



Ofsted Updates July 2017

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

5 category 2 schools became category 1 schools
1 category 3 school became a category 1 school
15 category 3 schools became category 2 schools
1 category 4 school became a category 1 school

45 category 2 schools remained as category 2 schools
15 category 3 schools remained as category 3 schools

2 category 2 schools became category 4 schools
5 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
1 category 1 school became a category 4 school

This means that of the 92 schools identified, 22 schools improved their Ofsted grading, 60 remained the same and 10 declined.

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

Curriculum: intent, implementation and impact Development work for the new inspection framework

Sean Harford HMI National Director, Education

30 June 2017

[Ofsted Presentations on ...](#)

A 22 slide power point presentation from Sean Harford discussing the research Ofsted is currently undertaking on the curriculum and the implications for the new Ofsted framework due in 2019.

It includes the following slides

'Broad and balanced'

- These terms are frequently used by schools and in evidence forms by inspectors, but there isn't an indication of when a narrow, imbalanced curriculum becomes a broad and balanced curriculum...
- ...or whether this is age dependent.
- Also, the comments tend to refer to curriculum offering, and may not relate to the actual content of what pupils are studying

In the meantime, schools need to

- Know their curriculum- design and intent
- Know how their curriculum is being implemented
- Know what impact their curriculum is having on pupils' knowledge and understanding

Need for numbers? That's up to the school- the best way of 'knowing' (not 'demonstrating') the above?

[P scales: attainment targets for pupils with SEN](#)

2 June 2017

Statutory guidance

This document specifies performance attainment targets (P scales) and performance descriptors for pupils aged 5-16 with special educational needs (SEN) who are working below the standard of the national curriculum tests and assessments. These apply to Keystages 1,2 and 3.

The use of P scales is statutory for reporting teacher assessment in English, mathematics and science to the Department for Education at the end of key stages 1 and 2. P scales can also be used for reporting teacher assessment to parents in other national curriculum subjects and at other times.

Additionally, the annex to this document contains attainment targets and performance descriptors for religious education (RE). This is not statutory, and should be read as guidelines describing the types and range of performance that pupils with SEN who are working below the standard of the national curriculum might characteristically demonstrate.

[Amanda Spielman's speech at the Festival of Education - GOV.UK](https://www.gov.uk/.../speeches/amanda-spielman-speech-at-the-festival-of-education)

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Amanda Spielman Chief HMCI 23 June 2017

Ofsted's Chief Inspector talks about a review of the curriculum and the importance of recognising leadership challenges and valuing management.

It is well worth reading the whole speech but below are some interesting extracts

The substance of education

One of the areas that I think we sometimes lose sight of is the real substance of education. Not the exam grades or the progress scores, important though they are, but instead the real meat of what is taught in our schools and colleges: the curriculum.

We have a full and coherent national curriculum and it seems to me a huge waste not to use it properly. The idea that children will not, for example, hear or play the great works of classical musicians or learn about the intricacies of ancient civilisations – all because they are busy preparing for a different set of GCSEs – would be a terrible shame. All children should study a broad and rich curriculum. Curtailing key stage 3 means prematurely cutting this off for children who may never have an opportunity to study some of these subjects again.

But none of this is to say that GCSEs, and qualifications more generally, are not important or that there is anything ignoble about making sure young people leave school with a set of excellent exam results. On the contrary, having spent 5 years as Chair of Ofqual, I know better than most quite how high-stakes these qualifications are as passports to future success.

But – and I need to be clear here – if you are leading a school that enters 90% of young people for the European Computer Driving

Licence – a qualification that can take only 2 days to study for – then you must ask yourself whether you care more about the school's interests than about making the most of pupils' limited time at school. If you don't encourage EAL (English as an additional language) students to take a taught language at GCSE because they can tick that box with a home language GCSE instead, then you are limiting their education.

Again, if you are putting more resources into providing exam scribes than in teaching your strugglers to read and write, or scrapping most of your curriculum through Year 6 to focus just on English and maths. If you are doing any of those things then you are probably doing most of your students a disservice.

Our inspection framework doesn't yet fully capture the substance of education. But we know that great teachers can't be fully effective if that substance, the curriculum meat, isn't there. Curriculum can end up getting lost, as just one in a long list of areas that we inspect under the leadership and management judgement. Rather than carrying the weight it should, alongside teaching, assessment and leadership itself, it can end up as a needle in the haystack.

That is why, earlier this year, I started a review of the curriculum.

Once we have collected the first wave of evidence, we will look at whether routine inspection needs rebalancing in favour of the curriculum. If it does, we'll be able to reflect this in **the new inspection framework we are developing for 2019**.

Defending our values

Of course, the curriculum doesn't just mean a set of national curriculum or GCSE subjects, important as these are. It also means what is snappily titled: 'spiritual, moral, social and cultural development'.

And, within that, one area where there is room to improve is the active promotion of fundamental British values in our schools.

Teaching the young about British values is critical to developing

that resilience. And by that, I do not mean superficial displays or tick box exercises. We've all seen it: the Union Jack in the corridor, the pictures of the Queen.

But, instead, 'the active promotion of British values' means giving young people a real civic education. The sort of education that teaches young people not just what British values are, but how they were formed, how they have been passed down from generation to generation and how they make us a beacon of liberalism, tolerance and fairness to the rest of the world.

Recognising challenge

I said that schools with more disadvantaged intakes had more to do to reach the same levels of progress for pupils so that, if you put staff teams of identical size and calibre into schools with relatively disadvantaged and advantaged intakes, and keep other things constant, the absolute quality of education experienced by a given child will likely be higher in the advantaged school.

How should Ofsted recognise that challenge? There are some who would have us lower the bar on our overall judgements for schools in these circumstances. This is not something I am prepared to countenance. At best, it would mean our judgements failed to reflect the quality of education young people actually receive. And at its worst, it would legitimise lowered expectations for disadvantaged children. I can't imagine anyone really wants that.

What Ofsted can, and does, do is to recognise the performance of leadership and management teams in overcoming that challenge. As I have said, I have no doubt that it requires stronger leadership and management skills to achieve the same outcomes in schools with much more disadvantaged intakes.

And if you look at our grade profiles, that is precisely what we recognise. The most deprived schools judged requires improvement overall by Ofsted are two and a half times more likely to be graded good for leadership and management than the most affluent in the RI category. Similarly, the most deprived schools judged good are nearly twice as likely to be rated outstanding for

leadership and management than the most affluent schools judged good.

So Ofsted really does recognise the leadership challenge in tough schools. However, I'm the first to admit that we haven't always done a good job in communicating it. And I can see how our failure to do so may be acting as a barrier to attracting good leaders. So we will do more to publicise this approach and I want to ask for your help to do the same: to make clear that no head, manager or teacher will be penalised by Ofsted for working in a challenging school.

Valuing management

Finally, on the subject of leadership and management, there is a further change of emphasis I want to make. That is to make more of that second word: 'management'. We're all used to hearing the tales of the hero head, transforming schools and changing lives.

But it is equally true that, in most cases or, dare I say it, all, transforming a school involves more than just one individual. It needs the work of a whole team. Schools are transformed when these teams work well together, make use of everyone's strengths and build robust processes.

Of course, the head matters. But they should be concentrating on the overall direction of a school. They need strong deputies and assistants looking after curriculum and behaviour, as well as good department heads, effective business and finance managers, making sure the school balances the books, and, of course, governors providing strong support and challenge.

And while Ofsted's inspection process has always recognised the importance of management, our public pronouncements haven't. I want to change that. I know that a focus on well-functioning teams, rather than 'visionary' individuals, doesn't lend itself to easy print copy or to gushing profile pieces. But it does reflect the reality of how good schools are run. And more importantly, it gives us models of management which others can replicate, rather than trying to emulate charismatic individuals.

[GCSE new grading scale: factsheets](#)

20 June 2017

Information about the new GCSE grades for parents, employers and further and higher education providers.

Updated requirements on what maintained schools and academies, free schools and colleges must publish online.

16th June 2017

Requirement changes covering maintained primary schools and academies include:

- Publishing any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support provided by the school

[Changing our approach to short inspections: your views wanted | Ofsted - developments in education inspection](#)

Sean Harford 27 June 2017

Sean Harford writes about the purpose and rationale of proposed changes to short inspections.

Specifically, Ofsted want to extend the window for converting a short inspection from 48 hours to a maximum of 15 working days.

Hear more about Ofsted's proposals to improve short inspections at one of their interactive webinars on

- 4 July 7.00
- 5 July 7.30
- 6 July 4.30

You can register to participate through the link below.

[Registration](#) from Ofsted's [Tweet](#)

The consultation sets out proposals for:

- extending the window for the conversion of short inspections into section 5 inspections to take place within a maximum of 15

working days after the short inspection, from the current 48-hour period

- some schools receiving a section 5 inspection instead of a short inspection where Ofsted's risk assessment indicates that inspectors may need to gather more evidence to reach a judgement about the school.

The full consultation document is available from www.bit.ly/SiConsultation The consultation will remain open until Thursday 18 August 2017.

Special educational needs and disabilities training and initial teacher education inspections

Angela Milner, specialist adviser for initial teacher training education, Ofsted
23 March 2017

[Ofsted Presentations on ...](#)

This slide presentation explains how Ofsted evaluates SEND training as part of initial teacher education inspections.

It also gives useful recommendations for ITE.

- NQTs felt that their training had prepared them less well to cater for pupils who have specific needs or special educational needs and/or disabilities than in other areas.