



## Ofsted Updates May 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  
8 category 3 schools became category 2 schools  
2 category 2 schools became category 1 schools

62 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  
2 category 1 schools remained as category 1 schools

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

This means that of the 92 schools identified, 11 schools improved their Ofsted grading, 68 remained the same and 13 declined.

30<sup>th</sup> April 2019

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

### **Matthew Purves at the Schools and Academies Show**

4 April 2019, Matthew Purves- Ofsted's Deputy Director for Schools

Matthew Purves discusses the new education inspection framework and initial feedback from pilot inspections. The following are some excerpts from his speech;

The proposed new framework has 4 key judgements:

The quality of education judgement focuses on the curriculum, that is, on what is taught. It considers how that curriculum is translated into practice in the classroom, including the way teaching and assessment are used. Finally, it looks at the standards that pupils achieve and what they know and can do as a result of the education they have received.

Personal development provides the space for inspectors to look beyond the purely academic, vocational or technical, and ask what the school is doing to support the wider development of the whole child: their character, resilience, values and the advice and support they receive that will enable them to move onto the next stage of life.

Behaviour and attitudes is about whether this school is a school in which children can learn. Is it one in which low level disruption or bullying are tolerated, or are they dealt with swiftly and effectively? Does the school have high expectations for all its pupils and implement those expectations consistently and fairly?

And finally, leadership and management asks about the vision, ethos and ethics of the school. Do

leaders systematically support and develop staff to enhance their contribution to what children learn? Do they ensure that there is no place for off-rolling and gaming? This is also where inspectors will consider whether the school ensures that pupils are properly safeguarded from abuse and neglect

### **Standards matter**

Standards matter. The impact of a good curriculum well taught should be that young people achieve great outcomes. If pupils achieve well, they'll have qualifications to take into later life. But if the learning that underlies those qualifications isn't rich and deep, then we're getting it wrong for the children and young people in our care.

Data should not be all we should look at. And data should not be 'king'. Too often in our schools, teachers and leaders find themselves repeatedly and excessively recording and measuring data about progress and attainment in ways that are not always valid or reliable, and are not useful in helping teachers to teach and pupils to learn.

### **Inspectors will not look at schools' internal progress and attainment data**

That's why we have proposed in the consultation that inspectors will not look at schools' internal progress or attainment data.

Inspectors will use nationally published data about pupil performance in a school as a starting point – and only ever a starting point – but inspectors will not look at schools' internal progress or attainment data.

Let me share some of our experiences from our pilot inspections using the new framework to make this clearer.

### **Internal performance information – feedback from pilots**

On the pilot inspections we have conducted so far, school leaders have usually had a more up-to-date and detailed understanding of pupils' performance in their school than that provided by the most recently published national data.

But the key thing about leaders' use of data is the conclusions that they reach, and the action that they take based on the understanding they have formed. What inspectors will not be interested in is conducting an in-depth analysis of a school's own particular style of collecting and recording data. We are asking inspectors to focus on first-hand evidence, not the spreadsheets. This is what we will not look at, because what you understand is far more important than the way a spreadsheet is constructed.

So what inspectors have said again and again in pilots is, "Okay, let's go and see that first hand."

### **Inspecting the curriculum – feedback from pilots**

We have said a number of times that the focus of inspection must be the curriculum, that is, what is taught. We have also said that making progress means learning the curriculum, not increasing points scores.

And so the pilots that we have been conducting have started with in-depth discussions with school leaders and curriculum leaders about the school's curriculum. Inspectors have been asking about what leaders intend pupils to learn. What are the end points they wish them to reach, what are the key concepts that they need to understand, and in what order will they learn them?

The next step for inspectors is to see all of this first hand. They visit lessons, they talk to individual teachers. They interview pupils. They look at pupils' work together with curriculum leaders to see whether it matches leaders' intentions. And then they draw all this evidence together around different pupils, classes and year groups.

### **On-site preparation**

Currently, inspectors prepare before they arrive at a school. We're proposing that from September this preparation takes place at the school the afternoon before the inspection starts, so that the lead inspector and leaders can prepare collaboratively.

The point of on-site preparation is to allow for better communication, giving leaders the chance to inform inspection planning with their own knowledge of their school's strengths and weaknesses.

## **Relationships education, relationships and sex education (RSE) and health education: FAQs**

5 April 2019- Department for Education

Information from the Department for Education about the introduction of compulsory relationships education and RSE from September 2020.

## **Risk assessment methodology for schools and further education and skills providers**

1 April 2019- Ofsted

These methodology notes set out the risk assessment process that Ofsted uses for good and outstanding state-funded schools and further education and skills providers.

## **Governance handbook and competency framework - GOV.UK**

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

Updated 22 March- DFE

The DFE have updated the Governance Handbook. The list of updates can be found on pages 6 to 8 of the handbook. The new guide includes the new DFE workload reduction toolkit and updated information on Analyse School Performance.

## **Amanda Spielman at the Muslim Teachers' Association - GOV.UK**

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

1 Apr 2019 - Ofsted's Chief Inspector gave a speech at the 40th anniversary celebration of the Muslim Teachers' Association.

## **School complaints procedures: guidance for schools - GOV.UK**

<https://www.gov.uk> › ... › [School complaints and whistleblowing](#)

Guidance for schools about setting up or reviewing **complaints procedures**.

Updated 28 March 2019- DFE

There are some key changes to the advice that schools should be aware of:

- Clear guidance as to the role and remit of the Governing Board Complaints Panel – whereas before the remit could be to investigate whether the procedure had been followed correctly,

the panel now has to consider the complaint afresh.

- Additional guidance on complaints 'not in scope' including staff conduct.
- Guidance on how complaints against the entire governing board should be handled.
- How schools can deal with 'Complaint Campaigns'
- Updated guidance on management of serial and unreasonable complaints

It is a statutory requirement that schools have their complaints policy uploaded onto their website.

## **'My Activity Passport' downloaded 42,000 times in four months**

19 April 2019 Department for Education

A 'passport' of activities for children and their families to try together to help build character and resilience has been downloaded an average of 375 times a day since its launch.

'[My Activity Passport](#)' was launched by Education Secretary Damian Hinds in December 2018 as part of his drive to inspire primary school children to try new life experiences - from flying a kite or going on a nature trail, to learning a poem or cooking a meal – and underlines the importance of wider life experiences. The passport contains milestones for each year group to complete both in and outside school.

## **New teacher recruitment service set to save schools millions - GOV.UK**

<https://www.gov.uk> › Education, training and skills

8 Apr 2019

A free service provided by the DFE to advertise teaching vacancies.

Launching [Teaching Vacancies](#) today – a website to advertise full, part-time and job-share roles – Damian Hinds is calling on all schools to [sign up to the service](#). This comes ahead of 31 May, where there is often a peak in the number of teachers who hand in their notice, if they want to switch jobs next year.

To avoid expensive charges when advertising available roles – said to cost, on average, more than £1,000 per advert with some agencies – more than 8,000 schools (38%) nationwide have already signed up to the service. It was first unveiled last year as part of the latest step taken by the Department for Education to help schools clamp down on costs. This includes every school in Cambridgeshire, where the service was first piloted.

## **Supporting excellent school resource management**

17 April 2019 Department for Education

This very useful guidance summarises the online help and support the department is making available to help schools reduce cost pressures and make every pound count.

Contents

[Managing school workforce](#)

[Better value procurement](#)

[Data and transparency](#)

[Financial skills](#)

[Oversight, intervention and targeted support](#)

[Improving the infrastructure of the school estate](#)

The Department for Education's [schools financial benchmarking service](#) allows you to compare your school's spending with other schools in similar circumstances, to see if spending could be more efficient.

Ofsted send out a free newsletter at the end of every month. You can sign up to receive it here: [ow.ly/AyiN30kCvio](https://ow.ly/AyiN30kCvio)

