

**Ofsted Updates March 2019**

**Since September 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

22 category 2 schools remained as category 2 schools

2 category 3 schools remained as category 3 schools

1 category 4 school remained as a category 4 school

2 category 1 schools became category 2 schools

4 category 2 schools became category 3 schools

1 category 2 school became a category 4 school

This means that of the 35 schools identified, 3 schools improved their Ofsted grading, 25 remained the same and 7 declined.

28th February 2019

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

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| **[Intention and substance: primary school science curriculum research ...](Intention and substance: primary school science curriculum research ...https://www.gov.uk › ... › Inspection of maintained schools and academies)**  [https://www.gov.uk › ... › Inspection of maintained schools and academies](Intention and substance: primary school science curriculum research ...https://www.gov.uk › ... › Inspection of maintained schools and academies)  12 Feb 2019 – Ofsted  This short findings paper provides deeper insight into the data collected about the teaching of science from Ofsted'sresearch programme. The following are some excerpts from the paper;  **What’s intended in the curriculum vs what actually happens in the classroom**  In our study, we looked at the science offer in 14 primary schools. The indicator criteria created for the study suggests that many of these schools had some weaknesses in developing pupils’ scientific knowledge and conceptual understanding.  We also found a link between weaker implementation of science and superficial oversight by headteachers and governors. Typically, headteachers did not give themselves or other senior leaders enough time to monitor how subject leaders and staff deliver the curriculum, beyond English and mathematics. They relied too much on planning documentation despite knowing that science leaders did not always have enough expertise in the subject and that staff confidence in and understanding of the science curriculum was low. Additionally, while a wealth of high-quality resources exists to support primary science leaders, too much professional development time provided by leaders in these schools focused on English and mathematics and middle-leadership training. In fact, a few headteachers were shocked to find during the research fieldwork just how limited their science curriculum really was.  **Conclusion**  Science has clearly been downgraded in some primary schools since the scrapping of the key stage 2 test. This is likely to have a serious impact on the depth and breadth of science understanding and knowledge that pupils take with them into secondary school, which may in turn stifle pupils’ later curiosity and interest in the sciences.  School leaders need to ensure that teachers have deep subject knowledge and to consider what curriculum design really involves in science. We will carry out further investigations on the primary science curriculum later this year. |

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| [Amanda Spielman at the Youth Sport Trust 2019 Conference](https://www.gov.uk/government/speeches/amanda-spielman-at-the-youth-sport-trust-2019-conference) 28 February 2019 - Amanda Spielman - Ofsted’s Chief Inspector  Amanda Spielman discussed the new education inspection framework and what it means for physical education and sport.  The following are a few excerpts form her speech;  … it will be important to consider intent, implementation and impact in the context of physical education. As for, all other subjects, PE subject leads will need to think about their curriculum. The most fundamental question of all is:  What do you want pupils to know and to be able to do?  And then, are there any physical competencies that pupils need to get better at, such as balance, agility and co-ordination? If so, how will we help them to improve?  How do you make sure that pupils are physically active for sustained periods of time? Are activities chosen inclusive and enjoyable?  How do you make sure that pupils can compete in an enjoyable and inclusive way? And how do you make sure that PE is helping all children to be fit and active?  The national curriculum sets out the content that must be covered in maintained schools and is a benchmark for the breadth and ambition of the curricula that academies devise. The [new handbook](https://www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation) makes clear that inspectors will have this in mind.  There are of course other questions to ask and you are the experts in this area and know how to design a curriculum to meet the needs of the pupils in your community. I know that Matt Meckin HMI, our national lead for PE and sport, has been working closely with the [Youth Sports Trust](https://www.youthsporttrust.org/) to make sure that we increase our inspectors’ familiarity with these questions.  **Personal development judgement**  And for another of our judgements, personal development, we want to look at how the curriculum helps pupils to develop in different ways, moving beyond the core timetable. We’ll look at schools’ intent, and the way this translates into practice. What we won’t do here is to second guess the impact of the parts of the curriculum angled towards personal development. A lot of the likely value that schools add here will only be realised in pupils’ lives many years down the road. No school and certainly no inspector can definitively say from an inspection what has been achieved in this area.  We are instead being careful to ask the inspection question in the right way. A key criterion in the proposed personal development judgement is that:  The curriculum and the school’s wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.  So, on inspection, inspectors will look to see what the school does to help pupils keep physically and mentally healthy and maintain an active lifestyle. Are pupils getting ample opportunities to be active during the school day and through extra-curricular activities? These are the kinds of conversations we’ll be having, and for evidence, we’ll look, for example, at the range, quality and take-up of extra-curricular activities offered.  **Primary PE and sport premium**  What we don’t expect to be doing from September is checking a PE and sport premium plan and looking at its impact. I know this is a disappointment for some of you, but we simply don’t believe that the current approach is leading to improved PE and sporting outcomes.  We would like to bring about a shift in thinking, moving to: “How effective is the intent, implementation and, where appropriate, impact of the PE curriculum?” rather than “how is the money being spent?” |

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| [**Using Ofsted’s IDSR: early years foundation stage profile to key stage 4**](https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4)  27 February 2019- Ofsted  Introduction to the IDSR. This document provides an overview of, and guidance for using, the inspection data summary report. |

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| **Developing the Education Framework: how we used Cognitive Load Theory**  [New post on Ofsted's education blog](https://www.us4.list-manage.com/track/click?u=46387df40cbf78623e0679b2f&id=a241f7a860&e=8a19a79e51) –  13 February 2019- Daniel Muijs, Ofsted's Head of Research  The following are some excerpts from Daniel Muijs’ Ofsted blog;  **What CLT says and implications for classroom practice**  [CLT is about the architecture of memory and the brain](https://link.springer.com/article/10.1007%2Fs11251-009-9110-0) and, in particular, the capacity of the short-term memory to process information.  Long-term memory consists of a range of schemata. These are complex structures that link knowledge, create meaning and allow skills to be performed. They are built up over time.  Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once.  However, CLT is not about minimising cognitive load. It is about not exceeding the cognitive load that people can deal with. Deep learning requires cognitive load (learning is hard!), but it must be relevant to the task and help rather than hinder learning.  CLT does not dictate a specific teaching method. It does not imply that, for example, teachers should use direct instruction all the time (though of course this is often a useful approach supported by a lot of evidence that does not derive from CLT). Some studies suggest, for example, that [collaborative group work can lighten cognitive load in complex tasks](https://link.springer.com/article/10.1007/s10648-008-9095-2). Of course, other evidence suggests that collaborative group work, though potentially highly effective, is hard to do well, which is another reason to draw on multiple sources of evidence!  When it takes effect in September, the education inspection framework will be the most evidence-based, research-informed and tested framework in Ofsted’s 26 year history. Cognitive science is important, but just one part of the wide range of evidence we have drawn upon |

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| **Ofsted’s Quality of Education Criteria**  What does Ofsted's 'quality of education' criteria actually mean? At the Nursery World Show we sat down with Ofsted’s deputy director of early education Gill Jones where she discussed the new inspection framework. Watch the full interview here: [https://famly.co/blog/stories/interview-ofsted-gill-jones-inspection-framework/ …](https://t.co/5o7ACrE9uK) [@Ofstednews](https://twitter.com/Ofstednews) |

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| [Updated draft guidance: relationships education, relationships and sex education and health education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf) February 2019- DFE  This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.  This guidance replaces the Sex and Relationship Education guidance (2000). |

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| **Online Inspector Training Materials available online**  Ofsted have made the training materials that they used to train inspectors, on the curriculum aspect of the new framework, available online so that anyone in the school system can access it. You will find the materials in the links below.  <https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>  <https://www.youtube.com/playlist?list=PLLqzBnUkspPXjODb3PJ4gCqNc2LvfhSh> |

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| **[School complaints procedures: guidance for schools - GOV.UK](School complaints procedures: guidance for schools - GOV.UKhttps://www.gov.uk › ... › School complaints and whistleblowing)**  [https://www.gov.uk › ... › School complaints and whistleblowing](School complaints procedures: guidance for schools - GOV.UKhttps://www.gov.uk › ... › School complaints and whistleblowing)  Updated 11 January 2019  Guidance for schools about setting up or reviewing complaints procedures. |

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| [**Buying for schools**](https://www.gov.uk/guidance/buying-for-schools)   * 28 February 2019- DFE * Guides from the DFE on how to buy goods, works or services for your schools * Following these guides will help schools to: * - find deals that are available * - get value for money * - comply with EU procurement law   finCheck our [deals for schools](https://www.gov.uk/government/publications/deals-for-schools/deals-for-schools) first to see if they can supply what you need. |

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| [What maintained schools must publish online - GOV.UK](What maintained schools must publish online - GOV.UKhttps://www.gov.uk/guidance/what-maintained-schools-must-publish-online)  [https://www.gov.uk/guidance/what-maintained-schools-must-publish-online](What maintained schools must publish online - GOV.UKhttps://www.gov.uk/guidance/what-maintained-schools-must-publish-online)   1. [School contact details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#school-contact-details) 2. [Admission arrangements](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#admission-arrangements) 3. [Ofsted reports](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#ofsted-reports) 4. [Exam and assessment results](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#exam-and-assessment-results) 5. [Performance tables](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#performance-tables) 6. [Curriculum](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#curriculum) 7. [Behaviour policy](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) 8. [School complaints procedure](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#school-complaints-procedure) 9. [Pupil premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium) 10. [Year 7 literacy and numeracy catch-up premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#year-7-literacy-and-numeracy-catch-up-premium) 11. [PE and sport premium for primary schools](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 12. [Special educational needs (SEN) and disability information](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information) 13. [Careers programme information](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#careers-programme-information) 14. [Equality objectives](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#equality-objectives) 15. [Governors’ information and duties](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#governors-information-and-duties) 16. [Charging and remissions policies](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#charging-and-remissions-policies) 17. [Values and ethos](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#values-and-ethos) 18. [Requests for paper copies](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#requests-for-paper-copies)   **[What academies, free schools and colleges should publish online ...](What academies, free schools and colleges should publish online ...https://www.gov.uk/.../what-academies-free-schools-and-colleges-should-publish-onli...)**  [https://www.gov.uk/.../what-academies-free-schools-and-colleges-should-publish-onli...](What academies, free schools and colleges should publish online ...https://www.gov.uk/.../what-academies-free-schools-and-colleges-should-publish-onli...)   1. [School or college contact details](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#school-or-college-contact-details) 2. [Admission arrangements](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#admission-arrangements) 3. [Ofsted reports](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#ofsted-reports) 4. [Exam and assessment results](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#exam-and-assessment-results) 5. [Performance tables](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#performance-tables) 6. [Curriculum](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#curriculum) 7. [Behaviour policy](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#behaviour-policy) 8. [Pupil premium](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pupil-premium) 9. [Year 7 literacy and numeracy catch-up premium](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#year-7-literacy-and-numeracy-catch-up-premium) 10. 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[Trustees’ information and duties](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#trustees-information-and-duties) 17. [Charging and remissions policies](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#charging-and-remissions-policies) 18. [Values and ethos](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#values-and-ethos) 19. [Requests for copies](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#requests-for-copies) |