



Ofsted Updates May 2018

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

9 category 3 schools became category 2 schools
6 category 4 schools became category 2 schools
1 category 4 school became a category 3 school

85 category 2 schools remained as category 2 schools
3 category 3 schools remained category 3 schools
1 category 1 school remained a category 1 school
1 category 4 school remained a category 4 school

8 category 2 schools became category 3 schools
1 category 3 school became category 4 school
1 category 1 school became a category 4 school
1 category 1 school became a category 2 school
2 category 2 schools became category 4 schools

This means that of the 119 schools identified, 16 schools improved their Ofsted grading, 90 remained the same and 13 declined.

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

[School inspection handbook - GOV.UK](https://www.gov.uk/government/.../school-inspection-handbook-from-september-201...)

<https://www.gov.uk/government/.../school-inspection-handbook-from-september-201...>

April 2018- Updated section 5 handbook

There are minor updates in this updated April 2018 section 5 handbook.

See changes to the school inspection window below.

[Handbook for short, monitoring and unannounced behaviour school ...](https://www.gov.uk/.../handbook-for-short-monitoring-and-unannounced-behaviour-...)

<https://www.gov.uk/.../handbook-for-short-monitoring-and-unannounced-behaviour-...>

April 2018- Updated section 8 handbook

There are minor updates in this updated April 2018 section 8 handbook.

See changes to the school inspection window below.

Ofsted's Spring Conferences for Inspectors.

<https://educationinspection.blog.gov.uk/2018/04/24/ofsteds-spring-conferences/>

24 April 2018- Sean Harford

Below you will find some excerpts from Sean Harford's April 2018 blog;

This year's conferences mainly focused on curriculum, specifically how a deeper understanding of what we mean by curriculum can inform our inspection practice. Our overall aim was to help inspectors evaluate how well a school's curriculum is designed and implemented - both within the context of the current Ofsted framework and school inspection handbook and, as we develop an even sharper focus on the curriculum, for the education inspection framework 2019.

We came up with a working definition, which states that 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).

We have asked our inspectors to apply this definition to their practice and explore these three areas of intent, implementation and impact when evaluating a school's curriculum. In other words, what is a school trying to achieve through its curriculum, how is it being delivered and what difference is it making to pupils' learning.

I also want to emphasise two things: Ofsted does not have a preferred curriculum, and our current inspection framework and handbook have not changed. There is no specific graded judgement on the curriculum, so we are not asking inspectors to grade it now. However, the curriculum already features within the judgements we make about a school's leadership and management, and teaching, learning and assessment. This working definition is a useful tool to help inspectors have the right conversations with schools, within the context of the current framework and handbook.

Funding boost for the arts to support talented pupils

10 April 2018- DFE

New funding to support talented music, drama and dance pupils to realise their potential and kick-start a career in the arts has been announced by the School Standards Minister Nick Gibb.

Assessment – what are inspectors looking at?

23 April 2018 - Sean Harford

Below you will find some excerpts from Sean Harford's April 2018 blog;

When it comes to inspection, inspectors are looking to see that a school's assessment system supports the pupils' journeys through the curriculum. It's really important that schools don't design assessment around what they think inspectors will want to see.

We shouldn't be asking you to predict progress or attainment scores. This is for the very good reason that they're based on the national performance of each cohort, so they can't be compared until everyone's taken the test. 'Expected progress' was removed as an accountability measure in 2015 by the Department for Education.

What inspectors do want to see is the assessment information your school uses, in the format that you find works best, to help you know how well your pupils' are doing at the point they are at in your curriculum. And then, crucially, what you do with that information to support better pupil achievement. We'll then evaluate how well your school is supporting pupils to progress and deepen their knowledge, in order to promote understanding and develop their skills.

By progress, we mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key concepts and ideas? Is this enabling them to develop the skills they need to master?

Ofsted is only one part of the national accountability system. The assessment that schools carry out – including formative assessment, in-school summative assessment and nationally standardised summative assessments – all do different jobs. But the key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education. Bear that in mind and none of us can go far wrong.

Changes to the school inspection window

13 April 2018 - Sean Harford

Effective immediately, we are:

extending the usual timeframe within which good schools receive a short inspection from approximately 3 to 4 years. The maximum period in which we would return remains the statutory 5 years from the end of the academic year of the previous inspection, as at present for schools

aligning the re-inspection window for requires improvement, serious weakness and

special measures schools to **up to** 30 months (from 30, 18, and 24 months, respectively)

We are making these changes to give our regional directors greater discretion about the date of re-inspection. This will allow them to reflect the circumstances and progress of the schools in question.

Regular monitoring of requires improvement and inadequate schools will continue as it is now and all of our usual risk assessment processes remain in place.

Updated Website Requirements for Schools from 1 April 2018

[PE \(physical education\) and sport premium funding, Accountability](#)

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

To help you plan, monitor and report on the impact of your spending, it's recommended that you download a template to record your activity. The Department has commissioned partners in the physical education and school sport sector to develop a template, which is available at:

- [The Association for PE](#)
- [Youth Sport Trust](#)

[Reception baseline assessment - GOV.UK](#)

<https://www.gov.uk/guidance/reception-baseline-assessment>

11 Apr 2018

Updated information about the development of an assessment for pupils in reception to measure their progress in primary schools from 2020.

Contents

1. [Introduction](#)
2. [What will be assessed?](#)
3. [Measuring progress](#)
4. [Assessment development process](#)
5. [Reception baseline and key stage 1 assessments](#)

[Pupil premium: allocations and conditions of grant 2017 to 2018 - Gov.uk](https://www.gov.uk/government/.../pupil-premium-conditions-of-grant-2017-to-2018)
<https://www.gov.uk/government/.../pupil-premium-conditions-of-grant-2017-to-2018>
Updated 3 April 2018

Detailed school and local authority level allocations, conditions of grant for **pupil premium** funding in the 2017 to 2018 financial year.

[Pupil premium 2018 to 2019: conditions of grant - GOV.UK](https://www.gov.uk/.../pupil-premium-2018-to-2019-conditions-of-grant)

<https://www.gov.uk/.../pupil-premium-2018-to-2019-conditions-of-grant>

The link above gives information about the Pupil Premium payable to schools and local authorities for the financial year beginning 1 April 2018.

[Positive environments where children can flourish - GOV.UK](https://www.gov.uk/government/.../positive-environments-where-children-can-flourish)

[https://www.gov.uk/government/.../positive-environments-where-children-can-flourish...](https://www.gov.uk/government/.../positive-environments-where-children-can-flourish)
23 March 2018 Ofsted

Guidance for inspectors about how to approach the use of physical intervention, restraint and restrictions of liberty in social care settings and schools.

[Risk assessment process for good and outstanding schools](#)

17 April 2018 – Sean Harford

Below you will find some excerpts from Sean Harford's April 2018 blog;

First, I can understand why the words 'machine learning algorithm' gave some people a bit of a fright. But in reality, our risk assessment has changed very little since the previous methodology note was published

The main change this time is a new statistical model, which we have found to work well within the data-analysis stage of our risk assessment process.

Like any modern organisation, we are keen to embrace the benefits of technology. But while it may sound ominous, 'machine learning' simply refers to a computer programme that helps us identify potential decline in a school, and that then re-jigs the underlying algorithm when inspection outcomes are known. It doesn't mean we're now using computers to make decisions without any human intervention, or indeed to judge schools. As before, Senior HMIs in the eight Ofsted regions will always thoroughly review the selection of schools for inspection and well-trained, experienced school inspectors will inspect on site.

So what do we use the risk assessment process for then? Well, as our handbook states, some good schools will automatically receive a full section 5 inspection instead of a section 8 short inspection. This occurs when our risk assessment process indicates that the quality of provision may have deteriorated significantly. Outstanding primary and secondary schools are of course exempt from routine inspection. However, if the risk assessment raises concerns about the performance

of an exempt school, then it may also be inspected.

The new computer model uses progress and attainment data from the Department for Education, enhanced with school workforce census data and [Parent View](#) responses, to produce scores for each school, ranging from the lowest risk up to the highest risk. These scores are on a continuous scale, so there are no thresholds that automatically determine that a school should be inspected.

Matthew Brazier, Ofsted specialist adviser in looked after children, discusses challenges facing the sector, Ofsted's definition of "progress" and ILACS inspections in this presentation at the NAVSH conference on 22 March 2018.
<http://ow.ly/qiSh30jLZOT>

The new SIAMS schedule can be found in the link below;

[SIAMS School Inspections | The Church of England](#)

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-ac>.

In this link you will also find a new style SEF; the SEF, of course, remains optional.

