

**Ofsted Updates January 2017**

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

3 category 2 schools became category 1 schools

1 category 3 school became a category 1 school

12 category 3 schools became category 2 schools

18 category 2 schools remained as category 2 schools

8 category 3 schools remained as category 3 schools

1 category 2 school became a category 4 school

3 category 2 schools became category 3 schools

1 category 3 school became a category 4 school

1 category 1 school became a category 3 school

This means that of the 48 schools identified, 16 schools improved their Ofsted grading, 26 remained the same and 6 declined.

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

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| [Ofsted Inspectors start leading short inspections | Ofsted ... - Ofsted blog](https://educationinspection.blog.gov.uk/2017/01/10/ofsted-inspectors-start-leading-short-inspections/)  https://education**inspection**.**blog**.gov.uk/.../ofsted-**inspectors**-**start**-**leading**-**short**-**inspec**...  Sean Harford 10 Jan 2017 |

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| [Governance Handbook - Gov.uk](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi3yIysxYLSAhXhLcAKHZLoDhcQFggfMAA&url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F582868%2FGovernance_Handbook_-_January_2017.pdf&usg=AFQjCNGsZTFLkfQ_p5Esh-AW_ZNBjA2QLA)  Updated January 2017  [A competency framework for governance - Gov.uk](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjCgdjQxoLSAhVLJsAKHYvqClkQFgglMAA&url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F583733%2FCompetency_framework_for_governance_.pdf&usg=AFQjCNGBGVB7k-pr1mi--Ijc6b4aP0TAiA)  January 2017  The ‘Competency framework for governance’ sets out the skills, knowledge and behaviours that school and academy governing boards need to be effective.  The ‘[Statutory policies for schools](https://www.gov.uk/government/publications/statutory-policies-for-schools)’ page outlines the policies and other documents school governing bodies are legally required to have. |

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| **2.**[***Keeping children safe in education and Ofsted’s role***](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbXNpZD0mYXVpZD0mbWFpbGluZ2lkPTIwMTcwMTE4LjY4ODcxNDgxJm1lc3NhZ2VpZD1NREItUFJELUJVTC0yMDE3MDExOC42ODg3MTQ4MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE2OTkzNTk5JmVtYWlsaWQ9ZGFyaWEud2lnbmFsbEB0YWxrMjEuY29tJnVzZXJpZD1kYXJpYS53aWduYWxsQHRhbGsyMS5jb20mdGFyZ2V0aWQ9JmZsPSZtdmlkPSZleHRyYT0mJiY=&&&101&&&https://educationinspection.blog.gov.uk/2017/01/18/keeping-children-safe-in-education-and-ofsteds-role/)  Sean Harford 18th January 2017  Inspectors look at a wide range of evidence to inform their judgements about the effectiveness of safeguarding in schools. The main things our inspectors look at are:   1. the extent to which leaders, governors and managers create a positive culture and ethos where safeguarding is an important part of everyday life 2. the content of safeguarding policies and procedures, and how well these are applied in practice 3. how staff are supported to have a good understanding of safeguarding risks to children, and evidence that they know what to do if a child is at risk of harm 4. the quality of work that the school does with the local authority and other agencies, for example, in making referrals and supporting children who have a multi-agency plan in place 5. whether the proper recruitment checks have been carried out for staff, volunteers and governors 6. what children say about how safe they feel and how they are helped to understand safeguarding risks.   Our inspectors DO NOT:   * have an Ofsted template or safeguarding checklist that schools are expected to comply with * promote particular products or safeguarding methods. The way each school approaches safeguarding will be determined by the school, according to local circumstances * have particular expectations on how a school should manage issues to do with site security, such as perimeter fences and access for members of the public, although we would expect risks to be properly considered and managed * make judgements lightly. We would not normally find safeguarding ineffective because of one shortcoming that we identify, unless is it a very serious breach of statutory requirements that leaves children at risk of harm.   There is no magic formula: safeguarding children in schools is about fostering a culture where children come first. |

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| [**Inspection and revisions to safeguarding guidance**](https://educationinspection.blog.gov.uk/2016/12/07/inspection-and-revisions-to-safeguarding-guidance/)  [Sean Harford](https://educationinspection.blog.gov.uk/author/sean-harford/), 7 December 2016 — [Inspection](https://educationinspection.blog.gov.uk/category/inspection/), [Safeguarding](https://educationinspection.blog.gov.uk/category/safeguarding/)  Sean Harford lists the revisions to the government’s Keeping children safe in education guidance that were made this September.  Every setting should have an effective child protection policy and a staff behaviour policy. This is sometimes called the code of conduct and should include, among other things:   * acceptable use of technologies * staff/pupil relationships and communications * the use of social media   We would expect everyone to be aware of the safeguarding procedures within their school or college and that these have been explained to them as part of their induction.  This should include being aware of the:   * child protection policy * staff behaviour policy (sometimes called a code of conduct) * role of the designated safeguarding lead   Governing bodies and proprietors should also ensure that appropriate policies and procedures are in place so that timely, appropriate action can be taken to safeguard and promote children’s welfare. |

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| [Inspecting safeguarding in the early years - a reminder of ... - Ofsted blog](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwim4KO7kYHSAhVL8GMKHRq4BnUQFggjMAE&url=https%3A%2F%2Feducationinspection.blog.gov.uk%2F2016%2F12%2F05%2Finspecting-safeguarding-in-the-early-years-a-reminder-of-the-guidance-and-some-commonly-asked-questions%2F&usg=AFQjCNGmr73Mpnw6leVigeK1-GZynr3_TQ&bvm=bv.146496531,d.cGc)  Gill Jones HMI 5 Dec 2016 –  **Gill Jones gives** a refresher on what the statutory framework and guidance says and also highlights just a few of the queries that Ofsted recieve. |

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| Following the Ofsted Report - [Improving Governance](https://www.gov.uk/government/publications/improving-governance) when Her Majesty’s Chief Inspector’s survey investigated the challenges facing governing boards and recommended the following actions for the DfE and Ofsted, it considered that the new handbook and framework for governance will increasingly be the focus for Ofsted inspections.    **Ofsted Recommendations**  The DfE should consider:   1. publishing national quality standards to encourage schools to continue to improve governance by undertaking robust self-assessment and making use of their findings 2. publish each academy’s annually reviewed scheme of delegation on the website of the multi-academy trust and ensure that local governing boards, where they exist, fully understand their roles and responsibilities 3. ensure that local governing boards use support from experts across the trust and beyond to closely monitor the performance of schools where they have delegated responsibility for doing so.     **Ofsted will:**  **report more robustly on the extent to which governors are committed to their own professional development in order to secure sustained improvements in governance practices.** |

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| [**Timelines for schools: mandatory and useful information**](https://www.gov.uk/government/collections/mandatory-and-useful-timelines-information-for-schools)  Spring term 2017 timelines to help headteachers, principals and governors plan for the term and academic year ahead.  20 January 2017 — DFE  The ‘mandatory’ timelines help schools understand the legal requirements they must meet.  The ‘useful information’ timelines help schools find out about future changes, as well as identify upcoming activities that may benefit students. |

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| **Prevent duty: schools and local authorities.**  :<http://www.slideshare.net/Ofstednews/preventschoolsandlocalauthoritiesesncas1116>  Eleanor Schooling, Ofsted's National Director, Social Care, 5 December 2016  This very useful 10 slide presentation clearly sets out best practice for the Prevent duty in schools and local authorities. |

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| [**Ofsted Inspectors: list**](https://www.gov.uk/government/publications/ofsted-inspectors-list)  7 February 2017  This document is a list of current inspectors |

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| [Growing great schools: what has the most impact? Ofsted - SlideShare](http://www.slideshare.net/Ofstednews/wholeeducationconference260117-71721293)  www.**slideshare**.net/**Ofsted**news/wholeeducationconference260126 January 2017  Joanna Hall, HMI, Deputy Director, **Schools**,  A useful 8 slide presentation highlighting Ofsted’s findings on successful leadership. |

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| **Schools with childcare provision:**  Ofsted have updated their factsheet on registering with Ofsted . For more information click on li[ow.ly/8r0R308DQBw](http://ow.ly/8r0R308DQBw) |

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| Schools can request Parent View guest accounts to use at parents evenings. Email: [parentview.Queries@ofsted.gov.uk](mailto:parentview.Queries@ofsted.gov.uk) |