Gill Jones HMI**

September 2016

<https://www.slideshare.net/mobile/Ofstednews/inspectingearlyyearspupilpremium280916>

This slide show focuses on the changes in inspection for early years pupil premium pupils.

Accountability for the impact of the EYPP will be in the: effectiveness of leadership and management judgement Additional evidence may also be in all other judgements.

The following changes have been made

* Identify the eligible children to inspectors.
* Show inspectors how much funding you receive in total
* Explain how you spend or intend to spend the funding and why Demonstrate impact or what you expect the impact to be in children’s learning and development
* All newly qualified entrants into the early years workforce (level 2/3) must have a relevant paediatric first-aid certificate before they can be included in the statutory staff ratios. N.B. This requirement is proposed and not yet in force.

The EYFS Profile will remain statutory for 2016/2017.

Below you will find a short video clip from Lee Owston, Ofsted Early Years Lead, on disadvantaged pupils and the pupil premium in the early years.

<https://m.youtube.com/watch?v=ogeEP53budY>

**6. Michael Wilshire’s commentary looks at high performing academy trusts**

14th October 2016

[**http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=c9fc75df68&e=8a19a79e51**](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=c9fc75df68&e=8a19a79e51)

‘HMI found that stronger trusts tended to share a set of common characteristics, including:

1. an ability to recruit and retain powerful and authoritative executive leaders, with a clear vision for bringing about higher standards
2. a well-planned, broad and balanced curriculum that equips pupils with a strong command of the basics of English and mathematics, as well as the confidence, ambition and team-work skills to succeed in later life
3. a commitment to provide a high-quality education for all pupils, in a calm and scholarly atmosphere
4. investment in professional development of teachers and the sharing of knowledge and expertise across a strong network of constituent schools
5. a high priority given to initial teacher training and leadership development to secure a pipeline of future talent
6. clear frameworks of governance, accountability and delegation
7. effective use of assessment information to identify, escalate and tackle problems quickly
8. a cautious and considered approach to expansion

It is no surprise that for all these trusts, the key to success is the influential part being played by determined executive leaders, who are entrusted and empowered to make the right decisions to secure improvements.’