



Ofsted Updates October 2020

Please click on the links below to access documents.

[Ofsted: coronavirus \(COVID-19\) rolling update - GOV.UK](https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update)

<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

Updated 25 September 2020 – Ofsted

Ofsted have now announced their [plans for autumn](#). Routine inspections will remain suspended, but they are planning a programme of visits to education and social care providers. They have also updated their [deferral policy](#), including a section on deferrals during this period.

Read guidance on what interim activity they will carry out for:

- [early years providers](#)
- [state-funded schools](#)

Letter sent to all schools and academies in the South East of England

This letter contains a link to a very useful 9.45 minute vimeo explaining the interim visits from Ofsted. This could be really useful for staff and governor training.

Dear colleague

I hope the start of term has gone well for you and for the staff and pupils at the school. It is a difficult period for everyone but I know our schools are key to getting back to some sense of normality and the thoughts of all, including those of us at Ofsted, are with you in what you are doing. I know how hard headteachers, teachers and support staff are working.

My purpose in writing is to make sure heads are aware of what we are doing as an inspectorate this term, and to check you have access to the latest guidance. Hopefully much of this will be reiterating what you already know but I would rather be safe than sorry. In brief, we are conducting interim visits to a range of schools as set out in our published [operational note](#). This gives the detail on what we are doing, and what we are not doing. However, in the past when we have adopted a new or different approach colleagues in schools have found it useful to have material such as webinars or video footage to clarify key points. On this occasion I felt a video piece may help, and would certainly be something you could consider sharing with staff and governors. To that end, a senior HMI in the region has produced such a video. This can be seen at <https://vimeo.com/460884962/ae995171aa>

I hope this clarifies what we are doing and why, but do feel free to contact the region at our

correspondence address above if you need further information.

Yours sincerely

Stephen Long HMI Acting Regional Director, South East

[Interim phase: maintained schools and academies - GOV.UK](https://www.gov.uk/guidance/interim-phase-maintained...)

www.gov.uk/guidance/interim-phase-maintained...

Updated 28 September - Ofsted

An operational note for Her Majesty's Inspectors carrying out interim visits to state-funded schools from 28 September 2020.

Interim visits will take place from 28 September 2020 to December 2020 inclusive.

Ofsted will not visit all schools. They will select a sample of schools to visit based on a broadly proportionate representation of the sector.

The sample will include:

- approximately 1,200 schools across all Ofsted grades, including all schools that are currently inadequate
- maintained schools, academies and free schools, special schools and centres of alternative provision
- those in cities and coastal, town or rural communities
- as even a spread as possible across different [Ofsted regions](#) and local authorities

Inspectors will work collaboratively with leaders to understand:

- the barriers that the school has faced, and may still be facing, in managing the return to full education for all pupils
- how leaders are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of [remote education](#) and the use of catch-up funding
- how pupils are settling back into expected routines and behaviour, including regular attendance
- how any identified and specific issues related to special educational needs, disabilities, health, care, well-being issues for particular groups of pupils are being addressed
- the school's safeguarding arrangements (focusing on arrangements at the time of the visit but potentially also looking at what was in place at the start of the COVID-19 response)

Reviewing safeguarding

Discussions with leaders during the visit will focus specifically on how leaders are managing safeguarding during the COVID-19 pandemic and in their local context.

Inspectors will discuss with leaders how they:

- identify pupils who may need early help and those who are at risk of harm or have been harmed
- secure the help that pupils need, and, if required, refer pupils in a timely way to

those who have the expertise to help

- manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults

[Inspecting teaching of the protected characteristics in ...](#)

www.gov.uk/government/publications/inspecting...

17 September 2020- Ofsted

Inspectors will gather evidence on how schools promote equality and pupils' understanding of the protected characteristics. They will use this evidence as part of evaluating and coming to judgements on 3 main areas:

- the [personal development of pupils](#)
- the [effectiveness of leadership and management](#): from the start of the summer term 2021, how the school meets the requirements of the Department for Education (DfE)'s [statutory guidance on relationships education, relationships and sex education and health education](#) ('the DfE's statutory guidance') will contribute to this

If inspectors identify at inspection that a school is not teaching about all the protected characteristics, they will always report on this and will explain how (if at all) it has affected the school's inspection judgements.

How this applies during Ofsted's phased return to inspection

In interim visits to state-funded schools, inspectors will not specifically explore the school's readiness to comply with the DfE's statutory guidance. However, if the school chooses to discuss this with inspectors, they may comment on this in the letter published after the visit.

How this applies when Ofsted return to routine inspection

When full inspections of schools resume, inspectors will assess the school's readiness to comply with the DfE's statutory guidance, and comment on this in the inspection report. However, a school's compliance with the statutory requirements will not impact inspection judgements until the start of the summer term 2021.

Requirements in the DfE's statutory guidance

The DfE's statutory guidance requires that all schools must:

- have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases
- take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled
- comply with the [relevant provisions of the Equality Act 2010](#), including that they:
 - must not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics
 - must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they

are being disproportionately subjected to sexual harassment

- make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities
- ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make
- ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs
- ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect
- ensure that teaching is sensitive and age-appropriate in approach and content
- work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE

The DfE expects secondary schools, state-funded or independent, to deliver teaching on LGBT relationships and encourages primary schools to do so.

[Equality and diversity impact assessment: inspecting ...](#)

www.gov.uk/government/publications/inspecting...

17 September 2020 - Ofsted

Ofsted have revised their guidance for inspectors on inspecting the teaching of the protected characteristics in schools. This is mainly because the Department for Education (DfE) will begin to impose [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#) on 1 September 2020, which require that:

- pupils receiving primary education must be taught relationships education
- pupils receiving secondary education must be taught relationships and sex education (RSE) and health education

Ofsted have also updated their guidance to reflect the new regulations and statutory guidance.

The guidance clarifies that if a primary school does not teach pupils specifically about LGBT relationships, this will not normally have an impact on the leadership and management graded judgement at inspection, as long as the school can satisfy inspectors that it has otherwise fulfilled the requirements of the applicable statutory guidance. However, it is likely to have a negative impact on the graded judgement for personal development. This is unlikely to be better than requires improvement.

The DfE has carried out an [equality and diversity impact assessment on its statutory guidance](#). Ofsted also carried one out as part of their [education inspection framework \(EIF\) consultation](#). This equality and diversity impact assessment does not seek to reconsider the content of those assessments. It is limited to assessing specifically the impact of the revisions made to 'Inspecting teaching of the protected characteristics'.

[Inspectors talking to pupils on inspection - GOV.UK](#)

www.gov.uk/government/publications/inspectors...

17 September 2020 - Ofsted

This document provides guidance for inspectors on talking to pupils during inspections of schools, further to the [schools handbook](#) and [non-association independent schools handbook](#).

Ofsted state;

Inspectors will look to gather evidence from a wide range of pupils, both formally in groups and informally during lessons or social times.

Gathering evidence from pupils enables inspectors to assess, for example:

- pupils' experience of teaching and learning in the school
- how effective the school's anti-bullying and behaviour policies are
- how well pupils are encouraged to respect others
- how the school ensures that its safeguarding arrangements keep children safe (as set out in the [school inspection handbook](#) and in the [non-association independent schools handbook](#))

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[Context](#)

[Legal position](#)

[Involvement of adults in inspector–pupil discussions](#)

[Discussion points that some schools may find sensitive](#)

[Inspection reports](#)

[Ofsted inspection: removal of the outstanding exemption - GOV.UK](#)

www.gov.uk/government/consultations/ofsted...

1.10.20- DFE

Given the strong support received in response to this consultation, we will proceed with seeking parliamentary approval of regulations (which are subject to the affirmative procedure) to implement the proposals. Subject to that approval:

- The exemption will be lifted and initial inspections of formerly exempt schools, colleges and other organisations delivering publicly funded education and training will begin once Ofsted's regular school inspections restart. The intention is for this to happen from January 2021, with that date being kept under review.
- All formerly exempt schools, colleges and other organisations must receive an initial section 5 or section 8 inspection within six years. This represents a change from our consultation, which stated five years. This is because the impact of the coronavirus (COVID-19) has meant we are planning to remove the exemption later than planned, and because the suspension of all routine inspections means that a longer window is needed to complete the required inspections.
- Within this six year period, Ofsted will prioritise schools, colleges and other organisations delivering publicly funded education and training that have gone the longest since their last inspection, starting with those that have not been inspected for a decade or longer. In addition, Ofsted will aim to organise scheduling so that, as far as possible, schools, colleges and other organisations that were last inspected since September 2015 receive an initial inspection within six or seven years of their previous inspection;
- In the case of formerly exempt schools, those last inspected before September 2015 will receive an initial section 5 inspection, while those last inspected after this date will normally receive a section 8 inspection.

- Where an initial section 8 inspection indicates that outstanding performance may not have been maintained, Ofsted must conduct a section 5 inspection, which will take place within the next year or so and in any event before 1 August 2027.
- In the case of colleges and other organisations delivering publicly funded education and training, those last inspected before September 2015 will receive an initial 'full' inspection, while those last inspected after this date will normally receive an initial 'short' inspection.
- Where an initial 'short' inspection indicates that outstanding performance may not have been maintained, Ofsted will extend the inspection to a 'full' inspection within 15 working days.

Beyond these initial Ofsted inspections, future inspections will take place within the existing timescales for non-exempt schools, colleges and other organisations.

[Teaching during coronavirus \(COVID-19\) - GOV.UK](#)

www.gov.uk/guidance/remote-education-during...

25.9.20 – DFE

This guidance looks at remote education practice for schools during coronavirus (COVID-19).

Remote education expectations from the DFE

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the DFE expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. Full expectations for remote provision can be found in the [guidance for full opening: schools](#).

[Remote education webinars - GOV.UK](#) www.gov.uk > guidance > remote-education-webinars

25.9.20 - DFE

The Department for Education (DfE) is offering several school-led webinars on remote education to help share good practice. This is to support schools that are looking for help to improve the quality of their remote provision in line with the expectations set out in the [guidance for full opening](#).

Contents

[EdTech Demonstrator webinars](#)

[New webinars for school leaders](#)

[New webinars for middle leaders](#)

[New webinars for teachers](#)

The webinars will last for 45 minutes. Recordings of each webinar will be available to watch after the live events through the [DfE YouTube channel](#).

[Governing in unprecedented times - GOV.UK](#)

www.gov.uk/.../governing-in-unprecedented-times

11 September 2020- Ofsted

This small-scale research project investigated the challenges for school governance between March 2020 and July 2020. Carried out with the National Governance Association (NGA), it looked to understand the decisions and actions of governors and trustees in response to the short- and longer-term challenges presented by lockdown measures in England.

Research findings (Ofsted)

- We identified three distinct phases during which governing boards responded to different challenges. The three phases were:

- short-term: responding to a crisis
- medium-term: returning to normality

- long-term: planning for uncertainty.

Each of these phases related to particular government announcements and the DfE's guidance between 19 March and 1 July (see the timeline in [Figure 1 in Appendix 1](#)).

- We also identified governing boards' involvement in two broader areas that were less time-sensitive and have longer-term implications for governing boards. These were:

- access to remote education ■ financial management.

[Teaching about relationships, sex and health - GOV.UK](#)

www.gov.uk/guidance/teaching-about-relationships...

24.9.20 - DfE

Support and training materials for schools to help train teachers on relationships, sex and health education. The DfE have designed these training modules so subject leads or other staff members can train groups of teachers in a variety of ways.

Contents

[Delivery during the coronavirus \(COVID-19\) outbreak](#)

[Develop your curriculum](#)

[Engaging with parents and carers](#)

[Train teachers on relationships, sex and health education](#)

[Primary teacher training modules](#)

[Secondary teacher training modules](#)

[Pupils with SEND](#)

[Training support for schools](#)

[Guidance for full opening: schools - GOV.UK](#)

[www.gov.uk/.../guidance-for-full-opening-schools](https://www.gov.uk/guidance-for-full-opening-schools)

Updated 17.9.20 - DFE

Main changes since this guidance was last updated

- managing confirmed cases of coronavirus (COVID-19) amongst the school community
 - the framework for supporting transport to and from schools
 - pupils who are shielding or self-isolating
 - use of face coverings in schools
 - actions for all schools and local authorities with regards to recording attendance and absence
 - employer health and safety and equalities duties
 - support available for schools with regard to supply teachers
 - performance management and appraisal for teachers
 - music, dance and drama in school
 - wraparound provision and extra-curricular activity
 - physical activity in schools
 - new resources available for pupil wellbeing and support
 - behaviour expectations
 - primary assessment
 - additional resources available for delivering remote education
- changes to SEND legislation

[Coronavirus \(COVID-19\) catch-up premium - GOV.UK](#)

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Updated 23 September 2020 - DFE

What school leaders need to know about the catch-up premium and the National Tutoring Programme, including funding amounts and how funding should be spent.

Contents

1. [Eligibility](#)
2. [Funding allocation](#)
3. [Use of funds](#)
4. [Accountability and monitoring](#)
5. [National Tutoring Programme](#)

[Guidance on shielding and protecting people who are ...](#)

<https://www.gov.uk/government/publications/guidance-on-shielding-and>

Updated 29 September 2020 – Public Health England

1. clinically extremely vulnerable children should attend education settings in line with the wider [guidance on reopening of schools](#) and [guidance for full opening: special schools and other specialist settings](#)

[Coronavirus \(COVID-19\): home test kits for schools ... - Gov.uk](#)

[www.gov.uk > government > publications > coronaviru...](https://www.gov.uk/government/publications/coronaviru...)

Updated 22 September 2020- DFE

