



Ofsted Updates July 2019

Since September 2018, published inspection outcomes for primary schools in Essex have been as follows:

2 category 4 schools became category 3 schools
11 category 3 schools became category 2 schools
2 category 2 schools became category 1 schools

73 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 111 schools identified, 15 school improved their Ofsted grading, 79 remained the same and 17 declined.

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

Ofsted Webinar 8 July 4.30

Schools in the south east – if you would like to know more about the changes to inspection, register now for the Ofsted interactive webinar and have your questions answered by your regional inspection team. [ow.ly/nJyE50uP4ME](https://www.gov.uk/government/consultations/primary-school-inspection-outcomes-2018-2019)

- hear about the new inspection framework and what that means for schools
- have you questions answered.

You can also access the registration form via Ofsted Twitter. These webinars are easy to register for and easy to log onto.

[Inspecting the curriculum - GOV.UK](https://www.gov.uk/government/consultations/primary-school-inspection-outcomes-2018-2019)

[https://www.gov.uk](https://www.gov.uk/government/consultations/primary-school-inspection-outcomes-2018-2019) > ... > [Inspection and performance of schools](https://www.gov.uk/government/consultations/primary-school-inspection-outcomes-2018-2019)

14 May 2019- Ofsted.

This document from Ofsted explains how Ofsted have developed an inspection method to assess the quality of education.

Paragraphs 19 and 20 (below) explain 'deep dives'. There is a very useful diagram illustrating the deep dive method on page 8.

19. In gathering this deep, rich evidence about the education that a school provides in one subject, topic or aspect, inspectors carrying out the pilot inspections have been careful not to rely on small samples of evidence. One deep dive is insufficient to form a view of the school's provision, but a collection of deep, connected case studies of subjects, topics or aspects can allow inspectors to form a valid and reliable view of the education on offer, provided that it is subject to further evidence-gathering to test the systemic strengths and weaknesses of the curriculum.

20. In primary schools, inspectors will always carry out a deep dive in reading and deep dives in one or more foundation subjects, always including a foundation subject that is being taught

in the school during the time that inspectors are on-site. In addition, inspectors will often carry out a deep dive in mathematics. The total number of deep dives will vary depending on the size (tariff) of the inspection. In small schools (with less than 150 pupils), the methodology will be adapted to reflect the tariff of inspection.

<https://educationinspection.blog.gov.uk/2019/07/01/busting-the-intent-myth/myth>

1 July 2019 - Heather Fearn, HMI

A short new post, “**Busting the ‘intent’ myth**” has just been published on the Ofsted blog in the link above. The following are excerpts from the blog;

Intent is about what leaders intend pupils to learn. It’s as simple as that. Intent is everything up to the point at which teaching happens. Good intent, according to our handbook, has the following features:

- a curriculum that is ambitious for all pupils
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- a curriculum that is broad and balanced for all pupils

All of this can be found on pages 49–50 of the section 5 school inspection handbook.

There’s no need to write new statements, adapt websites or restructure staffing to cover intent. Intent is not the next big thing.

Intent is all the curriculum planning that happens before a teacher teaches the knowledge that pupils need to learn the next thing in the curriculum.

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

20 Jun 2019 - Amanda Spielman

British values

I also talked about British values in my 2017 speech, about the importance of embedding them within the wider curriculum. And I spoke about the need for a true civic education. Both of those remain just as true today. It’s so important that all these values are taught, understood and lived. None of them is an easy concept for young people to grasp, and none of them is as universally recognised as we might like to think. They don’t just rub off on children without ever being taught. School is how and where we make sure that every young British citizen ends up with the same level of understanding.

I’m not going to put you on the spot and ask you to tell me the 4 British values that are particularly referenced by the Department for Education. Instead I’ll remind you that they are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. And they are each being tested by a combination of events and social changes.

Knowledge is the answer

What is taught in schools takes on even more importance if the wider influences on young people are

too often simplistic, over-curated or fake. It's an important answer to those who say that school classrooms are not the right place for children to learn about same-sex relationships. Parents may want to shelter their children from the truths, half-truths and lies that exist in the wider world, but the same will not always be true of their peers. Isn't it better to learn about the world from a reputable teacher, than from their friends in school playgrounds, or online?

The importance of a strong curriculum lies in its ability to broaden and strengthen the minds of young people.

Knowledge is a key component when preparing young people for life in modern Britain. It's not just about schooling children to spot things that are fake, it's about teaching them what's real.

In a world where children (and adults for that matter) are being told that the answer to all the world's problems is simple: build a wall, destroy capitalism, prevent immigration, cancel Brexit, carry out Brexit, it falls to schools to broaden their outlook, not narrow it.

A wide, rich curriculum, well taught, arms children with knowledge. That knowledge allows them to contribute to discussions about the world around them and the issues faced by society. It enables them to look again at what they are told is the 'truth' and challenge it where appropriate, not just parrot the latest lazy narrative, or conspiracy theory.

And for teachers, the challenge is to cut through the noise that assails young people on all sides and make knowledge even more seductive and compelling. Well-informed children are resilient children.

Developing an engaging and rich curriculum, imparting knowledge, encouraging a healthily critical eye and instilling strong values will turn out the rounded and resilient citizens of the future. This country needs them.

[Relationships education, relationships and sex education ... - Gov.uk](https://www.gov.uk > ... > Personal, social, health and economic education) **<https://www.gov.uk > ... > Personal, social, health and economic education>**

24 June 2019 DFE- Statutory Guidance

In June 2019 the government published the above guidance which will come into effect from September 2020. This document in the link above from the DFE 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. Schools are encouraged to adopt the new curriculum from September 2019.

Annex B in this document includes a list of free online resources.

The DFE write;

Whilst many schools already deliver much of this content, making these subjects compulsory is about ensuring that all children are equipped with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for successful adult life.

Schools will be required to consult with parents when developing their new content and the guidance sets out good practice in parental involvement.

To help support school leaders with the consultation process, we have published [guides for primary and secondary schools](#) that you can share with parents. These will help you answer questions from parents about the subject content and their rights.

Effective consultation provides an opportunity for parents to input, ask questions and share concerns but it is for the school to decide the way forward.

[Final school EIF consultation...](#)

June 2019 – Ofsted Slideshare- Schools

This slideshare powerpoint includes the following useful slides

8-17- Inspection judgements
22- Changes to the section 8 inspection
30- inspectors and data
36- Early years

Final early years EIF consult...

June 2019 – Ofsted Slideshare- Early Years
This slideshare powerpoint includes the following useful slides
8-16- Inspection judgements
17- inspection methodology in the early years
30- Early years in a school inspection

Ofsted Chief Inspector repeats call for outstanding school exemption to ... **<https://www.gov.uk> > ... > Inspection of maintained schools and academies**

13 June 2019- Amanda Spielman- Ofsted Chief Inspector
The following are some extracts from the press release;
Only 16% of outstanding primary and secondary schools inspected this academic year retained their top Ofsted rating, according to official statistics published today.
Between 1 September 2018 and 31 March 2019, Ofsted inspected 305 outstanding primary and secondary schools. This represents 8% of all exempt schools and is more than double the number inspected during the 2017 to 2018 academic year.
Given most of these inspections are carried out because the school's performance appears to be declining, it is not surprising for a large proportion to lose the top grading. The schools inspected are not typical of all outstanding schools.
However, only 49 of 305 (16%) exempt schools inspected so far this academic year have remained outstanding, compared to 49 of 150 (33%) such schools inspected between 1 September 2017 and 31 August 2018.
Among those schools that lost the top rating, 166 were judged to be good (54%), while 76 were found to require improvement (25%) and 14 were rated inadequate (5%).

Pupil premium: funding and accountability for schools - GOV.UK **<https://www.gov.uk/.../pupil-premium-information-for-schools-and-alternative-provisi...>**

17 June 2019- DFE
Information regarding 2019-2020 funding is available in the link above.

A longer term strategy -

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to:

- take a longer view of the support the grant will provide
- align their plan with the wider school improvement strategy

Doing this will give schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff development

The Teaching Schools Council has produced [templates](#) to help schools present their pupil premium strategy.

Ofsted Inspections

The handbook clarifies that inspectors will not require:

- a school to provide any specific document relating to the pupil premium, other than its pupil premium strategy
- any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps

