



Ofsted Updates October 2017

Since September 2017, inspection outcomes published in Essex for Primary Schools have been as follows:

2 category 3 schools became category 2 schools

2 category 4 schools became category 2 schools

7 category 2 schools remained as category 2 schools

1 category 3 school remained a category 3 school

1 category 2 school became a category 3 school

1 category 3 school became category 4 school

This means that of the 14 schools identified, 4 schools improved their Ofsted grading, 8 remained the same and 2 declined.

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

School Inspection update for inspectors- Special edition Sean Harford September 2017

: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643178/SIU_special_edition_5_September_final.pdf.

Below are some useful extracts from the update.

Ofsted Inspectors attended conferences to develop their practice on three main themes. Those themes were:

- assessing the capacity and impact of school leaders and managers, especially in schools in challenging circumstances;
- inspecting the practice and impact of safeguarding in schools;
- examining the new inspection data summary reports (IDSRs) and how they can be used to support reliable, meaningful judgements

of pupils' outcomes.

The new inspection data summary report

We have developed a new style data report, the IDSR. This will replace the previous inspection dashboard when the 2017 data is released later in the autumn term.

The IDSR includes context pages, showing pupil characteristics, year group data and prior attainment. It includes a front page showing an overview of the data, and 'areas to investigate'. This is an important shift for inspectors. The 'areas to investigate' will indicate what could be substantive, meaningful issues according to the data that would warrant lines of enquiry to pursue. The new IDSR contains fewer detailed breakdowns of groups than the previous inspection dashboard. It looks at trends and whether the group, where relevant and meaningful, has been performing well or poorly over time. The IDSR will also indicate whether the school is below floor standards and whether the school is coasting according to the DfE's published definition.

For key stage 2 progress data, the report will indicate trends in terms of the relative position of the school compared with all schools across the past three years.

Percentile ranks will be shown for each year, with a clear indication of the position in terms of quintile, where each quintile represents 20% of schools. Red borders will indicate where a figure was, statistically, significantly below national; green borders will indicate where it was, statistically, significantly above national.

We have included scatterplots for key performance measures. These will help inspectors identify clusters of pupils and outliers that may have affected average data.

Understanding the use of outliers

We would like to remind inspectors that a school's progress scores at key stages 2 could have been affected by outliers. Outliers are pupils with extremely high or low progress scores. Some pupils will have a very low progress score because they were not entered for an approved qualification or were absent for the examination.

- For primary school inspections, extreme outliers can be identified from the scatterplots in the IDSR.

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Teacher assessments: treat with caution

We have reported in previous editions of SIU and discussed with inspectors at our training the continuing uncertainties about data derived from teacher assessments. Inspectors should continue to interpret key stage 2 writing performance very carefully. Issues identified for 2016 data may persist in 2017.

Inspectors should also be aware of potential issues with the reliability of key stage 1 teacher assessments. We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, they also have lower progress scores. This suggests that there may be an issue with the key stage 1 prior attainment scores that are used as a baseline. Inspectors should be aware of this when using and interpreting data for different school types.

Using meaningful data

At the training conferences, we discussed what is meant by 'meaningful data' and why this is important. Data on groups can be rendered meaningless due to the small numbers of pupils and high variation in their results. This does not mean that a pupil group is not important.

Speaking to a range of pupils and talking to leaders about performance

of different pupil groups remains important in our framework. For example, pupils who have special educational needs and/or disabilities often make up a diverse group and tend to have very small numbers of pupils at school level. As such, averages for this group's performance in a school are likely to have a degree of unreliability. However, inspectors will still want to look at pupils in these groups in every year group in a school. We have included the pupil characteristics by year group in the context data in the IDSR.

The new system changes for analysing data

Analyse School Performance (ASP) and other systems being developed and used in schools

- The replacement for RAISEonline is a web-based system called Analyse School Performance (ASP).

There are eight other accredited suppliers, who will present school performance data to schools. These are listed at:

<https://www.contractsfinder.service.gov.uk/Notice/0af29078-7e1d-4d53-8b72-1c6f2889b431>

Implications for inspectors

Schools will be able to choose to purchase any one of these eight new data systems or to use ASP alone. It is therefore likely that inspectors will receive assessment information from school leaders that have been generated through one or more of these eight systems.

Analysing School Performance (ASP)

ASP, the replacement for Raiseonline, is available through 'Secure Access', the DfE's single sign on for a range of services. Each establishment has someone designated as a Secure Access Approver. The DfE has provided a [Secure access approver role guide](#) for Secure Access Approvers.

If you are not sure who your Secure Access Approver is, it is likely to be the person who sends in data returns, such as the school census, to

the DfE. This may be your business manager. If you are unsure then contact the [Secure Access helpdesk](#).

Help with logging in is [available in this YouTube video](#).

The ASP service – latest developments

The service already includes 2017 Question Level Analysis (QLA) and named pupil data for those with appropriate access levels. QLA data enables primary schools to assess how well their children performed in different aspects of the curriculum as well as considering implications for the current Year 6 pupils this year. It also supports secondary schools in identifying strengths and weaknesses for their incoming year seven pupils.

Additional reports are now available via the 'list of reports' tab, and enhancements have been made based on users' feedback, such as improved printing, navigation and further help text.

Statistical First (SFR) Release dates from the DfE

28 September- Phonics screening check and KS1 assessments

October 2017 EYFS profile results

October 2017- Pupil absence in schools in England: autumn term 2016 and spring 2017-10-03 November 2017 EYFS results: 2016 – 2017 (additional tables containing characteristic breakdown)

November 2017 KS2 national curriculum tests review outcomes (provisional)

November 2017 National pupil database tables (ASP phonics, KS1, EYFS profile, 2 term absence)

December 2017 National curriculum assessments at KS2: 2017 (revised)

December 2017 Primary school performance tables (CSP)

Tackling workload together – a new question for staff at the point of inspection

: [Sean Harford](#), Posted on: 14 September 2017

From 12 September, Ofsted introduced a new question about workload

on the school staff questionnaire that is issued during inspections.

Via the staff questionnaire, inspectors will now ask staff about whether they think:

- Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff (you may wish to expand upon this in the free text box at the end of this questionnaire).

These questions, relating to leadership support for staff, help Ofsted see whether leaders:

- support staff well in managing behaviour
- use professional development to encourage, challenge and support improvement
- have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils.

With the new question, Ofsted want to understand how much weight schools give to the workload implications of any changes they make. This would include, among other things, planning, use of data, marking and assessment. Does the school take these into account when planning ahead.

[Ann Pritchard, Her Majesty's Inspector, takes us through a short ...](https://educationinspection.blog.gov.uk/.../ann-pritchard-her-majestys-inspector-takes...)

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26 Sep 2017 – Ann Pritchard HMI

Ann Pritchard, Her Majesty's Inspector, takes us through a short inspection.

[Teacher assessment frameworks at the end of key stage 2 - GOV.UK](https://www.gov.uk/.../teacher-assessment-frameworks-at-the-end-of-key-stage-2)

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14 Sep 2017 -

These frameworks are to be used by teachers to make teacher assessment judgements for pupils at the end of key stage 2 in English reading, English writing, mathematics and science.

[Teacher assessment frameworks at the end of key stage 1 - GOV.UK](https://www.gov.uk/.../teacher-assessment-frameworks-at-the-end-of-key-stage-1)

<https://www.gov.uk/.../teacher-assessment-frameworks-at-the-end-of-key-stage-1>

14 Sep 2017 -

These frameworks are to be used by teachers to make teacher assessment judgements for pupils at the end of key stage 1 in English reading, English writing, mathematics and science.

EYFS Assessments

- [The EYFS 2017 Assessment and Reporting Arrangements \(ARA\)](#)
- [2017 EYFS Profile Handbook](#)
- [Exemplification materials](#)

Inspection Data Summary Report Prototype

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648959/Primary_IDSR_prototype.pdf

3 October 2017

This is a prototype of Ofsted's primary Inspection Data Summary Report (IDSR). This will replace the previous inspection dashboard. It shows the proposed layout and content of the new IDSR. The data used is example data and illustrative only.

The 2017 primary IDSR will be released in Analyse School Performance in late October/early November.

Helping children learn through a proportionate primary assessment ...

<https://www.gov.uk/.../helping-children-learn-through-a-proportionate-primary-assess...>

14 Sep 2017 - Education Secretary Justine Greening

The government confirmed that it will:

- Remove the requirement for schools to submit teacher assessment data to the government for reading and maths at the end of KS2 from 2018-19
- Make key stage 1 tests and assessments non-statutory from 2023
- Introduce a multiplication tables check to aid children's fluency in mathematics from 2019-20;
- Introduce a new teacher-mediated assessment in the reception year from 2020 to provide a baseline measure to better track pupils' progress during primary school.
- Improve the early years foundation stage profile – a check on a child's school readiness at the end of their early years education.
- Improve teacher assessment of English writing by giving teachers greater scope to use their professional judgement when assessing pupils at the end of key stages 1 and 2 from the current academic year (2017-18).

School exclusion

19 July 2017

Statutory guidance from September 2017

Summary of the differences between the Sept 2017 DfE Guidance and the 2012 DfE Guidance:

- 'Governing body' changed to 'governing board' throughout.
- A governors' disciplinary committee (GDC) previously considered the head teacher's decision to exclude. They now consider reinstatement of the pupil/student. This is a shift in the new guidance to considering whether the pupil should be reinstated, not whether or not the head teacher made the right decision to

exclude.

- Legislation remains unchanged.
- A clarification of the law has removed the option to extend fixed term exclusions; it is no longer possible to issue a fixed term exclusion 'pending' its conversion to permanent.
- New responsibility: The local authority/academy trust should ensure the clerk follows the advice in paragraphs 113 to 123.
- The majority of the additions are further information about the Independent Review Panel (IRP) process.
- Addition of Annex B – a new non-statutory guide for head teachers
- Addition of Annex C - a new non-statutory guide for parents/carers

[Ofsted on Twitter: "School governors: have you seen our webinar ...](#)

<https://twitter.com/Ofstednews/status/897524585675055105>

15 Aug 2017

If you missed Ofsted's first webinar about governors and school inspections back in July you can catch up through the link above.

[Ofsted strategy: 2017 to 2022 - GOV.UK](#)

<https://www.gov.uk/government/publications/ofsted-strategy-2017-to-2022>

29 September 2017

