



Ofsted Updates December 2018

From 1st September 2018 to December 10th 2018, published inspection outcomes for Primary Schools in Essex have been as follows:

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

16 category 2 schools remained as category 2 schools
2 category 3 schools remained as category 3 schools

This means that of the 21 schools identified, 3 schools improved their Ofsted grading, 18 remained the same and 0 declined.

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

[Working towards the EIF 2019: Ofsted's approach - schools - SlideShare](#)

<https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsteds-approac...>

8 Nov 2018 – Ofsted

A really useful slideshare presentation from Ofsted sharing their thoughts on the Education Inspection Framework . It includes;

- Slide 5-13 - The importance of curriculum in the new framework, and the findings of Ofsted’s curriculum research
- Slide 17-18 - How the current judgement areas map to the new proposed areas, and a more detailed breakdown of coverage for each area
- Slide 20 - Ofsted’s focus on safeguarding

Slide 23 - The time frame:

- Spring term 2019: consultation on the “substance and detail” of the framework
- Summer 2019: final framework published
- 1 September 2019: new framework goes live

The new 2018 primary inspection data summary reports are now available in DfE’s Analyse School Performance at [ow.ly/apaH30mKo8g](https://www.gov.uk/government/collections/primary-school-inspection-data-summary-reports) [#IDSR](#)

[School inspection handbook - GOV.UK](#)

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

Updated September 2018

[School inspection update: November 2018](#) –

Updates for inspectors and stakeholders with the latest information and guidance about Ofsted's inspection work in schools.

In this edition, Ofsted focuses on segregation. Unlawful segregation has made headlines in recent months, resulting in lots of uncertainty and questions from the sector on the approach that Ofsted will take during inspection. With this in mind, from September 2018, the key messages are:

- Any school segregating pupils unlawfully will have this addressed in the inspection report
- a school cannot be outstanding or good in their leadership and management where there is unlawful segregation of pupils.

It is likely to be unlawful for schools to segregate pupils on the basis of any protected characteristics such as sex, race or faith while at school, unless permitted by the Equality [Act 2010](#) for the purposes of:

- positive action to alleviate a disadvantage associated with a certain characteristic – this could for example include pupils of one race or sex getting additional work experience of a sector in which they are under- represented (section 158)
- competitive sport, games or other competitive activities in which physical strength, stamina or physique are significant factors in determining success or failure, a school is allowed to organise separate events for boys and girls (section 195).

[Gender separation in mixed schools - GOV.UK](#)

<https://www.gov.uk> › ... › [Running and managing a school](#) › [School governance](#)

It is worth reading 'Gender Separation in Mixed Schools' which is guidance published by the Department for Education in June 2018 explaining what mixed schools must consider when separating classes by gender.

A school can no longer be judged good or outstanding in leadership and management if it is segregating pupils unlawfully. If the school has genuine and imminent plans to reintegrate pupils, a judgement of requires improvement will normally be appropriate, but in other cases the grade will be inadequate for leadership and management.

[Launch of EEG for school inspections from November 2018](#)

This autumn term inspectors are starting to collect evidence on a digital platform, rather than recording all their notes using pen and paper.

This is a digital tool that will allow efficient collection and use of evidence from inspections. The new EEG tool will allow inspectors to collect evidence electronically, straight onto an electronic device during inspection.

A positive advantage of EEG is that it makes collation of evidence across inspections easier if, for example, we wanted to look at what inspectors are observing in relation to reading in primary schools. Collating evidence in this way will make it easier to access inspection evidence for areas, such as research and analysis, quality assurance and responding to complaints.

To support this new way of working, inspectors will need to request schools to allow access, where possible, to their internet connection to enable the use of EEG during the inspection.

You can find out more about EEG by reading Sean Harford's [blog](#), published on Ofsted's website in September 2018.

Schools causing concern - GOV.UK

<https://www.gov.uk> > ... > [Setting up or changing the status of a school](#)

November 2018

On 8 November, the DfE issued updated guidance on Schools causing concern, which can be found [here](#). The revisions are minor and are intended to keep the guidance accurate in light of the Secretary of State's speech on school accountability to the National Association of Head Teachers (NAHT) conference on 4 May 2018, including:

- a new 'key principles' section setting out the main implication of the speech amendments to chapter 2 ('coasting') to make clear that regional schools commissioners (RSCs) will no longer use formal intervention powers because a school falls within the coasting definition
- amendments to chapter 3 ('warning notices') to reflect the fact that RSCs will no longer issue warning notices on educational grounds unless the school has already been rated inadequate by Ofsted
- amendments to chapter 5 to clarify that where the DfE has mandated academy conversion, local authorities retain the responsibility for a school's improvement right up until the school closes and reopens as an academy.

School census 2018 to 2019: guide for schools and LAs

October 2018- DfE

The DfE no longer requires schools to collect data on pupil's proficiency in English and, as such, this has been removed from the school census collection. Schools are therefore no longer required to assess a child's proficiency in English for the purpose of transmitting to the DfE via the school census. The collection of pupil nationality and country of birth are also no longer required.

Using Ofsted's IDSR: early years foundation stage profile to key stage 4

5 December 2018- Ofsted

Why has data been removed?

6. Data has been removed from the IDSR to reduce replication of data which is available elsewhere, such as data in [Compare School and College Performance](#)², or in [Analyse School Performance](#)³. Sentences will draw out what is meaningful and/or significant.

Why have floor standards and coasting been removed?

7. Floor standards and coasting measures have been removed from the IDSR because, in 2018/19, the only consequence of being below the floor or coasting will be that the Regional Schools Commissioner will contact the multi-academy trust or local authority to make an optional offer of support. Ofsted inspectors will no longer comment on floor standards and coasting in inspection reports.

Areas to investigate

8. On the front page of the IDSR, the 'areas to investigate' sentences suggest key lines of enquiry, which align with the Ofsted inspection handbook. Every school eligible for a section 5 inspection has been examined using complex algorithms in key areas of performance. If deemed significant, a sentence will appear highlighting the area to investigate at inspection.

Amanda Spielman launches Ofsted's Annual Report 2017/18 - GOV.UK

4 December 2018 - Amanda Spielman Ofsted's Chief Inspector

Thirty-six per cent of schools are now academies (including free schools), compared with 32% last year. While seven out of 10 secondary schools are now academies, a similar proportion of primary schools are still under local authority (LA) control. There are over 1,100 multi-academy trusts (MATs), many of which are getting bigger because most new academies now join a trust from the outset.

Of the 2,470 full inspections this year, 7% of schools were judged to be outstanding, 47% were judged to be good, 37% were judged to require improvement and 9% were judged to be inadequate.

When a short inspection did not convert to a full inspection, the school maintained its previous grade of good or outstanding. When these outcomes are included alongside the outcomes for full inspections, the overall mix of grades seen this year is much more positive. Six per cent of schools were found to be outstanding, 76% were good, 15% were judged to require improvement and 4% were judged to be inadequate.

By the end of August 2018, we had judged 86% of schools good or outstanding at their most recent inspection. There was little change from the position at the end of August 2017 (87%). Outcomes continue to be higher for primary schools (87% good or outstanding) than for secondary schools (75%).³³

The report sets out "areas that are of most concern" including:

- 'Stuck' schools which "haven't improved enough over many years" – the report says around 490 schools have been judged 'requires improvement' or 'inadequate' in every inspection since 2005
- The 'outstanding' school exemption from inspection – HMCI says that the exemption needs to be lifted and Ofsted given the resource to inspect 'outstanding' schools, so that the 'outstanding' grade can "maintain its reputation". Schools minister Nick Gibb [has asked Ofsted](#) to review its current risk assessment arrangements and inspect 10% of 'outstanding' schools this coming year.
- Rising exclusions among pupils with SEND

The report also gives some further pointers regarding the content of the proposed new inspection framework, which will include changes which "strengthen the focus on early reading"

Respectful Schools Tool The DfE has published a Respectful School Communities toolkit designed to support schools to develop a whole-school approach, which promotes respect and discipline. This can combat bullying, harassment and prejudice of any kind.

The toolkit is available at the following link:

[Respectful School Communities Self-Review and Signposting Tool](https://educateagainsthate.com/download/36/)
educateagainsthate.com/download/36/

Mental health and behaviour in schools - GOV.UK

November 2018- DFE

The DfE has published an update to the 'Mental health and behaviour guidance'. The updated guidance will help schools identify pupils whose behaviour may be a result of an underlying mental health difficulty. It will direct them towards information about how they can adapt their approaches to support these pupils with their individual needs, within the context of an approach that is based on clear expectation of behaviour.

The guidance is available at the following link:

[Mental health and behaviour in schools - GOV.UK](https://www.gov.uk/government/guidance/mental-health-and-behaviour-in-schools)
[https://www.gov.uk > ... > Health, safety and wellbeing in schools](https://www.gov.uk/government/guidance/mental-health-and-behaviour-in-schools)

Ofstednews - YouTube

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

Ofsted's official YouTube Channel.

There are a new series of very short youtube clips from Ofsted with school leaders talking through their experiences of recent section 5 and 8 inspections.

There is also a series of very short clips by Amanda Spielman explaining some of the points from her annual report, many focus on early years and the curriculum.

These clips can be really useful for staff training.

Joint letter to all school leaders

5 November 2018- DFE

Reducing workload in schools: joint letter to all school leaders

A letter from the Secretary of State for Education and sector organisations about the importance of reducing workload in schools.

Published 30 November, Ofsted's teacher well-being and workload survey - take a look at their interim findings

[Teacher well-being and workload survey: Interim findings - Ofsted blog ...](https://educationinspection.blog.gov.uk/.../teacher-well-being-and-workload-survey-i...)
<https://educationinspection.blog.gov.uk/.../teacher-well-being-and-workload-survey-i...>

Understanding governance structures in MATs

Sean Harford, Ofsted HMI

School inspection update: special edition **September 2018**

There is an interesting explanation (page 10) and a useful diagram on some governance structures in MATs in the newsletter to Ofsted inspectors in the link above.

