



Ofsted Updates October 2018

Since September 2018, published inspection outcomes for Primary Schools in Essex have been as follows:

1 category 4 school became a category 3 school

8 category 2 schools remained as category 2 schools

2 category 3 schools remained as category 3 schools

This means that of the 11 schools identified, 1 school improved their Ofsted grading, 10 remained the same and 0 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> > ... > [Inspection and performance of schools](#)

Section 5 updated September 2018

added privacy notice information, updated 'Inspection of religious education and collective worship' section (in annex). Updated 'Clarification for schools/Ofsted inspection myths' document: added new information in 'Evidence for inspection section' about attainment, added new sections on performance management, safeguarding, and the curriculum.

[handbook for short, monitoring and unannounced behaviour school inspections.](#)

Section 8 updated September 2018

Small update: added privacy notice information.

[How Ofsted selects new schools for inspection - GOV.UK](#)

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

6 August 2018

Updated to reflect that good schools are inspected approximately every 4 years. Added a paragraph explaining the position for exempt schools that undergo significant change

[How Ofsted inspects maintained schools and academies - GOV.UK](#)

<https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy>

6 Aug 2018

Updated the 'Timing of inspections' section for consistency with other existing guidance, including adding a new section on new schools; expanding the section on schools judged 'good'; updating timescales for schools judged 'good' and 'requires improvement'; and revising timescales for some academies judged 'inadequate'.

[Timings of inspections](#) · [Before the inspection begins](#) · [During the inspection](#)

[Keeping children safe in education - GOV.UK](#)

<https://www.gov.uk> > ... > [Safeguarding pupils](#)

Revised September 2018. New guidance on information sharing, multi-agency working and data protection has been added since the draft version was published in May.

[School inspection update: academic year 2018 to 2019 - GOV.UK](https://www.gov.uk/government/news/school-inspection-update-academic-year-2018-to-2019)

[https://www.gov.uk > ... > Inspection and performance of schools](https://www.gov.uk/government/news/school-inspection-update-academic-year-2018-to-2019)

20 September 2018- Sean Harford, National Director of Education

Inspector training conferences took place across the country in the first week of September. The focus was on four main themes:

- **Memory and the power of recall** – the important principles around memory when considering how pupils learn, and how these principles relate to the intent, implementation and impact of curriculum planning in schools.
- **Myths and misconceptions** – inspecting the curriculum for progress in skills, to bust some of the common myths about progress and learning, and to share the emerging findings from phase two of the curriculum review.
- **Equalities** – to reinforce inspectors’ understanding of equalities policy and guidance when on inspection, and applying a consistent approach when putting policy into practice during inspection.
- **Assessment** – going beyond the data, how inspectors evaluate the purpose of assessment, the inferences that inspectors can draw from assessment data provided by schools, and reaching valid and well-evidenced judgements on pupils’ progress.

[School inspection update: academic year 2018 to 2019 - GOV.UK](https://www.gov.uk/government/news/school-inspection-update-academic-year-2018-to-2019)

[https://www.gov.uk > ... > Inspection and performance of schools](https://www.gov.uk/government/news/school-inspection-update-academic-year-2018-to-2019)

20 September 2018- Sean Harford, National Director of Education

[Floor standards and coasting schools](#)

The DfE has informed us that from September 2019, there will be a new way for DfE to identify schools that might benefit from an offer of support. These changes will be consulted on in the autumn.

The floor standards and coasting definition will remain in use until then (i.e. 2018/19 academic year). Where either applies, they will be used only as a trigger for the DfE to identify schools that might benefit from an offer of support.

[Leadership and management judgement](#)

As stated above, both the floor standards and coasting definition remain as a trigger in 2018/19 for regional schools commissioners (RSCs) to contact the school’s trust or local authority to offer support, in line with the [schools causing concern guidance](#). As our section 5 handbook sets out, whether schools have the capacity to secure further improvement, and whether improvement plans are sustainable and moving with adequate pace are both relevant under the leadership and management judgement.

Therefore, when a school is below floor standard or meets the coasting definition, inspectors should find out what steps the school has taken, or is planning, to improve. If no additional support work is planned, inspectors will want to assure themselves that this either means the school already has adequate improvement work planned or that the school has taken steps to get further support from elsewhere.

[Inspecting safeguarding in early years, education and skills](#) –

September 2018 - Updated guidance for Ofsted inspectors to use when inspecting safeguarding under the common inspection framework. See the change note for full details of updates.

[Phonics screening check and key stage 1 assessments: England 2018 ...](https://www.gov.uk/government/news/phonics-screening-check-and-key-stage-1-assessments-england-2018)

[https://www.gov.uk > ... > Primary curriculum, key stage 1 > Maths \(key stage 1\)](https://www.gov.uk/government/news/phonics-screening-check-and-key-stage-1-assessments-england-2018)

27 September 2018

Phonics screening check and key stage 1 assessments: England 2018. Provisional information on the **2018 phonics screening check** and **assessments at key stage 1**, including breakdowns by pupil characteristics.

[Ofsted's education blog: curriculum research - our findings](#) –

Chris Jones, Ofsted's Deputy Director, Research and Evaluation 18 September 2018

His blog about the findings from Ofsted's research into the curriculum.

[HMCI's commentary](#) on the second phase of their curriculum research.

In this second phase, Ofsted set out to find out what a high-quality curriculum looks like.

Amanda Spielman in her HMCI's commentary concludes;

Our phase 2 curriculum research shows that there are a number of approaches to curriculum design. The national curriculum provides us with an important benchmark, but beyond it the content and structure of knowledge and how this is delivered is something for school leaders to decide on. It should depend on a number of factors relevant to a particular school's context and the knowledge and expertise of curriculum leaders.

The curriculum also gives a school purpose. Ultimately, the curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school. It is therefore imperative that the new inspection framework has curriculum as a central focus. Yes, the current framework has curriculum tied in with leadership, in the sense that leadership should ensure that the curriculum has purpose and a clear design, but, as our research has shown, a successful curriculum is about more than just leadership. It includes how well the curriculum is implemented through well-taught and appropriately sequenced content, thoughtfully designed assessment practice and consideration of an appropriate model of progression.

Importantly, there need be no conflict between teaching a broad, rich curriculum and achieving success in exams. A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned. Pupil attainment and qualifications will always remain important as one measure of a school's effectiveness and of course hugely important to young people themselves. However, parents also need to know the substance of what their children are learning, not just in Years 6 and 11 but throughout their time spent in school. Providing a more rounded picture of the curriculum is where inspection can play its part. It is essential, therefore, that we give curriculum greater coverage in the new framework. In the long run, a renewed focus on curriculum should reverse the current incentives that come from inspection being quite so focused on outcomes.

There are some who have suggested that because I have spoken about knowledge in the curriculum, I am advocating a pub-quiz approach to education, perhaps at the expense of developing skills or deeper understanding. This is just not true.

Without doubt, schools need to have a strong relationship with knowledge, particularly around what they want their pupils to know and know how to do. However, school leaders should recognise and understand that this does not mean that the curriculum should be formed from isolated chunks of knowledge, identified as necessary for passing a test. A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding.

This does not preclude the importance of skill. Knowledge and skill are intrinsically linked: skill is a performance built on what a person knows. That performance might be physical or cognitive, but skills matter and they cannot be separated from knowledge. They are, if you like, the 'know-how' in applying the 'known'. Knowledge and the capacity it provides to apply skills and deepen understanding are, therefore, essential ingredients of successful curriculum design.

[New Ofsted inspection reports website](#)

Brigid McBride 28 September 2018

Ofsted's new inspections report website is going live on Tuesday 2 October, after which the existing reports site will no longer exist.

The new inspection reports site uses up-to-date technology and is compatible with non-desktop devices. The content is more streamlined and uses less jargon.

Users can search by category and then filter results.

[Talking Toolkit to prevent work-related stress in schools](#) - The Go Home Healthy campaign has launched a new Talking Toolkit for school leaders. The toolkit is a simple, practical guide on how to work with staff to reduce work-related stress.

Ofsted promoted this toolkit in their September 2018 update.

[More support to help schools with costs - GOV.UK](#)

<https://www.gov.uk> › ... › [Local authority schools financial reporting and assurance](#)

31 August 2018 Damian Hinds DFE

A new toolkit to help schools save money to ensure every pound possible is being spent in the classroom has been published by Education Secretary Damian Hinds.

The School Resource Management Strategy provides schools with practical advice on how to reduce the £10 billion non-staffing spend spent across England last year. It is estimated schools could save up to a billion pounds through better procurement and buying strategies.

The strategy includes information on how to work collaboratively with other schools to drive down costs on things like stationery, energy and water bills, as well as supporting schools with staff recruitment and retention.

Ofsted send out a free newsletter at the end of every month. You can sign up to receive it here:

ow.ly/bzw230IP4II

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.

