



Ofsted Updates April 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
5 category 3 schools became category 2 schools
1 category 2 school became a category 1 school

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

2 category 1 schools became category 2 schools
5 category 2 schools became category 3 schools
2 category 2 schools became category 4 schools

This means that of the 59 schools identified, 7 schools improved their Ofsted grading, 43 remained the same and 9 declined.

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

[Presentation: EIF 2019: inspecting the substance of education - schools](#)

Published 14 March 2019 by Ofsted

This link is for the Education Inspection Framework (EIF) 2019 consultation presentation slides that Ofsted have used in their information sessions. It provides the following useful slides for governor and staff training about the proposed framework.

- The proposed framework explained- slides 6-34
- Proposed changes to section 8 inspections of good schools- slides 36-38
- Proposal for pre-inspection preparation on the school site- slides 41-42

Presentation: EIF 2019: inspecting the substance of education – Early Years

<https://www.slideshare.net/Ofstednews/eif-2019-inspecting-the-substance-of-education-early-years>

Published 14 March 2019 by Ofsted

This link is for the Education Inspection Framework (EIF) 2019 consultation presentation slides that Ofsted have used in their information sessions. It provides the following useful slides for early years training about the proposed framework.

- Early years- slides 6-34

Ofstednews

18 Dec 2018

Heather Fearn- Inspector, Ofsted Curriculum and Development Lead shares her thinking on the curriculum: what is taught and why it matters.

A useful video clip of only 2.04 minutes explaining Ofsted's thinking on the curriculum.

Other useful Ofstedyoutube clips are

[Skills and knowledge](#)

January 2019

Matthew Purves, Deputy Director, Schools, discusses how knowledge and skills are closely interconnected. A short Ofsted Youtube clip of 3.14 minutes

[Ofstednews](#)

Published on 18 Dec 2018

Data in the context of the curriculum

Matthew Purves, Deputy Director, Schools, on why Ofsted's goal from September 2019 will be to view performance measures more in the context of the quality of education provided. A short Ofsted Youtube clip of 3.38 minutes.

[School inspection update: academic year 2018 to 2019 - GOV.UK](#)

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

March 2019- Sean Harford HMI National Director of Education

Ofsted's newsletter to inspectors, the following are excerpts from the newsletter.

[Summary evaluations of MATs](#)

In July 2018, Amanda Spielman, Her Majesty's Chief Inspector (HMCI), delivered a speech at the Education Policy Institute conference that set the scene for changes to the way Ofsted reviews MATs. The new 'MAT summary evaluations', which began in January 2019, seek to improve our approach to how we consider the strengths and areas for improvement in MATs, as well as improve the experience for MAT leaders, academies and inspectors. Our programme of summary evaluations of MATs includes MATs that appear to be performing well, as well as those not performing so well. An example of a MAT summary evaluation can be found on our reports site.

This new approach involves a batch of inspections of a number of individual academies under a MAT, taking place over a period of up to two terms. Once all the inspection reports have been published, a small team of inspectors will visit the 'head office' to work with MAT senior leaders to evaluate the quality of education provided by the MAT and leaders' contributions to this. The evaluation will draw on the evidence from inspections carried out, discussions with MAT leaders and visits to some of the schools not inspected in the batch.

[Inspection timings for good, requires improvement and inadequate schools](#)

Following the policy changes made last year to the inspection timings for schools judged good, requires improvement and inadequate at their previous section 5 inspection (as outlined in the [July 2018 edition of SIU](#)), we have been asked to re- state the policy position under the current 'Common inspection framework':

- Schools judged as good will normally receive a one-day short inspection, carried out under section 8, approximately every **four** years, as long as the education remains good at each short inspection.¹
- Schools judged as 'requires improvement' will be re-inspected under section 5 usually within 30 months after the publication of the section 5 report.
- Schools judged as inadequate and not subject to an academy order will normally be re-inspected **within** 30 months after the publication of their previous section 5 report. However, the ambition should still be for inadequate schools to improve and come out of a category of concern – special measures or serious weaknesses – within 24 months. Re-inspecting inadequate schools **at** 30 months should be the exception, but there is flexibility for giving schools this bit longer, where appropriate, for example to improve to 'good'.

[Using Ofsted's IDSR: early years foundation stage profile to key stage ...](#)

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

Updated 6 March 2019

These documents provide inspectors and schools with information and guidance about Ofsted's new inspection data summary report, including: general guidance on using the new IDSR for key stages 1 and 2. guidance on areas to investigate for the IDSR.

[Governance handbook and competency framework - GOV.UK](https://www.gov.uk/government/publications/governance-handbook)

<https://www.gov.uk/government/publications/governance-handbook>

Updated- 22 Mar 2019 - DFE

What has changed in this edition?

In this edition we have include a number of references to workload throughout the document. The most significant updates and changes to the content within the handbook sections include:

Section 2: Strategic Leadership

Updated section at [2.4](#) to place stronger emphasis on parental engagement.

Section 3: Accountability

New sub-section within [3.1](#) on workload considerations, which draws attention to the latest published workload guidance and workload reduction toolkit which provides support to schools and boards.

New section [3.2](#) on the robust oversight of an organisations. Due to insertion other sections have been re-numbered.

Updated sub-section within [3.4.1](#) to replace RAISEonline with information on Analyse School Performance

Section 4: People

Clarification at section [4.1.2](#) on criminal records checks and s128 prohibition.

Updated text at section [4.4](#) to reflect the clerking competency framework, funded clerking training and the position of a clerk (governance professional) in trusts

Section 5: Structures

Clarification on LA associated people (LAAPs) serving as Members [5.2.1](#). **Section 6: Compliance**

Clarification at [6.4.1](#) on what a maintained school must publish in relation to the curriculum.

Updated text at [6.4.4](#) to highlight the future proposed changes being made to SRE.

Updated guidance at [6.4.9](#) following the introduction of statutory Careers guidance, which came into force in 2018.

Removal of out-dated text at [6.5](#).

Updated advice at [6.5.3](#) on information the board should check as part of the pre-appointment process when recruiting potential employees.

Removal of previous section [6.5.4](#) on NTCL teacher services

Section [6.5.7](#), new sub section on Executive pay.

Updated text at [6.6.3](#) to reflect changes to the Dedicated Schools Grant and the pupil premium.

Updated guidance at 6.7 to provide further clarity on the board's responsibilities under safeguarding.

Clarification at 6.8.3 that the statutory duty to produce and publish a statement of principles applies to maintained schools.

Updated guidance at 6.8.9 on school food and milk which reflects the updating of entitling benefits for Free School Meals and outlines the board's responsibilities to ensure the school is complying with its obligations.

Updated advice at 6.8.16 to alert schools to their fire safety responsibilities

Inclusion of additional paragraph at 6.11.2 on the responsibility of schools to ensure that any provide of childcare on site must have in place appropriate policies in relation to safeguarding children.

Updated section at 6.14.1 to reflect the replacement of Edubase service with Get information about schools (GIAS)

Updated section at 6.14.5 to reflect the introduction of the General Data Protection Regulations (GDPR)

Clarification at 6.15 on dealing with complaints. **Section 7: Evaluation**

Updated to include reference to DfE funded governance development programmes and the clerking competency framework and Ofsted "myths" documentation.

Updated content on schools causing concern and on coasting schools at section 7.4.

Section 7.5 has been updated to include DfE areas of support and other information which may be of use to boards.

The Woodland Trusts "Charter for trees" are offering free trees for communities and schools. All information on how to register is in "Apply for Tree Pack". See below for link.

<https://www.woodlandtrust.org.uk/plant-trees/free-trees/>

