



Ofsted Updates November 2017

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

3 category 3 schools became category 2 schools
2 category 4 schools became category 2 schools

16 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 24 schools identified, 5 schools improved their Ofsted grading, 17 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 handbook

Updated 13 October 2017 takes effect from 30 October 2017

Updated section 5 Guidance for inspecting schools under the common inspection framework.

Updated: 'Outcomes for pupils' section (to reflect changes to GCSE grades and data reports), 'Clarification for schools' section, myth-buster document on myths and misunderstandings. Clarification also added for meeting relevant members of the governance structure or chief executives/equivalents during inspections. Also, new content added explaining what happens to schools judged requires improvement and inadequate.

In particular there is some new wording in relation to inspectors' analysis of data. Paragraph 185 says that inspectors "... will analyse all pupil-level and group-level data..."

However, it adds:

Only if groups are large enough will inspectors be able to draw valid inferences from group-level performance. This is to avoid forming unfair judgements about a school.

In relation to disadvantaged pupils (paragraphs 188-189), the new handbook says:

- Inspectors must review carefully what data is meaningful and avoid focusing on the performance of small groups where assessment information is less reliable
- Where performance information is limited due to small group size, inspectors should gather a wide range of other evidence to ensure the school is providing effectively for disadvantaged pupils, including:
 - Reviewing pupils' work
 - Talking to pupils and teachers

Regarding the most able pupils, paragraph 191 includes a reference to cases where performance information is limited due to small group size, and says:

... inspectors should gather a wide range of other evidence to ensure the school is providing effectively for the most able pupils ...

In paragraph 192 it also uses similar wording in relation to lower-attaining pupils for cases where a small group size limits performance information.

There is also a new section providing clarification for schools in relation to leadership and governance. It confirms, that, for example:

- As many governors or trustees as possible are invited to meet inspectors during an inspection
- For academies, inspectors meet those directly responsible for management and governance, including the chief executive officer (CEO)/their delegate (or equivalent), the chair of the board of trustees and other trustees
- An inspector may talk to the chair of governors by telephone if they are unable to attend a face-to-face meeting with the inspector in school

Paragraphs 60,91 and 94 clarify which meetings/phonecalls CEO of MATS are required to attend.

Handbook for short, monitoring and unannounced behaviour school inspections

Updated 13 October 2017 Takes effect from 30 October 2017

Updated guidance for Ofsted inspectors carrying out school inspections under

section 8 of the Education Act 2005.

Paragraph 5 of the updated section 8 handbook explains:

... some good schools will be subject to a full section 5 inspection instead of a short inspection, for example where a school has expanded its age range or where the quality of provision may have deteriorated significantly.

Ofsted will select these schools through its risk assessment process.

Further updates include:

- Clarification that once a school has received its first short inspection, further short inspections will "normally" be completed at approximately 3-year intervals (paragraph 41)
- Confirmation that in secondary schools of more than 1,100 pupils there will be two team inspectors (paragraph 42)
- Clarification that in cases where a short conversion is converted to a section 5 inspection, this will happen "**usually within a maximum of 7 working days**" (paragraph 45),

Monitoring inspections

Paragraph 89 of the handbook has been amended to clarify that schools judged to require improvement "may receive a monitoring inspection prior to the next section 5 inspection".

It also explains that:

- Decisions about whether to monitor will be made by the Ofsted regional director
- The timing of any monitoring inspection would usually be between 12 and 24 months following the publication of the section 5 inspection report

Paragraph 91 also includes updated wording. It explains that following a section 5 re-inspection:

If the school has demonstrated improvement in some areas and there is a general upward trend, but key aspects of performance remain less than good, the school may be judged as 'requires improvement again', in which case there may be monitoring before another section 5 inspection takes place within 2 years.

These considerations will be made at each section 5 re-inspection of a school that was previously judged as 'requires improvement'.

New specific references to which meetings CEOs of MATS are required to attend can be found in paragraphs 19,72,98,122,105,128 and 166.

HMCI's commentary: recent primary and secondary curriculum research

<https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>

11 Oct 2017 – Amanda Spielman - Ofsted's Chief Inspector, discusses findings from recent research into the primary and secondary curriculum.

Below are some extracts from Amanda Spielman's commentary.

A striking conclusion that we have drawn from the findings is that, despite the fact that the curriculum is what is taught, there is little debate or reflection about it. School leaders and inspectors discussed the timetable in each school. The timetable is important. It is, however, not the curriculum. Apart from the timetable, there was an absence of other tangible reference points to get to grips with the complex business of curriculum planning. It was evident from these conversations that took place between inspectors and school leaders that there is a lack of clarity around the language of the curriculum.

For example, the idea of 'skills' was liberally used in many contexts. Very rarely was it clear whether the meaning was subject-specific, for example reading skills. Other uses included personal skills, such as the ability to work in a team, cognitive skills, such as critical thinking, or life skills, such as how to pay a bill or apply for a job. There were many other examples of terms where the meaning was woolly, such as progression, enrichment, questioning and repetition.

It is certainly possible that this ambiguity and lack of shared understanding expose competing notions of what curriculum means across the sector. However, the most likely explanation is that this arises from a weak theoretical understanding of curriculum. This was confirmed by school leaders, who said that there was a time (long ago) when teachers were taught the theory that underpins curriculum planning. Over time, this competence across the sector ebbed away. This may be because it was generally not thought to be so important after the establishment of a national curriculum. There has been a move over the last three years to a slimmed down national curriculum focusing on a rich foundation of knowledge. This will, I believe, help to reverse this trend. However, school leaders and teachers have to be supported to seize this opportunity. Ofsted has a role to play here too.

The government has set a target of 90% of pupils studying the EBacc. This is the direction for all schools. I believe studying a full set of EBacc subjects is a desirable and achievable prospect for all but a small minority of pupils. This is true whether a child is going on to pursue an academic or vocational pathway. We need the same level of energy that is given to qualifications to be devoted to the relative merits of different ways of sequencing and organising subject content to take account of different starting points. Low-

attaining pupils need basic skills, as all pupils do, but they shouldn't as a consequence be shut out of parts of the essential body of knowledge for any pupil.

Inspection Data Summary Report Prototype

[Using Ofsted's inspection dashboard: early years foundation stage profile to key stage 4](#)

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.

[Lee Owston on schools taking on two-year-olds](#)

5 September 2017 Lee Owston HMI and Special Adviser, Early Years

A really useful Ofsted Youtube clip explaining what inspectors look for when inspecting provision for 2 year olds.

[Ofsted's Ofsted's education blog: what Dan Owen, Her Majesty's Inspector, looks at on a short inspection](#)- Dan talks us through his inspection day in this blog post

18 October 23017

Data Protection for Schools

[Home Page of EU GDPR](#)

www.eugdpr.org/

The EU General Data Protection Regulation (GDPR) replaces the Data Protection Directive 95/46/EC and was designed to harmonize data privacy laws across Europe, to protect and empower all EU citizens data privacy and to reshape the way organizations across the region approach data privacy.

The General Data Protection Regulation (GDPR) comes into force on 25 May 2018 and represents the biggest change to data protection law for 20 years. There will be far more stringent requirements for Data Controllers, which includes all schools, to not only be compliant but also to be able to demonstrate compliance with the principles contained in the new legislation.

Ofsted's autumn webinar for governors is on 7 November from 6:30- 7.15pm. Register today at ow.ly/G6qD30gdAUX

PE and Sports Premium doubles to £320 million

DFE 24 October 2017

This news story contains some very useful information and links to the sports funding, including;

How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the [School Games](#)
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Payment dates for 2017 to 2018

Maintained schools, including PRUs and general hospitals

Maintained schools, including PRUs and general hospitals, do not receive funding directly from DfE. We give the funding to your local authority and they pass it on to you.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. Local authorities receive:

- 7/12 of your funding allocation on 31 October 2017
- 5/12 of your funding allocation on 30 April 2018

If you are a new maintained school or if you are teaching eligible pupils for the first time in the academic year 2017 to 2018, local authorities receive:

- 7/12 of your funding allocation on 31 January 2018
- 5/12 of your funding allocation on 30 April 2018
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Academies, free schools and CTCs

The Education Skills and Funding Agency (ESFA) sends academies, free schools and CTCs their PE and sport premium funding in 2 separate payments. You receive:

- 7/12 of your funding allocation on 1 November 2017
- 5/12 of your funding allocation on 1 May 2018

If you are a new academy, free school or CTC, or if you are teaching eligible pupils for the first time in the academic year 2017 to 2018, you receive:

- 7/12 of your total funding allocation on 1 February 2018
- 5/12 of your total funding allocation on 1 May 2018

[Presentation: what Ofsted does - the facts and the myths](#) - Ian Hodgkinson, Senior Her Majesty's Inspector gave this presentation at the Wolverhampton University Newly Qualified Teachers Conference.

13 October 2017

This is a useful power point to use with NQTs or trainee teachers.

<https://get-information-schools.service.gov.uk/>

DFE

Get information about schools

The DFE now has a public register of schools and colleges in England. You can search for and download information on establishments, establishment groups or governors.

Schools, local authorities and academy trusts can also update details by signing in to their Secure Access account.

