

**Ofsted Updates April 2017**

**Since September 2016, 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

13 category 3 schools became category 2 schools

28 category 2 schools remained as category 2 schools

13 category 3 schools remained as category 3 schools

1 category 2 schools became a category 4 schools

4 category 2 schools became category 3 schools

1 category 3 schools became category 4 schools

1 category 1 school became a category 3 school

This means that of the 65 schools identified, 17 schools improved their Ofsted grading, 41 remained the same and 7 declined.

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

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| [RAISEonline Latest News page](https://www.raiseonline.org/login.aspx?ReturnUrl=%2f).   |  |  | | --- | --- | | **DfE announcement - RAISEonline update** | **30/03/2017** | | The Department for Education (DfE) are launching a new service, which will provide schools and other existing user groups with detailed performance analysis to support local school improvement as a replacement to RAISEonline. We hope to have this ready in late April/early May. The name of the new service will be announced as soon as confirmed. | | | The current RAISEonline service will be available until **Monday 31 July 2017**. This will allow users to familiarise themselves with the new service and provide feedback before the current one is taken offline.  During this period of dual running we will continue to develop the new service and plan to release an updated version in July 2017. During this time, we will also seek your feedback through formal testing and user surveys which are built into the new service.  Inspectors will continue to use the data available in the existing summary report and inspection dashboard to prepare for inspections, until 2017 datasets are released in the autumn term.  **How to access the replacement service and help** **Schools, local authority, multi academy trust and diocese users.**  The new service will be available through ‘Secure Access’, DfE’s single sign on for a growing range of services.  Each school, local authority, multi academy trust and diocese has someone already designated as the Secure Access Approver. They can see how to do this via the [Secure access approver role guide](https://www.gov.uk/government/publications/secure-access-approver-role-guide).  If you are not sure who your Secure Access Approver is then ask the person who sends the data returns such as the school census to DfE – this may be your business manager. If you still need help then contact the [Secure Access](https://sa.education.gov.uk/ui/help)Helpdesk .  If you have an enquiry about the existing RAISEonline service you should contact [EDD.Helpdesk@education.gov.uk](mailto:EDD.Helpdesk@education.gov.uk)  **Note** **this e-mail address is not for any other type of query.**  **Communications**  We will write to you again over the coming weeks before the new service is switched on and include links to short training videos that will help get you up and running.  Our library of FAQs have been published on the current  [RAISEonline service.](https://www.raiseonline.org/contact/faqData.aspx?faqId=54) | | |

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| [**Clarifying primary prior attainment bandings**](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbXNpZD0mYXVpZD0mbWFpbGluZ2lkPTIwMTcwNDA1LjcxOTQ0MzkxJm1lc3NhZ2VpZD1NREItUFJELUJVTC0yMDE3MDQwNS43MTk0NDM5MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE3MDM1MzEzJmVtYWlsaWQ9ZGFyaWEud2lnbmFsbEB0YWxrMjEuY29tJnVzZXJpZD1kYXJpYS53aWduYWxsQHRhbGsyMS5jb20mdGFyZ2V0aWQ9JmZsPSZtdmlkPSZleHRyYT0mJiY=&&&101&&&https://educationinspection.blog.gov.uk/2017/04/05/clarifying-primary-prior-attainment-bandings/)  *Sean Harford 5 April 2017*  In this short paper Sean Harford clarifies the misunderstanding around the differences in the prior attainment bandings used in the Inspection dashboard, RAISEonline and FFT data for key stage 2 (KS2). It includes;  **Inspection dashboard**  The content of the Inspection dashboard is closely aligned with our inspection handbook, as it aims to help inspectors identify key lines of enquiry.  Progress data was shown by overall prior attainment here too, because this is used in calculating progress. This helps inspectors to identify how each prior attainment group contributed to the headline progress scores.  For attainment we used **subject prior attainment** in order to provide additional insight into the impact of curriculum provision. This means KS2 reading was shown by prior attainment in reading, and so on.  We were also aware that using overall prior attainment can mask different prior attainment in the separate subjects.  Let’s take an example. The pupil in the table below was placed in the middle prior attainment band overall, but had very different prior attainment when looking at the individual subjects.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Key stage 1 prior attainment** | | | | | | | | | Reading | | Writing | | Mathematics | | Overall points | | | Level 1 | Low | Level 1 | Low | Level 3 | High | 15.0 | Middle | |  |  |  |  |  |  |  |  |   It is helpful for us to understand that*this pupil* had low prior attainment in reading and writing, and a high prior attainment in mathematics. This informs inspectors so they can ask the right questions about the curriculum provision for pupils.  We took steps in the dashboards to try to make this clear. We included the following note at the top of the relevant page*.*This one is taken from the *reading page*:  In each group, data is shown overall and for pupils with low, middle and high prior attainment, where prior attainment is overall for progress and in reading for attainment. Note that attainment tables in RAISEonline show groups based on prior attainment overall.  We also differentiated the headings on the dashboard. The chart showing the progress by overall prior attainment used the headings ‘Low’, ‘Middle’ and ‘High’, whereas the chart showing attainment used the headings ‘Reading low’, ‘Reading middle’ and ‘Reading high’. |

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| [New HMCI vows to make sure Ofsted is regarded as a force for good](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=eebf80b318&e=8a19a79e51) - Amanda Spielman delivered her first speech as Her Majesty’s Chief Inspector, and announced a new investigation into the curriculum. You can read her [full speech](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=0712964829&e=8a19a79e51).  10 March 2017  Amanda today announced a major Ofsted investigation into how effectively schools - from early years through primary, secondary and further education - are using the curriculum to provide children with the best education.  Amanda conceded that the curriculum has not received enough attention during inspections in recent years. To correct this, Ofsted’s study will explore how maintained schools translate the National Curriculum into effective classroom teaching, and how academies design their own curriculum, and what this means for young people’s school experience.  The study will look for examples of the most successful curricula, and also consider what can be done to tackle the problems, such as such as curriculum narrowing. And it will provide insights into important debates about how schools can promote social mobility and make sure that every young person is offered the best possible start to adult life.  Ofsted is currently in the first stages of scoping the investigation. Inspectors will carry out fieldwork over the next few months, before the final report is published later in the year.  The study will not review the national curriculum itself, but rather how schools are implementing it in the classroom. |

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| [Presentation: 'The pupil premium: what Ofsted looks at'](http://ofsted.us4.list-manage2.com/track/click?u=46387df40cbf78623e0679b2f&id=67f13ef777&e=8a19a79e51)  Lorna Fitzjohn, Ofsted Regional Director, West Midlands, 3 March 2017  A useful presentation of 36 slides, including  **Inspection focus**  In particular, but not exclusively   * Disadvantaged pupils across the school * Disadvantaged most-able pupils   If provision and outcomes for these groups are not strong, we must consider carefully whether overall effectiveness is good.  **Demonstrating Impact**   * End of keystage data and other national benchmarls (Year 1 phonics) compare favourably with national data for other pupils in all subjects * Diminishing differences over time are shown in RAISEonline and inspection dashboard for different abilities, including the most-able disadvantaged. * School’s own information and work in pupils’ books demonstrate good progress for current disadvantaged pupils. * Case studies outline the additional provision in place and the difference this is making (progress and barriers being overcome) * Attendance is improving or being maintained at least in line with national average. * Personal development, well being and behavior are good and exclusion figures are below national average.   **Pupil Premium Reports**   * Ofsted has no preferred style * The published PP report on the website must contain the information as set out in the DfE guidance * Report templates are available on the internet from The Teaching Schools’ Council, National College for Teaching and Leading and other school sites * Examples of PP reviews can also be obtained from these sites. |

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| [Presentation: 'How Ofsted evaluates special educational needs and disabilities provision in schools'](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=acbab5b5ce&e=8a19a79e51)-  Lesley Cox, National Lead for Special Educational Needs and Disabilities, 10 March 2017  A useful presentation of 25 slides, including  **Leadership and Management**   * Will evaluate how effectively the local area are working together * Will focus on effective identification and how well needs are being met * Will involve visits to schools to talk to leaders, parents and pupils * Will review the school information report and the files of pupils with an education health and care plan or identified as having special educational needs support. |

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| ['Ofsted inspections and vulnerable groups'](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=dcbec5bd0b&e=8a19a79e51)  Paul Brooker, Ofsted Regional Director, East of England, - February 2017  A useful presentation of 28 slides, including  **Vulnerable Groups**   * Children looked after * Young carers or those affected by particular circumstances * From Gypsy, Roma or Traveller backgrounds * Disabled pupils and those who have special educational needs * Have missed education eg due to poor attendance * Those known to social services or who have a child protection plan * Pupils with medical needs * Some who speak English as an additional language * Disadvantaged pupils * Pupils in danger of radicalization and extremism * Asylum seekers * Pupils who attend unregistered schools * Have been excluded or are at risk of being excluded * The very young * Pupils with mental health conditions * Qualify for 2 year old funding. |

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| [HMCI's monthly commentary: March 2017](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=6c036aece3&e=8a19a79e51) - Ofsted's Chief Inspector, Amanda Spielman, comments on a [newly published study](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=311a21be6d&e=8a19a79e51) into the reliability of Ofsted's short school inspections.  Of the 24 short inspections in our sample, inspectors agreed on the outcome in 22 cases. This indicates a high rate of agreement (92%) between these inspectors about the conversion decision.  Furthermore, in 1 of the 2 cases of disagreement, the disagreement was at the good/outstanding borderline and was resolved by the full inspection: 1 inspector’s view was that conversion was unnecessary as the school remained good; the other had opted for conversion to collect further evidence to see if an outstanding judgement was justified. The outcome of the full inspection was that the school remained good. So in only 1 out of 24 cases might the final judgement have been different between the 2 inspectors, as both decided to convert to a full inspection for opposing reasons. Despite this, the outcome at the full inspection was that this school also remained good. |

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| [Early years](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=e33d2a657d&e=8a19a79e51)[inspection newsletter](http://ofsted.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=9b292fcbd4&e=8a19a79e51)  Ofsted Deputy Director Early Years March 2017  This link takes you to the Early Years inspection newsletter for early years inspectors. The letter includes;  The Early years foundation stage framework 2017  On 3 March 2017, the Department for Education published a revised ‘Statutory framework for the early years foundation stage’. The revised framework will take effect from **3 April 2017.**  This briefing sets out the main changes to the revised framework and the implication for inspection of early years providers.  Summary pages of the EYFS  Page 3 includes a new paragraph, which clarifies the requirements in the framework (provisions indicated by the word “must”) and other provisions that providers must have regard to (provisions indicated by the word “should”).  The learning and development requirements in sections 1 and 2 of this framework, and the safeguarding and welfare requirements in section 3 of this framework, are indicated by the use of the word “must”. Additionally, early years providers must "have regard" to other provisions in these sections. These provisions are indicated by the use of the word “should”. "Having regard" to these provisions means that early years providers must take them into account when providing early years provision and should not depart from them unless there is good reason for doing so.  Impact on inspection: This paragraph offers providers clarity. It has little impact on inspection. Inspectors should continue to raise actions to address breaches in requirements (i.e. the ‘musts’) and raise recommendations to support the development of good practice.  **Section 1 of the EYFS (learning and development)**  The footnote on page 7 has been amended to make it clearer for providers who exclusively offer ‘out of school hours’ care for children younger than those in the Reception class age range.  Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day (see para 3.40) do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.  Impact on inspection: This footnote offers clarification for providers. It includes the guidance the DfE had issued separately. This makes no difference to inspection as inspectors were already applying this approach when inspecting settings that exclusively care for children before and after school.  Paragraph 1.5 on page 8 includes a new footnote with a link to the Chief Medical Office guidance on physical activity.  Impact on inspection: This footnote offers guidance to providers on physical activity. Providers are not required to follow this guidance and inspectors should not expect them to do so. However, inspectors may signpost providers to the guidance, especially if they are concerned about the quality of provision for physical activity.  Section 3 of the EYFS (safeguarding and welfare)  Paragraph 3.7 (“child protection”) includes references to new and updated government guidance (e.g. Working together to safeguard children 2015, and the Prevent Duty Guidance 2015), which has been published since the EYFS was last updated in 2014.  Providers must have regard to the Government's statutory guidance ‘Working together to safeguard children 2015’ and to the ‘Prevent duty guidance for England and Wales 2015’. All schools are required to have regard to the government’s ‘Keeping children safe in education’ statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.  Impact on inspection: This amendment now makes it a requirement for providers to have regard to the ‘Prevent’ duty. If a provider does not meet this requirement, inspectors should raise an action to bring about the necessary improvement. As with all breaches of safeguarding and welfare requirements, inspectors should consider the impact of the breach on keeping children safe and take it into account when making inspection judgements.  The amendment also makes clear that schools are required to have regard to the statutory guidance ‘Keeping children safe in education’ and that other childcare providers may also find this guidance helpful. Inspectors should familiarise themselves with this guidance and direct providers to it as necessary.  Paragraph 3.23 (“staff qualifications, training, support and skills”) includes a new footnote about the literacy and numeracy qualification requirements for level 3 early years educators (EYE). As set out in the government response to the level 3 consultation, to be counted in the ratios at level 3, staff holding an EYE qualification must also have achieved a suitable level 2 qualification in English and maths.  You will find further information about qualification requirements in the link above to the newsletter. |

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| <https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015/early-years-inspections-myths>  Early Years Inspection: Myths  3 April 2017  Ofsted has produced this document to confirm the facts about our early years inspections and to dispel those myths that can sometimes result in unnecessary workloads for registered child carers. It should be read alongside the [early years inspection handbook](https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015).  Our aim is to expose misconceptions and highlight specific practices that are not required by Ofsted, so that we can make the inspection process as clear and straightforward as possible. |

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| As of 3 April 2017 Ofsted are brining all their early years inspectors in-house. |

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| [Ofsted launches new good and outstanding logos](https://www.gov.uk/government/news/ofsted-launches-new-good-and-outstanding-logos) 7 April 2017  Early years, education and children's care providers can now download and use a 'Good provider' or 'Outstanding provider' logo.  <https://logos.ofsted.gov.uk/using-and-downloading?q=using-and-downloading> |