



Ofsted Updates July 2018

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

11 category 3 schools became category 2 schools
6 category 4 schools became category 2 schools
2 category 4 schools became category 3 schools

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

9 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
2 category 1 schools became category 3 schools

This means that of the 137 schools identified, 19 schools improved their Ofsted grading, 102 remained the same and 16 declined.

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

Inspecting the Early Years in schools webinar on Wednesday 4 July at 16:30. Register now at:

bit.ly/2ygSD1w

If you miss the 4 July. You can find all Ofsted webinars in the link below;

[Ofstednews - YouTube](#)

<https://www.youtube.com/user/Ofstednews>

Click on playlists to find them.

[Key stage 1: phonics screening check administration guidance - Gov.uk](https://www.gov.uk/guidance/key-stage-1-phonics-screening-check-administration-guidance)

[https://www.gov.uk > ... > Primary curriculum, key stage 1 > Phonics](https://www.gov.uk/guidance/key-stage-1-phonics-screening-check-administration-guidance)

25 June 2018

The **2018 phonics** screening check **threshold mark** is 32

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

[https://www.gov.uk > ... > Inspection and performance of further education providers](https://www.gov.uk/government/speeches/amanda-spielman-speech-at-the-wellington-festival-of-education)

Amanda Spielman Ofsted's Chief Inspector -23 June 2018

Ofsted's Chief Inspector discusses 'intelligent' and responsible inspections, curriculum research and Ofsted's work developing the 2019 **framework**

Below are some excerpts from Amanda Spielman's speech

Our survey reports take a system-wide view of issues in schools and colleges. We know that these reports have real impact in informing policy and practice. So, we want to do more of them, on the issues that you've told us you care about. We will soon be publishing a full research plan for the next 2 years. But, just to give you a flavour, themes will include:

1. science in primary schools, and foreign languages and art in secondary schools
2. how pupils with SEND in mainstream schools can get better access to support
3. teacher wellbeing and workload
4. improving basic skills and knowledge in further education
5. how we develop curriculum knowledge in initial teacher education
6. what does it mean to a school to be part of a MAT

To make sure that inspector practice is as good as it can be, we have reshaped our training. It now has a real focus on developments in education thinking, research and practice; a new 'inspector curriculum' if you like.

We've concluded, on balance, that it is right to maintain the current grading system in the new framework

I would like to see the removal of the outstanding exemption.

I also want us to have a clearer focus on behaviour. We welcomed [Tom Bennett's 2017 behaviour review](#) and are looking at how we can incorporate the recommendations relating to Ofsted in the new framework. And when I talk about behaviour, I'm not just talking about serious disruption or bullying, important as these are. I want us to look just as hard at low-level disruption, which stops pupils learning and which can make the job of classroom management miserable.

There are obvious limitations in what we're able to observe about behaviour in a single day. But we are looking to overcome them. As Tom suggests, there is scope for more dialogue with a wider range of staff – such as trainees and lunchtime supervisors – who are more likely to witness poor behaviour.

Many heads find inspections to be invaluable CPD and a real driver of school improvement. So, a key priority is rebalancing inspector time, so that there's more time on site engaging with you and less time spent on the less visible activities.

Read about a section 8 inspection. Kirk Hopkins, headteacher says, 'A detailed and purposeful feedback session was much appreciated by our school leaders and stakeholders,'

[ow.ly/USb030kEf9I](https://www.gov.uk/government/news/a-detailed-and-purposeful-feedback-session-was-much-appreciated-by-our-school-leaders-and-stakeholders) .

[Amanda Spielman at the Pre-school Learning Alliance annual ...](https://www.gov.uk/government/news/amanda-spielman-at-the-pre-school-learning-alliance-annual-conference)

[https://www.gov.uk > ... > Children's centres, childminders, pre-schools and nurseries](https://www.gov.uk/government/news/amanda-spielman-at-the-pre-school-learning-alliance-annual-conference)

Amanda Spielman Ofsted's Chief Inspector - 1 June 2018

Ofsted's Chief Inspector discussed the importance of the early years and developing a love of reading at the 2018 **Pre-school Learning Alliance** conference.

Below are some excerpts from Amanda Spielman's speech

Last year, Ofsted published a report called 'Bold Beginnings'. You might have heard of it! It stressed the importance of putting oral language and reading at the very heart of the Reception Year. Schools that really excel make sure that all children, whatever their background, make great strides in Reception. And they do it by being very clear about the building blocks of literacy. Literacy is at the heart of everything they do.

So if indeed further clarity is needed: Ofsted is not calling for play to be removed from Reception classrooms. There is no suggestion that very young children should sit still at desks for hours. Clearly, this wouldn't be helpful. And, I'd say a logistical nightmare! Nor are we suggesting that formal schooling should begin earlier. But what we are asking for is structured teaching in Reception of the things that need to be taught, like phonics and numbers, for example.

It goes without saying that children need physical exercise to develop their muscular strength and dexterity. And the best nurseries recognise this too.

At Ofsted, we do think physical development in the early years is a very important area. So our next piece of research on the curriculum, starting next year, is going to look at this in more detail.

If you weren't already aware, we are currently updating our inspection framework. We recognise that there are some aspects of early years education that need more focus and others that need less.

[Ofsted research on lesson observation models - GOV.UK](https://www.gov.uk/government/news/ofsted-research-on-lesson-observation-models)

[https://www.gov.uk > ... > Inspection and performance of schools](https://www.gov.uk/government/news/ofsted-research-on-lesson-observation-models)

22 May 2018 - **Six models of lesson observation**: an international perspective, **Ofsted** hosted an international seminar on **lesson observation**.

1. This paper describes the six observation models presented by attendees over the two days of the seminar, particularly the similarities and differences between them.

Three of the models are commonly used in the US, two are linked with European inspection systems, and the other has been developed for use across borders. All of them have a research base that supports claims to their validity and reliability. The models are:

- Classroom Assessment Scoring System (CLASS)
- Framework for Teaching (FfT)
- International Comparative Analysis of Learning and Teaching (ICALT)

- International System for Teacher Observation and Feedback (ISTOF) ■ Mathematical Quality of Instruction (MQI)
- Generic Dimensions of Teacher Quality.

Character Education conference May 2018 - SlideShare

<https://www.slideshare.net/Ofstednews/character-education-conference-may-2018>

Sean Harford Ofsted's National Director, Education 22 May 2018

A thought provoking power point presentation about how schools build pupils' characters.

Making evidence count for the busy teacher - SlideShare

<https://www.slideshare.net/.../making-evidence-count-for-the-busy-teacher-95467222>

Professor Daniel Muijs Head of Research at Ofsted, 30 Apr 2018

Growing great schools - SlideShare

<https://www.slideshare.net/Ofstednews/growing-great-schools>

Cathy Kirby- HMI- 24 June 2018

A presentation by Cathy Kirby HMI about what happens during each type of inspection.

Statistics, like art, paint a rich picture - Ofsted: developments in ...

<https://educationinspection.blog.gov.uk/2018/05/.../statistics-like-art-paint-a-rich-pictu...>

Jason Bradbury Deputy Director Data and Insight Team 22 May 2018

An interesting blog from Ofsted's chief statistician

Below you will find some excerpts from the blog;

Data rarely tells us everything we need to know and can only represent the measured characteristics. It is for this reason that we produce data and data-driven products as a start of the conversation and not 'the answer'.

For example, our work to risk-assess schools encompasses various factors. This includes pupil attainment and progress, but recognises that there may be other factors at play. Our inspection data summary reports (given to inspectors before a visit) tell inspectors whether performance data is unusual. Inspection judgements rely on a broad range of evidence-based conversations and observations by trained and experienced inspectors to work out what is actually going on.

Ofstednews - YouTube

<https://www.youtube.com/user/Ofstednews>

If you are planning your staff INSET for September don't forget to check out this series of short videos which feature Ofsted's national leads talking about their areas of responsibility. They are really useful for staff INSET.

If you are expecting an Ofsted inspection there are 35 clips about inspections plus more about early years.

Ofsted | SlideShare

<https://www.slideshare.net/Ofstednews>

114 powerpoint presentations presented by Ofsted at conferences and training events.

These are also very useful for INSET. I particularly recommend using some of the slides from the curriculum presentation by Sean Harford.

Ofsted Webinars

Ofstednews - YouTube

<https://www.youtube.com/user/Ofstednews>

If you follow the link above and click on playlists you will find 8 webinars from Ofsted. These are between 30 minutes and an hour long but very interesting particularly the governance webinars.

Inspections of maintained schools and academies: leaflet

Updated 23 May 2018

<https://www.gov.uk> > ... > [Inspection of maintained schools and academies](#)

Amanda Spielman- Ofsted's Chief Inspector - 6 June 2018

Ofsted's Chief Inspector discusses the future of school inspections.

Below are some excerpts from Amanda Spielman's speech

I want to talk about the ways in which inspection is about much more than giving schools a grade. Given that 90% of our schools are rated good or outstanding, if giving schools a grade were our sole job, you might ask what is the point in Ofsted?

I want inspection reports to say more about what is distinctive about a school, above and beyond what appears in performance tables. This has come out strongly from our parent focus groups. Enabling proper parental choice means telling them more about what life will be like for their child in a school.

As a first step we've simplified the data dashboard our inspectors use, to make sure they're only focusing on the key data that really matters.

Nor do I believe there is merit in trying to look at every individual sub-group of pupils at the school level. It is very important that we monitor the progress of under-performing pupil groups. But often this is best done at a national level, or possibly even a MAT or local authority level, where meaningful trends may be identifiable, rather than at school level where apparent differences are often likely to be statistical noise.

I am certain that in building the new framework we should be wary of inspection becoming the vehicle for every type of worthy societal change. There are a great many pressing public policy concerns affecting young people. Many undoubtedly require government intervention and multifaceted solutions. But they cannot all fall to schools, and they are often unsuitable for measuring through inspection.

To summarise, I have talked about 3 of the key things we are considering in developing the new framework. First, that inspection should be more than just a grade sticker. Secondly, that inspection should complement not intensify the focus that measured outcomes. And thirdly, inspection should not become a catch-all for every societal ill.

[Deprivation, ethnicity and school inspection judgements - Ofsted ...](https://educationinspection.blog.gov.uk/.../deprivation-ethnicity-and-school-inspectio...)

<https://educationinspection.blog.gov.uk/.../deprivation-ethnicity-and-school-inspectio...>

Jason Bradbury, Sean Harford- 22 June 2018

Over recent days, there has been considerable interest in perceived bias in inspection judgements for schools that have high proportions of FSM pupils

Below are some excerpts from the blog;

Nationally White British pupils eligible for FSM make worse progress in their time at secondary school than almost any other group. Their average Progress 8 score is minus 0.72.

Furthermore, only 35% of White British pupils eligible for FSM score a grade 4 or above in their English and maths GCSEs, compared with 64% of all pupils.

While in the early 2000s chair-chucking in schools in special measures was not an unusual occurrence, that blatant kind of outburst is now much less prevalent. That said, as we identified in our report 'Below the radar' in 2014, low-level disruption continues to be an issue in too many schools – and inspection data show that this is disproportionately the case in schools in deprived areas. The drip, drip, drip of low-level disruptive behaviour saps teachers' well-being and makes for an ineffective learning environment.

But we also know that there is a whole range of compounding issues and challenges for schools in deprived areas. Teacher recruitment and retention, not easy in many parts of the country, is especially difficult in deprived areas. Only this week, two separate reports show that not only are schools in deprived areas more likely to employ less experienced teachers, but also those with lower levels of subject qualification.

Similarly, the recruitment of leaders and managers is more difficult in these areas. And this includes recruiting effective governors, which is particularly difficult when the communities are disaffected, monocultural and lack capacity.

Additionally, access to good resources in the community to support the quality of education continues to be more limited in deprived areas; this is particularly acute in poor coastal areas. How much easier is it to travel by London tube to some of the best galleries and museums in the world, compared with bussing pupils for hours to the capital at great cost in time and money?

But in a system where we want the best for all children, whatever their backgrounds, we cannot accept a lower quality of education, often caused by the factors I have noted, just because the schools are in deprived areas. The key point is that the overall effectiveness judgement, driven by the quality of education, is not an effort grade. If it were, I have no doubt that there would be many fewer schools judged to be less than good because every teacher and school I know works hard.

[Ofsted pen portraits of Her Majesty's Inspectors \(HMIs\)](#) - Regular update to Ofsted's list of current inspectors, with biographical information.

[Ofsted Inspectors: lists](#) - Regular update to our list of Ofsted Inspectors.

