



## Updates from Ofsted and the DFE December 2021

Since 1 September 2021 inspection outcomes published in Essex for primary Schools and academies have been as follows:

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

This means that of the 9 schools identified all 9 remained the same.  
*Please click on the links below to access documents.*

### [Managing coronavirus \(COVID-19\) in education and childcare](https://www.gov.uk/government/publications/coronavirus-19-in-education-and-childcare)

[https://www.gov.uk > government > publications > coro...](https://www.gov.uk/government/publications/coronavirus-19-in-education-and-childcare)

16 November 2021 — DFE

### [Ofsted accelerates inspections for schools and further ...](https://www.gov.uk/government/news/ofsted-accelerates-inspections-for-schools-and-further-education)

[https://www.gov.uk > government > news > ofsted-acce...](https://www.gov.uk/government/news/ofsted-accelerates-inspections-for-schools-and-further-education)

16 November 2021 — Ofsted

Beginning with last term's inspections, all schools will be inspected at least once by summer 2025. The inspection arrangements will be confirmed in due course, with additional details updated in Ofsted's schools and further education and skills inspection handbooks.

### [Amanda Spielman at the 2021 Schools & Academies Show](https://www.gov.uk/government/speeches/amanda-spielman-at-the-2021-schools-and-academies-show)

[https://www.gov.uk > government > speeches > amanda...](https://www.gov.uk/government/speeches/amanda-spielman-at-the-2021-schools-and-academies-show)

18 November 2021 — Amanda Spielman- The Chief Inspector

Below are some excerpts from Amanda Spielman's speech at the schools and academies show; 'The acceleration [of inspections] won't start until September 2022, since we've pretty much fixed our inspection schedule for this year. But it does mean that we can reduce the time it takes to get to every school. Some of you have been inspected already this year, and we plan to visit all of you by summer 2025.

Another big – and much-needed – step for education has been the removal of the outstanding exemption. Before the exemption was introduced, about 1 in 10 was rated outstanding, and now it's about 1 in 5.

We do still expect schools to have ambitious curricula, with real breadth. But we also know that you've had to make some hard choices. And some of you might have a curriculum that's still in development – so we'll want to understand how you're working on it.

And some reassurance for primaries. Our subject expectations here are proportionate. We don't have impossible expectations of an all singing, all dancing curriculum, or expect you to have a

department lead, like a secondary school! But, it is right that all schools – whatever their size – do think carefully about what they teach – and that’s what inspectors want to explore.

We always hope to see a culture where sexual harassment and abuse aren’t tolerated, where issues are spotted and intervention happens earlier.

For schools in MATs, part of their resilience comes from what happens at trust level. And equally, no structure is perfect, and things can and do go wrong. So, it’s important that we have the right tools and levers to spot when that’s happening.

That’s why I’m pleased to be restarting MAT summary evaluations, which have been on hold because of COVID. The programme will give us a more extensive view than we’ve had before.’

## **[Back into a routine: looking at schools in light of COVID - Ofsted](https://educationinspection.blog.gov.uk/2021/11/10)**

<https://educationinspection.blog.gov.uk/2021/11/10>

10 November 2021- Chris Russell, National Director for Education

An excerpt from Chris Russell’s blog

‘Our expectation is that **all** inspections are grounded in a thorough understanding of the particular challenges a school has faced, and is still facing. So, we’ll always ask leaders about the impact of COVID. This will help us understand the context for the school – though we’ll only report on it in detail when we think it will help parents understand how a school is doing. So far this term, we’re seeing many schools doing great work and we haven’t needed to describe the COVID impact in detail.

We still want to see schools offering an ambitious curriculum, with a broad range of subjects. But we understand that tough choices have been made during the pandemic about what to keep in and what to leave out. And in many schools, curriculums might not be fully realised, or might still be in transition. Inspectors will want to discuss the reasons why, and to understand what leaders are doing to get their curriculum where they want it to be. We’re confident that our inspector training and ongoing checks will make sure we’re getting underneath these issues.’

[Latest inspection data summary report \(IDSR\) released](#) - Schools can now access the 2021 IDSR through the DfE’s Analyse School Performance (ASP) website. The IDSR displays 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took key stage 4 exams or key stage 2 tests in 2019. Due to the impact of the COVID-19 pandemic, the latest available results data is from 2019. School performance may vary yearly, and, due to the pandemic, the 2019 data may no longer reflect a school’s current performance. Note that if a provider is showing as ‘limited data’ in ASP, it will not have an IDSR yet. Please contact [School.Performance.Data@ofsted.gov.uk](mailto:School.Performance.Data@ofsted.gov.uk) with any IDSR queries.

[School IDSR guide](#) - Guidance has been updated to reflect the November 2021 IDSR release. Select '[see all updates](#)' on the page for details on what has changed.

12 November 2021- Ofsted

## **[Cost of school uniforms - GOV.UK](https://www.gov.uk/.../Cost-of-school-uniforms)**

[https://www.gov.uk/.../Cost of school uniforms](https://www.gov.uk/.../Cost-of-school-uniforms)

19 November 2021- DFE

This is statutory guidance from the Department for Education. This means that schools and their governing boards must have regard to it when developing and implementing their school and trust uniform policies.

## **Main points from the document**

Parents should not have to think about the cost of a school uniform when choosing which school(s) to apply for. Therefore, schools need to ensure that their uniform is affordable.

In considering cost, schools will need to think about the total cost of school uniforms, taking into account all items of uniform or clothing parents will need to provide while their child is at the school.

Schools should keep the use of branded items to a minimum.

A school's uniform policy should be published on the school's website, be available for all parents, including parents of prospective pupils, and be easily understood.

Schools should ensure that their uniform supplier arrangements give the highest priority to cost and value for money (including the quality and durability of the garment).

Single supplier contracts should be avoided unless regular tendering competitions are run where more than one supplier can compete for the contract and where the best value for money is secured. This contract should be retendered at least every 5 years.

Schools should ensure that second-hand uniforms are available for parents to acquire. Information on second-hand uniforms should be clear for parents of current and prospective pupils and published on the school's website.

Schools should engage with parents and pupils when they are developing their school uniform policy.

- **[Choosing a phonics teaching programme](#)**

Updated 25 November 2021- DFE

A number of publishers have completed a self-assessment process based on these criteria, which were then reviewed by independent evaluators. A total of 9 systematic synthetic phonics programmes have been validated in this round, 5 of which are newly validated for use in schools.

1. **[New validation process](#)**
2. **[List of validated systematic synthetic phonics \(SSP\) programmes](#)**
3. **[Information for schools](#)**
4. **[Support for schools](#)**
5. **[Previous SSP programme validation routes](#)**

## Ofstednews - YouTube

The following are Ofsted Youtube videos from this month. If any of these links don't work then please google Ofstednews Youtube.

### Dan Lambert, HMI, talks about what happens before an inspection

YouTube · Ofstednews

24.11.21- this is a short video lasting 2.36 minutes



### Dan Lambert, HMI, talks about inspection and gathering evidence

YouTube · Ofstednews

24.11.21- A short video lasting 2.35 minutes



### Shazia Akram, HMI, on early reading

YouTube · Ofstednews

24.11.21- A short video lasting 2.46 minutes

### Yasmin Maskatiya, HMI, explains Section 5 inspections

YouTube · Ofstednews

24.11.21- A short video lasting 3.06 minutes

### Yasmin Maskatiya, HMI, explains a Section 8 inspection.

YouTube · Ofstednews

24.11.21- A short video lasting 4.08 minutes.

### Christopher Russell on inspecting outstanding schools

YouTube · Ofstednews

8.11.21- A short video lasting 2.31 minutes

### [A webinar from the London region - music curriculum](#)

YouTube · Ofstednews

1.11.21- A webinar lasting 31.39 minutes

### [A webinar from the London region - science curriculum](#)

YouTube · Ofstednews

1.11.21- A webinar lasting 19.07 minutes

### [A webinar from the East of England region - languages](#)

YouTube · Ofstednews

1.11.21- A webinar lasting 22.33 minutes

### [A webinar from North West region - mathematics](#)

YouTube · Ofstednews

1.11.21- A webinar lasting 22.33 minutes

## **[Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus \(COVID-19\) outbreak](#)**

Updated 29 November 2021 - DFE

Protective measures for providers of community activities, holiday or after-school clubs, tuition and other out-of-school settings offering provision to children during the coronavirus (COVID-19) outbreak.

DFE- Updated 30 November 2021

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- **[Coronavirus \(COVID-19\) workforce fund for schools](#)**

Funding to support schools facing significant staff absences and financial pressures with the costs of staff cover for the period from 22 November to 31 December 2021.

- **[Coronavirus \(COVID-19\) workforce fund to support schools with costs of staff absences from 22 November to 31 December 2021](#)**

The COVID-19 workforce fund has been re-introduced to provide financial support for schools with the greatest staffing and financial challenges.









