



Ofsted Updates December 2017

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

3 category 3 schools became category 2 schools

3 category 4 schools became category 2 schools

29 category 2 schools remained as category 2 schools

2 category 3 schools remained as category 3 schools

1 category 1 school remained a category 1 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 4 school

This means that of the 43 schools identified, 6 schools improved their Ofsted grading, 32 remained the same and 5 declined.

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

Inspection data summary report information

1) [Inspection data summary report: general guidance](#)

November 2017

2) [Inspection data summary report: guidance on 'areas to investigate'](#)

3) [Inspection data summary report: quintile and decile boundaries](#)

November 2017

4) [Inspection data summary report: anonymised 2017 primary report](#)

21 November 2017

5) [Inspection data summary report prototype - primary](#)

October 2017

<https://www.gov.uk/government/publications/using-ofsted-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4>

24 November 2017

[Primary school accountability - GOV.UK](https://www.gov.uk/government/publications/primary-school-accountability)

<https://www.gov.uk/government/publications/primary-school-accountability>

Updated 16 November 2017

This guide also includes the 2017 coasting threshold information.

The Department for Education (DfE) has announced the 2017 threshold for the 'coasting schools' measure. The coasting measure looks at a school's performance over 3 years, so for schools to be classed as 'coasting' they will need to fall below the thresholds for 2017, 2016 and 2015

About this guidance

This guide explains more about the primary accountability measures , including how a school's progress scores are calculated.

Schools receive their own provisional progress scores from 31 August . Annex B of this guidance provides the provisional national distribution of schools' progress scores in 2017 to help schools interpret and contextualise their own provisional scores.

No school will be confirmed as being below the floor until December 2017 when schools' performance tables are published. Further statistical information on primary progress scores, including the number and percentage of schools below the floor in 2017 , will be available on GOV.UK when revised data is published from December 2017 .

For 2017 , the assessments used to measure the progress that schools help their pupils achieve between key stage 1 and key stage 2 are :

- key stage 1 results in English reading, English writing and mathematics teacher assessments , that took place in summer 2013 when the 2017 Year 6 cohort were aged 7 ; and
- key stage 2 results in English reading and mathematics tests , reported as scaled scores, and the English writing teacher assessments that took place in summer 2017 .

[Justine Greening launches new Institute for Teaching - GOV.UK](https://www.gov.uk/.../news/justine-greening-launches-new-institute-for-teaching)
<https://www.gov.uk/.../news/justine-greening-launches-new-institute-for-teaching>

2 Nov 2017 - Education Secretary opens the Institute for Teaching, urging the profession to embrace the high-quality training it will provide.

The [Institute for Teaching](#) – which has received government funding to set up bespoke training programmes for teachers – will support and spread great teaching.

Its courses will be available for teachers at all stages of their career, including those wishing to become experts in their subject or wanting to learn the most effective ways to share best practice.

[Bold beginnings: The Reception curriculum in a sample of good and outstanding primary schools](#)

30 November 2017 - Ofsted

[Bold beginnings](#), a new early years curriculum report by Ofsted, shows that a third of all 5 year olds are being failed by their reception experience. The picture for disadvantaged children is even worse, with nearly half of them failing to meet expected levels of development at this unique and important stage. This report highlights missed opportunities and the painful consequences of falling behind.

Ofsted is recommending that headteachers put reading at the heart of the reception curriculum. Reception teachers should focus on developing children's spoken language and teaching them to read using systematic synthetic phonics. Schools should also make sure that children sit at tables when they learn to write.

HM Chief Inspector Amanda Spielman said:

Reading should be at the heart of the Reception Year. It is important that in the Reception classroom young children hear new vocabulary and have the opportunity to practise new words and phrases.

The best schools know how to design their curriculum so that children's learning and development sets them up well for the rest of their schooling.

Reception should not just be a repeat of what children learned in their nursery or pre-school, or with their childminder. They deserve better than facing years of catching up.

In the best schools children:

- learn to read quickly and easily
- enjoy listening to stories as the highlight of the day
- learn poems and rhymes by heart
- learn about numbers through practical activities and formal, written recording
- develop their personal, social and emotional skills through play

Ofsted is also recommending that the Department for Education:

- **reviews the Early Years Foundation Stage to make sure that it provides sufficient clarity for the effective teaching of reading, writing and numbers**
- **streamlines the EYFSP in order to reduce teachers' workload**
- **raises the profile of early mathematics teaching, and makes a similar investment to that made in teaching phonics**

[Healthy eating guidance published for the early years sector - GOV.UK](https://www.gov.uk/.../healthy-eating-guidance-published-for-the-early-years-sector)

<https://www.gov.uk/.../healthy-eating-guidance-published-for-the-early-years-sector>

13 Nov 2017 -

New example [menus and recipes](#) have been published to help early years providers plan healthy, tasty meals for young children.

The resources have been jointly developed by the Department for Education, the Department of Health and Public Health England, with advice from a panel of early years and nutrition experts including the British Nutrition Foundation.

Curriculum, Assessment and Inspection

<https://www.slideshare.net/Ofstednews/curriculum-assessment-and-inspection>

20 October 2017 Sean Harford HMI National Director of Education

In this speech Sean Harford makes the following points about the new Ofsted framework, it will

- Build on the curriculum work undertaken by Ofsted
- Build on other research work- see the new Ofsted Strategy
- Allow time to engage with all sectors
- Allow time for all sectors to adjust, so....
- **Start in September 2019**

Reimagining Learning

<https://www.slideshare.net/Ofstednews/reimagining-learning>

14 November 2017 Paul Brooker HMI

This slide show considers the following

'How can Ofsted and its framework help to reimagine learning so that the curriculum gives all pupils the opportunities to succeed.'

It gives the following working definition of the curriculum

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**)

In this slide show Paul Brooker also points out that the new Ofsted framework will begin in September 2019.

[Amanda Spielman's speech at Ark's Teach 2017 conference - GOV.UK](https://www.gov.uk/speeches/amanda-spielman-speech-at-arks-teach-2017-conference)

[https://www.gov.uk/speeches/amanda-spielman-speech-at-arks-teach-2017-conference...](https://www.gov.uk/speeches/amanda-spielman-speech-at-arks-teach-2017-conference)

27 November 2017-

HM Chief Inspector **Amanda Spielman** talks about

- Curriculum expertise
- Managing workload
- Valuing Management
- Recognising challenge

[School inspection update - Gov.uk](https://www.gov.uk/.../Ofsted_School_inspection_update_November_2017.pdf)

https://www.gov.uk/.../Ofsted_School_inspection_update_November_2017.pdf

November 2017 | Issue: 12. Message to inspectors from the National Director, Education.

This update for inspectors includes the following;

The main updates in the updated section 5 and section 8 school inspection handbooks 2017 are set out below

Section 5 and section 8 handbooks

- Updates to reflect changes to short inspections following the summer 2017

consultation

- Clarification to the guidance on 'requires improvement' and 'inadequate' judgements.

- Clarification of arrangements for meeting relevant members of the governance structure and the inclusion of chief executives or equivalents in inspections of academies in multi-academy trusts.

- Changes to reflect the new inspection dashboard (IDSR) and replacement of 'RAISEonline' with 'analyse school performance' (ASP).

- Explanation of policy for exempt schools that undergo major structural changes (for example, added key stage or amalgamation).

- Clarification over what maintained schools requiring special measures should do to seek permission to appoint newly qualified teachers.

Section 5 handbook only

- Updates to the 'Clarification for schools' section to include some of the more recent myths and misunderstandings about what Ofsted does and does not expect

- Refinement to references to pupil groups.

Clarification about the attainment of past pupils

We have been asked to clarify two issues that have been raised about the impact of past attainment on inspection judgements.

How much above national figures does a school's attainment have to be for it to be considered good or outstanding?

Attainment of past pupils does not determine inspection outcomes. It is a factor that inspectors take into account in evaluating outcomes but it is progress, particularly of current pupils, that carries greater weight. Past attainment can also inform the pre - inspection lines of enquiry.

Attainment is included in one bullet point in the outcomes grade descriptors for ' good ' and one bullet point in the outcomes grade descriptors for ' outstanding ' .

■ For ' good ' the bullet point is 'Where attainment overall is low, it shows consistent improvement.' This descriptor may be met where overall attainment is low.

■ For ' outstanding ' , the bullet point is 'The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.' This descriptor may be met where group attainment of past pupils is below national averages.

■ Improvement is a key element in each of these two grade descriptors.

The section 5 school inspection handbook makes it clear that, in judging outcomes, the grade descriptors are not a checklist and that inspectors adopt a 'best fit' approach.

No specific attainment of past pupils in relation to national figures should be expected for a school's outcomes to be judged as good or outstanding .

At the end of this publication is a 'useful recent publications' section.

