



Ofsted Updates February 2020

Since September 2019, inspection outcomes published in Essex For primary Schools have been as follows:

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

- 21 category 2 schools remained as category 2 schools
- 1 category 4 school remained a category 4 school
- 3 category 3 schools remained as category 3 schools

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

This means that of the 37 schools identified, 6 schools improved their Ofsted grading, 25 remained the same and 6 declined.

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

[Ofsted Annual Report 2017/18: education, children's services ...](#)

January 21 2020

Ofsted's Annual Report 2018/19: education, children's services and skills. The Report presents Ofsted's findings for the areas we inspect in early years childcare, schools, further education and skills and social care.

1. While we currently inspect exempt schools on the basis of risk, only 16% of those we inspected this year remained outstanding.
2. 47 out of 151 LAs now have more academies than maintained schools.
3. 415 schools are stuck at requires improvement or inadequate in every inspection in the last 13 years
4. There are now over a thousand schools that have not had a full inspection for at least 10 years.

[Amanda Spielman launches Ofsted's Annual Report 2018/19 ...](#)

January 21 2020 - Ofsted's Chief Inspector Amanda Spielman

A short speech by Amanda Spielman to launch Ofsted's Annual Report 2018/19. She discusses the quality of education, training and care services in England.

[Ofstednews - YouTube](#)

January 22 2020 - Amanda Spielman, HMCI

4 short films arising from the themes identified in Ofsted's Annual Report 2018/19. Click on the link above then scroll down to the second line to find them.

1. Amanda Spielman, Her Majesty's Chief Inspector, on Ofsted's Annual Report 2018/19 and the themes that have emerged in relation to **SEND**. 2.06 minutes
2. Amanda Spielman, Her Majesty's Chief Inspector, on Ofsted's Annual Report 2018/19 and the themes that have emerged in relation to **schools**. 1.56 minutes

3. Amanda Spielman, Her Majesty's Chief Inspector, on Ofsted's Annual Report 2018/19 and the themes that have emerged in relation to **behaviour in schools**.
1.15 minutes
4. Amanda Spielman, Her Majesty's Chief Inspector, on Ofsted's Annual Report 2018/19 and the themes that have emerged in relation to **unregistered schools**.
1.34 minutes

[School inspection data summary report \(TDSR\) guide](#) –

The 2019 primary inspection data summary reports (IDSR) have been updated with revised key stage 2 data, final 2019 EYFS and data for disadvantaged pupils. They are available through DfE's Analyse School Performance, dated 27 January

Updated 15 January.

The guide and data tables, following further releases of data; the 'English Baccalaureate entry' section; the supporting data tables, to include key stage 1 attainment of the expected standard by early years foundation stage prior outcomes; the guidance to enhance users' understanding of the 'grey' area of interest sentences; and added more direct links for ease of use.

[Early years foundation stage profile results: 2018 to 2019](#)

31 January 2020- DFE

[Amanda Spielman speaking at the Royal Opera House - Gov.uk](#)

27.1.20- Amanda Spielman - HMCI

A short speech from Amanda Spielman who spoke at the Headteachers' Symposium on Creativity and Education about arts subjects in schools.

The following are some interesting quotes from that speech;

'Part of the evidence is those 'deep dives' into several individual subjects, to give a more intense look at what's going on. This isn't just lesson visits or looking at books. It starts with a conversation with curriculum leaders. We look at students' work, alongside curriculum leaders, and we think:

- how does that fit with where the school intends pupils to be in that sequence of learning?
- are pupils doing that work and do they understand it?

'I'm sure that many of you are familiar with the Bourdieu definition of the term, cultural capital. In our EIF handbook, what we say about cultural capital is taken from the national curriculum, the government's policy instrument: it is "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement".

'Recruiting for subject specialists

It is interesting to see that Ofsted are revising how they look at individual subjects. They are recruiting subject leads in the following areas: Art and Design, History, Music, Physical Education, Citizenship/RSE/PSHE Based in all regions of England.

[Why we do research at Ofsted](#) - Daniel Muijs, Ofsted's Deputy Director, Research and Evaluation, summarises our reasons for carrying out our own research at Ofsted. We have also published [six short clips of Daniel explaining about Ofsted's research](#) in more detail.

13 January 2020- Daniel Muijs, Deputy Director, Research and Evaluation

So, what are Ofsted's plans for the next 2 years?

They will be continuing their programme of work on behaviour. This follows on from the first phase of work they reported on in [our recent commentary](#). Their biggest new programme will be the re-introduction of thematic subject reviews. For this, they will be using data from inspection deep dives to look at the state of the nation in different subject areas across key stages. The first subjects they will be researching will be mathematics and

languages. They will be looking at financial decision-making on inspection, to see whether this gives them more insight into the quality of leadership and management. They will also be carrying out research on alternative provision and doing further work on stuck schools.

[Press release: Raising expectations of children and parents, high standards for teachers and tackling bad behaviour: how schools in 'left behind' areas can improve](#) - 415 schools in England are 'stuck' in a cycle of low performance and need better and more tailored support to improve. Read our [stuck schools report](#), which evaluates why some schools improve and others have not. We have also published a [stuck schools by region data set](#) that gives a regional breakdown of the number and proportion of 'stuck' schools.

8 January 2020- Amanda Spielman HM Chief Inspector

'Stuck schools are facing a range of societal problems such as cultural isolation, a jobs market skewed towards big cities and low expectations from parents. However, we have shown that schools in these places can still be good or better by holding teachers to high standards, tackling bad behaviour and getting the right leadership in place. Our inspectors have found that the majority of schools in challenging areas are providing children with a good education that sets them up to succeed in later life.

What the remaining stuck schools need is tailored, specific and pragmatic advice that suits their circumstances – not a carousel of consultants. They are asking Ofsted to do more to help, and we agree." Amanda Spielman

[Video playlist: Debbie Morgan and Emma Gregory in conversation about differentiation in mathematics](#) - A series of 4 very short and very useful video clips of Debbie Morgan, Director of Primary, National Centre for Excellence in the Teaching of Mathematics (NCETM), in conversation with Emma Gregory, Her Majesty's Inspector (HMI), about differentiation in mathematics.

These clips are useful to show in staff meetings.

Government announces plans for universal school inspections ...

10 Jan 2020 - Under the proposals in the consultation being launched today (10 January), all outstanding **schools** and colleges will be brought back into a regular **inspection** cycle – with **Ofsted** visiting every 4 to 5 years. This will affect around 3,700 **schools** and colleges rated outstanding when the exemption is lifted in September.

Schools encouraged to open up sports facilities all year round ...

26 January 2020 – DFE

As part of a national drive to encourage 60 minutes of physical activity per day across the week, the Education Secretary Gavin Williamson has announced total funding worth £2.4 million for better sports activities and teaching, including for schools in 19 areas across England to collaborate with sports organisations to increase the opportunities to use school sports facilities outside the school day.

The Active Partnership Network, supported by Sport England, will set up partnerships between schools and local sport providers, encouraging them to open up their sport facilities for fun and engaging sporting competitions, after school clubs and holiday activities.

In partnership with sports charities Active Partnerships and Sport England, the fund will provide sporting opportunities across the country.

As part of plans to extend their facilities to sports and activity clubs outside of teaching hours, schools will be able to generate additional sustainable income from leasing their premises to external organisations at affordable rates.

