



Ofsted Updates June 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

69 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

3 category 1 schools became category 2 schools
7 category 2 schools became category 3 schools
3 category 2 schools became category 4 schools
2 category 1 schools became category 3 schools
2 category 3 schools became category 4 schools

This means that of the 103 schools identified, 11 school improved their Ofsted grading, 75 remained the same and 17 declined.

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

This June 2019 edition of Ofsted Updates highlights interesting quotes from any May 2019 presentations, documents and Youtube clips about the new Education Inspection Framework.

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

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

14 May 2019 - **Ofsted**

This handbook describes the main activities carried out during inspections of maintained school and academies in England under section 5 of the education act 2005. It is for use from September 2019.

[Amanda Spielman's speech to the NAHT conference - GOV.UK](#)

<https://www.gov.uk> › [Education, training and skills](#)

4 May 2019 - Amanda Spielman- Ofsted's Chief Inspector

The Chief Inspector speaks about Ofsted's new education inspection framework and some current challenges for schools.

The following are some interesting quotes from the speech about the new education inspection framework:

- We want to look at what children are being taught; how well it is being taught; and how effectively it is setting them up to succeed at the next stage of their lives
- By focusing on the substance and integrity of education, we want to help limit the perverse incentives that can lead some schools believing they have to narrow the curriculum and teach to the test in order to be judged a success.
- Apart for the transparency that grading provides for parents, it is also used for information and as a trigger for extra support by governors, local authorities and RSCs.

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

2 May 2019 - Amanda Spielman- Ofsted's Chief Inspector

Ofsted's Chief Inspector discussed her visits to 3 schools in the North Yorkshire Coast Opportunity Area and the new inspection framework consultation.

The following are some excerpts from her speech;

- 'Some people ask whether it is fair that schools are inspected against the same criteria, regardless of the communities they serve. On this point I am very clear. Our job is to report on the quality of education as we see it in each school we inspect. The moment we allow for a different quality of education based on demographics is the moment we let go of the idea of equality of opportunity.'
- We have taken out the outcomes judgement, so that historic performance data will already carry less weight. If your previous results were disappointing, but you've already started to make your curriculum more coherent, to increase your teachers' subject knowledge, and to assess and refine your curriculum and teaching as you go, that may be more important than what happened a year ago.
- There is no Ofsted approved curriculum. The framework has the clarity about the need for coherence and good sequencing, but doesn't prescribe a model.

Press Release from the DFE about the new EIF

[Ofsted's new inspection arrangements to focus on curriculum ... - Gov.uk](#)

<https://www.gov.uk> > ... > [Inspections and performance of education providers](#)

14 May 2019 – DFE

Excerpts from the press release are below;

- Inspections to focus on what children actually learn, ahead of results
- Designed to discourage culture of 'teaching to the test'
- New 'behaviour' judgement to give parents reassurance on bullying

The 'behaviour and attitudes' judgement will assess whether leaders are creating a calm and orderly environment, where bullying is tackled effectively by leaders when it occurs. While the 'personal development' judgement will recognise the work early years providers, schools and colleges do to build young people's resilience and confidence in later life, including through participation in sport, music and extra-curricular activities.

Ofsted's Specialist Advisor for SEND, Nick Whittaker, explains how Ofsted are training their inspectors to listen carefully to children, young people and their families [#AskListenDo #SEND @NHSEngland](#) [educationinspection.blog.gov.uk/2019/05/21/ask...](https://www.gov.uk/educationinspection/blog/2019/05/21/ask...)

May 2019- Ofsted, Nick Whittaker, Specialist Advisor for SEND

Some interesting excerpts from the presentation are below;

- Our new [education inspection framework](#) (EIF), in place from September this year, puts more emphasis on inspecting SEND provision. It gives real weight to how inspectors judge that the needs of children and young people with SEND have been identified, assessed and met. The EIF makes it absolutely clear that schools should have an inclusive culture. Leaders and managers should have 'a clear and ambitious vision for providing high-quality, inclusive education to all learners'.
- Our own staff must understand the importance of SEND. This is why we're spending more time training inspectors and helping them achieve better insight. One aspect we're particularly interested in, and which I know underpins 'Ask Listen Do', is person-centred thinking and practice. To achieve the best possible outcomes, it's important for us to train our inspectors to listen carefully to children, young people and families to understand their hopes for the future.

Amada Spielman writes about the education inspection framework, which will take effect in

September [ow.ly/lm0I30oO2cC](https://www.gov.uk/educationinspection/blog/2019/05/21/ask...)

23 May 2019

The following are some excerpts from the article;

- First, there is no need to rip up your current curriculum and start again or to produce documents to “evidence” curriculum thinking. The national curriculum will provide the starting point for most schools.
- If you do want to refresh what is taught in your school or department, there is no need to spend all summer working on new schemes of work, lesson plans or resources. Developing and embedding a curriculum takes time. If you are part-way through that process, inspectors will look to understand your evaluation of your current curriculum and ensure that you’ve identified appropriate next steps to improve it. If your understanding is strong and the next steps are sensible, then inspectors will assess that favourably.
- What we cannot do is use internal data as evidence about standards. External exams are rigorously developed, tested and moderated and therefore comparable across schools. Most school-developed tests are not, and there simply isn’t the time on an inspection to verify whether the data is a true reflection of pupils’ progress or attainment.
- That is not to say assessment isn’t useful. Regular low-stakes testing, such as quizzes, can be helpful in consolidating pupils’ learning without the need to record scores or report them upwards. Knowing how well pupils are understanding and remembering what they are taught is also helpful for teachers in planning and adapting their lessons, for leaders reviewing the curriculum more broadly, and for governors. But instead of looking at the spreadsheet, inspectors will want to go into the classroom, talk to pupils and teachers and look at examples of work to see the impact of assessment on the curriculum.

[Dan Lambert HMI on the inspection of exempt outstanding schools ...](https://educationinspection.blog.gov.uk/.../dan-lambert-hmi-on-the-inspection-of-exe...)

<https://educationinspection.blog.gov.uk/.../dan-lambert-hmi-on-the-inspection-of-exe...>

2 May 2019 - Dan Lambert HMI

On the inspection of exempt outstanding schools. 'Exempt' schools are mainstream providers that we judge to be outstanding. Their inspection is a contentious issue! Parents often ask us why we have not inspected their child's school for a long time.

The following are some excerpts from the blog;

- For Ofsted’s part, we believe that the exemption has had its day and the time is ripe for the Department for Education to revisit the policy.
- To make sure these schools are doing well for their pupils, we regularly risk assess them. Sean Harford has discussed this previously in his [blog](#). We also take the length of time it has been since a school was last inspected into account as part of our risk assessment.

The blog then describes the process when an outstanding school is inspected.

Amanda Spielman introduces the new framework to parents

[Ofstednews - YouTube](https://www.youtube.com/user/Ofstednews)

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

May 2019-Amanda Spielman, Ofsted's Chief Inspector

A short 2.54 minute, Ofstednews, Youtube film in which Amanda Spielman introduces the new framework to parents. This could be really useful at events for parents.

[Videos: Ofsted inspectors talk about inspection](#) - A set of four short films, each one less than 5 minutes:

- [Damien Turrell](#) talks about being an Ofsted Inspector alongside his work as Headteacher of Brownlow Primary School in Melton Mowbray.
- [Jamie Clarke](#) talks about being an Ofsted Inspector alongside his work as the Executive Headteacher of Spoons School in Towcester.
- [Christine Watkins](#), HMI, talks about working as an Ofsted Inspector when she was a

headteacher.

- [Aune Turkson-Jones](#) talks about her role as an Ofsted Inspector while working as a practitioner.

[Using Ofsted's IDSR: early years foundation stage profile to key stage 4](#)

May 2019

Updated primary and secondary guidance documents to incorporate the recent three term absence data release

The set of papers accessed via this link include

- Introduction to the inspection data summary report
- Inspection data summary report: primary guidance
- Supporting tables used in the 2018 IDSR
- Areas to investigate and context sentence master list for 2018 IDSR

[Retaining Ofsted's current grading system in education - GOV.UK](#)

<https://www.gov.uk> › ... › [Inspections and performance of education providers](#)

30 April 2019, Ofsted

This report sets out the arguments and evidence for keeping Ofsted's existing 4- point grading system.

[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.

[Teaching Vacancies](#) – 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.

