



## Updates from Ofsted and the DFE March 2022

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

10 category 2 schools remained as category 2 schools  
1 category 4 school remained a category 4 school  
3 category 1 schools remained as category 1 schools  
2 category 3 schools remained as category 3 schools

2 category 3 schools improved to category 2 schools  
3 category 4 schools improved to category 2 schools

1 category 1 school declined to a category 3 school

This means that of the 22 schools identified 16 remained the same, 5 improved and 1 declined.

*Please click on the links below to access documents.*

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

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

Updated: 24 February 2022

The DFE have updated the guidance to reflect new public health guidance on tracing close contacts, isolation and when someone has symptoms or a positive test. Changes to the guidance since its 21 January 2022 publication include amendments throughout to reflect the Government's 'Living with COVID-19 announcement'. Readers should note specific changes to:

- [Baseline measures](#)
- [When settings should consider extra action](#)
- [People that are vulnerable to COVID-19 \(formerly 'shielding' section\)](#)
- [Measures that settings should plan for](#)

### **[Actions for schools during the coronavirus outbreak - GOV.UK](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)**

[https://www.gov.uk > government > publications > acti...](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)

Updated 24 February 2022

Changes to the guidance since its 21 February 2022 publication include:

- Update to [Tracing close contacts and isolation](#) section to reflect new public health guidance from 24 February
- Update to [When an individual develops COVID-19 symptoms or has a positive test](#) section to reflect new public health guidance from 24 February

### **[Inspecting schools: guide for maintained and academy schools](https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools)**

[https://www.gov.uk > guidance > inspecting-schools-gu...](https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools)

Updated 9 February- Ofsted

Updated to clarify inspection intervals.

‘Schools that were last inspected before the start of the pandemic may receive their first routine inspection up to 6 terms later than they would have previously. This is due to the suspension of routine inspection activity as a result of COVID-19.’

## **[Inspecting schools: guidance for parents - GOV.UK](https://www.gov.uk/government/publications/school-inspection-intervals)**

[https://www.gov.uk/government/publications/scho...](https://www.gov.uk/government/publications/school-inspection-intervals)

Updated 9 February- Ofsted

Inspecting schools: guidance for parents. A leaflet for parents and carers of children whose school is due for inspection.

Updated to clarify inspection intervals.

## **[School inspection handbook - GOV.UK](https://www.gov.uk/government/publications/school-inspection-handbook)**

[https://www.gov.uk/government/publications/scho...](https://www.gov.uk/government/publications/school-inspection-handbook)

Last updated: 9 February 2022- Ofsted

Updates

Paragraph 39, 106, 111, 148 and 379 to 387: changes to reflect Ofsted’s policy on aligned inspections.

Paragraph 41 to 44 and 50: updated to clarify the frequency of inspection.

Paragraph 47: clarifications on what we consider in our risk assessment.

Paragraph 67, 236, 252 and 315 to 317: updated to clarify Ofsted’s approach to harmful sexual behaviour.

Paragraph 230 and 231: Updates and clarifications on transitional arrangements.

## **[Good attendance: listen, understand, empathise and support](https://www.gov.uk/government/news/good-attendance-report)**

[https://www.gov.uk/government/news/good-atten...](https://www.gov.uk/government/news/good-attendance-report)

7 Feb 2022 — Ofsted

The report, ‘[Securing good attendance and tackling persistent absence](#)’, looks at different aspects of pupil attendance and how schools tackle the current challenges they face.

The report finds that schools with successful attendance strategies do not dismiss pupils’ anxieties, but sensitively analyse them. And parental concerns are recognised and sympathetically addressed. Leaders in these schools also:

- have high expectations for every pupil’s attendance at school and communicate these expectations clearly, strongly and consistently to parents and pupils
- explain to parents and pupils why good attendance is important and how it helps pupils to achieve – pupils who aren’t attending aren’t learning
- listen to parents carefully to find out why their children are not attending so that they can act accordingly. This means challenging parents who do not make sure that their children attend, and offering support where needed
- ensure that attendance is always recorded accurately and analysed for patterns and trends, which then helps target action, both for individuals and at a whole-school level

- understand that good attendance does not happen in isolation – there is a relationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity
- do not stop pushing for whole-school improvement once attendance reaches the national average, rather they see the process of securing good attendance as an ongoing process that is never finished.

### **Early years inspection handbook**

Updated: 9 February 2022- Ofsted

'We have updated the footnote in paragraph 6 to: 'Ofsted defines the transitional period as the period for which transitional arrangements for schools remain in place. These are intended to be reviewed in time for September 2022'.'

### **Extra support to safeguard political impartiality in schools**

17 February 2022- DFE

This document brings clarity on meeting legal duties when discussing issues such as Israeli-Palestinian conflict. New guidance to support teachers in tackling sensitive issues in the classroom in a politically impartial way

The [new political impartiality in schools guidance](#) will help teachers and schools navigate issues such as the Israeli-Palestinian conflict, the legacy of the British Empire or societal responses to racism in accordance with the law, which states that teachers must not promote partisan political views and should offer a balanced overview of opposing views when political issues are taught.

### **Improvements seen in children and young people's wellbeing**

<https://www.gov.uk/government/news/improvements-seen-in-children-and-young-peoples-wellbeing>

8 February 2022 - DFE

This State of the Nation report from the DFE highlights the positive impact of keeping schools open, with millions more to be invested in senior mental **health** leaders.

An extract from the report states;

'More than 8,000 eligible schools and colleges have applied for a senior mental health lead training grant since applications opened, with an additional £3 million to be provided to extend this training to more schools and colleges given high demand, so that everyone eligible who wishes to access training before the end of May will be able to.'

### **Senior mental health lead training**

Updated: 8 February 2022- DFE

Find out how to apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing.

### **Behaviour hubs**

Updated: 16 February 2022- DFE

Find out how the behaviour hubs programme helps schools improve their behaviour culture by working with exemplary schools.

### **Early years qualifications achieved in England**

Updated: 10 February 2022- DFE

Lists of qualifications that meet DfE's criteria for counting in the early years foundation stage framework staff:child ratios.

## **National Tutoring Programme**

The National Tutoring Programme (NTP) will be hosting webinars over the coming months aimed at schools, to give you the opportunity to find out more about the benefits of the programme and how you can access subsidised tuition through one or more of the routes available. Schools can register to attend the webinars via [the NTP website](#).

Read the [how to guide](#) where you can self-service information about how to access tuition for your school.

Introduction to the NTP (Overall Programme)

17th March, 4PM

[Click here to register](#)

### **National leaders of education: a guide for potential applicants**

Updated: 16 February 2022- DFE

Find out about becoming a national leader of education (NLE), what's involved and how to apply.

## **Tackling sexual abuse and harassment in schools- DFE**

To support teachers to deliver some of the more sensitive elements of the RSHE curriculum, the DfE will be hosting three webinars in March:

- Wednesday 2<sup>nd</sup> March, 4.00pm-5.30pm: coercion and domestic abuse.
- Wednesday 9<sup>th</sup> March, 4.00pm-5.30pm: pornography and the impact of viewing harmful content.
- Wednesday 16<sup>th</sup> March, 4.00pm-5.30pm: sexual exploitation

Expert input will be provided, as well as advice on curriculum planning, and practical advice on teaching these topics in a classroom.

[Register to attend](#)







