



Updates from Ofsted and the DFE May 2022

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

16 category 2 schools remained as category 2 schools
2 category 4 schools remained category 4 schools
3 category 1 schools remained as category 1 schools
2 category 3 schools remained as category 3 schools

6 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 33 schools identified 23 remained the same, 9 improved and 1 declined.

Please click on the links below to access documents.

[Schools White Paper delivers real action to level up education](https://www.gov.uk/government/news/schools-white-paper)

[https://www.gov.uk/government/news/schools-wh...](https://www.gov.uk/government/news/schools-white-paper)

28 March 2022 – DFE Press Release

Any child who falls behind in maths or English will get the support they need to get back on track, as part of a pledge the Education Secretary will make to every parent in the country today (Monday 28 March), as he launches the first [Schools White Paper](#) in six years.

Schools will identify children who need help, provide targeted support via a range of proven methods such as small group tuition, and keep parents informed about their child's progress.

The Schools White Paper sets out a series of new measures to support the delivery of these ambitions, including:

- Schools will offer a minimum school week of 32.5 hours by September 2023
- Ofsted will inspect every school by 2025, including the backlog of 'outstanding' schools that haven't been inspected for many years
- By 2030 all children will benefit from being taught in a school in, or in the process of joining, a strong multi-academy trust, which will help transform underperforming schools and deliver the best possible outcomes for children
- At least £100m to put the Education Endowment Foundation on a long-term footing so they can continue to evaluate and spread best practice in education across the country

Other plans in the White Paper to deliver on the missions for children's attainment at the end of primary and secondary include:

- 500,000 teacher training and development opportunities by 2024
- £30,000 starting salaries to attract and retain the best teachers
- Payments to recruit and keep talented physics, chemistry, computing and maths teachers working in disadvantaged schools
- A register for children not in school to make sure no child is lost from the system
- Every school to have access to funded training for a senior mental health lead to deliver a whole school approach to health and wellbeing
- Oak National Academy becoming a government body with sole focus on supporting teachers to deliver the very best lesson content
- Up to 6 million tutoring courses by 2024 and action to cement tuition as a permanent feature of the school system
- The school system working as a whole to raise standards with trusts responsible for running schools while local authorities are empowered to champion the interests of children

Amanda Spielman's response to the schools' White Paper

[Amanda Spielman's speech at the 2022 Schools ... - GOV.UK](#)

<https://www.gov.uk> › [government](#) › [speeches](#) › [amanda...](#)

27 April 2022- Amanda Spielman — Ofsted's Chief Inspector

Amanda Spielman's response to the recent schools' white paper. The following are some excerpts from her speech in response to the white paper.

Academies and MATs

The ambition that by 2030 all schools will be in strong families of schools is clear and decisive.

Having schools on the same legal footing won't of itself raise standards, but it will let us move past questions of structure to how we make curriculum and teaching better.

Because until those issues of structure are settled, things do remain fragmented. And we at Ofsted have been saying for many years that the accountability system has not kept up with how the school system is actually operating.

Many key decisions are already taken at trust level. They can be decisions that go right to the heart of quality of education, such as around curriculum and behaviour policies.

Sometimes these decisions aren't taken by the heads and governing bodies that we talk to on inspection. That leaves a gap in our understanding and in our ability to challenge or support those decisions.

So I'm pleased that DfE has recognised that the way school trusts are regulated needs to evolve. The right people absolutely should be held to account for the right things. And regulation does need to be simple, transparent and fair. We'll be working with DfE on their review to help achieve this.

There does need to be a set of standards outlining what government expects of trusts. And this will need to balance consistency of expectations on the one hand with the right level of autonomy on the other. The white paper moves us on from a system where academies had higher levels of autonomy than other schools, to a system where all schools are academies. And as trusts get bigger, and play a more important role in the system, it is reasonable for them to have to adhere to national expectations.

Because there does need to be a way for government to decide when trusts are failing to meet their standards. Government has tough but important decisions to make about when and how to intervene when standards are not high enough.

Curriculum and Oak

When the pandemic hit, the curriculum had to move online. Getting Oak National Academy off the ground so fast helped with that. The government quite rightly wants to build on that achievement and sustain it into the future with a new body building on Oak to provide curriculum maps and resources.

And a high-quality curriculum is not an easy thing to produce. We built the EIF on an evidence review that highlighted the importance of ambition in content choices and of sequencing. In the last year, we've followed that up with subject-specific research. We're publishing [research reviews for each national curriculum subject](#) to describe what features of a good curriculum look like in, say, history or maths or PE. And we'll be going on to look at how well these subjects are being planned and taught across the country.

The new Oak will be helpful for schools with more limited curriculum capacity. It will help them move in the right direction. Because too often, we see curriculums assembled as a pick-and-mix, rather than having knowledge build on knowledge coherently. Schools that use Oak resources will need to do so thoughtfully – planning what they want to teach and how they want to sequence it, which may often be the sequence suggested by Oak, while of course being prepared to adapt their classroom teaching in response to pupils' learning.

Assessment and targeted support

There are already policies and funding directed at children who have SEND or some other kind of disadvantage. But the government is rightly inviting us to look not just at the label on a child, but at what help they actually need to succeed. Most children who are behind won't need a label, and their teachers will support them to catch up in the normal course of lessons. There is nowhere better for most children to be than in their normal classroom, with teachers who know them.

So I'm pleased that the white paper recognises that the first response to children falling behind is to rely on the skill of the classroom teacher. We are sometimes very quick to leap to an intervention, sometimes one that takes a child out of their normal lessons. But for many, this will not be the right thing to do.

And where it is the right thing – and a course of tutoring is needed to bring a child back into the range of normal classroom teaching – we need to be careful not to label unnecessarily. Both children and adults respond to labels, and negative labels can lead to negative

perceptions and lower expectations. I'm dismayed at how often I hear children referred to by their free school meal eligibility or as 'pupil premium children'. Children are children. Some need some extra help and some don't, regardless of the labels we've stuck to them.

Having 90% of children meet the expected standards at age 11 is rightly ambitious. Almost every child can be taught to read and spell using systematic synthetic phonics. Almost every child can achieve a good level in maths.

And it's why we support the new core content framework for trainee teachers, the early career framework for new teachers and the national professional qualifications for experienced teachers. They provide an evidence-based golden thread of professional development, which ultimately, will result in children knowing and being able to do more. Ofsted's inspections of all of these training schemes will help make sure they have maximum impact.

SEND Review

The government has also set out proposals to reform and improve the system for young people with SEND. These changes are long overdue. Our inspections have for years highlighted that too many children are failed by the SEND system.

Ofsted's strategy for the next 5 years (2022 to 2027).

[Every child deserves the best start in life - GOV.UK](https://www.gov.uk/government/consultations/every-child-deserves-the-best-start-in-life)

[https://www.gov.uk > ... > Childcare and early years](https://www.gov.uk/government/consultations/every-child-deserves-the-best-start-in-life)

26 April 2022- Ofsted

It sets out the strategic priorities for Ofsted over the next 5 years, which include a stronger focus on the inspectorate's work in the early years and ensuring children get the best start in life.

The 2022–2027 strategy also includes commitments to:

- accelerate the inspection cycle so that all schools are inspected by July 2025
- allow more time for professional dialogue and evidence-gathering by increasing the proportion of longer inspections in education
- assess all further education colleges on how well they are meeting the skills needs of the economy within the next 4 years
- enhance inspections of independent schools, so swift intervention can happen where standards are poor
- review social care inspections following the recommendations of the independent care review
- develop and implement a new area SEND inspection framework that holds the right agencies to account for their role in the system
- work with the Department for Education (DfE) to increase powers to act when children are educated or cared for in unregistered settings
- improve the diversity of our staff, across grades and roles

Amanda Spielman Discusses Ofsted's New five Year Strategy

[Amanda Spielman's speech at the 2022 Schools ... - GOV.UK](https://www.gov.uk/government/speeches/amanda-spielman-speech-at-the-2022-schools-strategy)

[https://www.gov.uk > government > speeches > amanda...](https://www.gov.uk/government/speeches/amanda-spielman-speech-at-the-2022-schools-strategy)

27 April 2022- Amanda Spielman — Ofsted's Chief Inspector

Amanda Spielman discusses Ofsted's 2022–2027 strategy. The following are some excerpts from her speech.

Yesterday, we published our [five-year strategy](#). I won't go into all the detail right now – it's on our website if you want to read it. But I'd like to talk about some relevant aspects.

The inspection process itself is designed around the professional dialogue that is such a valuable tool for school improvement.

We will be inspecting all schools by the end of the 2025 academic year. And we'll allow more time for that professional dialogue and evidence-gathering by doing more of the longer-form inspections. And of course, we'll be evaluating the impact of our inspection framework.

And an area that we really want to bring to the fore is early education. Children only get one childhood. And COVID has affected all of them. If our work aims to raise standards and improve lives, there's no better place for us to begin but early years. So another strategic priority for us is helping every child to have the best start in life.

I talked about our work on the national curriculum subjects. We've built the evidence base for what good looks like. And now, through our five-year strategy, we'll apply the same approach to the early years. We'll look at what the evidence tells us makes a great early education. We'll share that evidence widely, train our inspectors in it and use it in our inspections. We'll offer roadshows, videos and webinars to spread good practice. And in doing so, we'll be a force for improvement in early education, in a way that will help strengthen it as the bedrock of the school system.

The pandemic has been hard for nearly every child, but most all for the most vulnerable and especially for those who face harm, or neglect outside school. A powerful argument for the highest possible school attendance is the great benefit to children's welfare of being under the gaze of watchful teachers.

... one of our top priorities remains to promote children's safety and welfare wherever we can.

EIF and data

... as you know, our inspections of schools now look hard at the curriculum. This is because curriculum is the substance of education.

The EIF, and the research that sits underneath it, has given you a mandate to think about curriculum in ways that go beyond qualifications and timetabling – to really think, 'what is the body of knowledge that we want to give our pupils?'. And to move away from ticking qualification boxes,

And of course, we have now had 2 years with no published performance data.

And it's still the case that performance data is only one input into inspections. Pre-pandemic, it informed the opening conversation with school leaders about what inspectors would look at and it helped inspectors understand whether the curriculum and teaching were having the desired impact. This is all still true, but while results remain significantly affected by COVID, we will treat them with even more care.

Our judgements aren't now and won't be simply a reflection of performance data. Using data appropriately in inspection is an important principle for us. And this is a good opportunity to remind everyone that we don't look at schools' internal data or assessment or tracking on inspection. We are certainly not looking for files of assessment evidence on individual children.

[Spielman: Don't 'pick and mix' Oak curriculum resources](https://schoolsweek.co.uk/dont-pick-and-mix-oak-cur...)

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27 April 2022- Amanda Spielman — Ofsted's Chief Inspector

New government-funded curriculum resources must be used “thoughtfully” by schools and not “assembled as a pick and mix”, the chief inspector of Ofsted has warned.

The government has announced it will turn the Oak National Academy into a new arms-length curriculum body, offering free, adaptable digital curriculum resources and video lessons, free for all teachers.

Spielman said the new content “should help schools adopt high-quality curriculums”, and acknowledged some schools “don't have the time, the resource to develop their own curriculum and lesson plans”.

But she warned that “too often we do see curriculums assembled as a pick and mix, rather than having knowledge build coherently on knowledge”.

She said schools that used Oak resources “will need to do so thoughtfully, planning what they want to teach and how they want to sequence it, which may often be the sequence suggested by Oak, while of course being prepared to adapt their classroom teaching in response to pupils' learning”.

PE research review and the range of factors influencing PE.

15 March 2022- Hanna Miller, Her Majesty's Inspector, Subject Lead for Physical Education, A short 2.04 minute video in which Hannah Millar talks about the PE research review and looks at the range of factors influencing PE.

[Ofstednews - YouTube](https://www.youtube.com/ofstednews)

[https://www.youtube.com > ofstednews](https://www.youtube.com/ofstednews)

[Schools and early education update: March 2022 - GOV.UK](#)

<https://www.gov.uk> › [government](#) › [publications](#) › [scho...](#)

24 March 2022 — Chris Russell HMI National Director, Education, Ofsted

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2. Updates to the section 5 school inspection handbook and the report writing guidance for section 5 and section 8
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Free webinars from Ofsted

We'd like to give school leaders and staff the opportunity to hear directly from us and my colleagues in three upcoming free live webinars.

- [Inspections and the COVID-19 pandemic](#) (Monday 9 May, 3.30pm to 4.30pm)
- [Inspections and teachers' workload](#) (Monday 13 June, 4pm to 5pm)
- [Education inspection framework \(EIF\) inspections in primary schools](#)(Monday 20 June, 4pm to 5pm)

We have picked the webinar topics and content carefully to focus on key points and on the areas that can sometimes cause confusion.

You can [register to join as many of these sessions](#) as you like.

Webinar recordings

We really hope you can attend the live events, but we are also recording them and putting them on our YouTube channel.

EIF Inspections in Primary Schools Webinar

28 March 2022 — Chris Russell HMI National Director, Education, Ofsted

Webinar held on 28 March for schools on how inspectors inspect against the education inspection framework (EIF) in primary schools. Includes clarification on deep dives, subject leadership in primary schools, and early reading.

[Ofstednews - YouTube](#)

<https://www.youtube.com> › [ofstednews](#)

The slides from this webinar can be found in Ofsted Slideshare.

[owIy/30S050IRgEm](https://www.youtube.com/watch?v=owIy/30S050IRgEm)

[Platinum Jubilee book to arrive in primary schools from mid-May](#)

<https://www.gov.uk> › ... › [Early years curriculum](#)

1 May 2022- DFE

Children in state-funded primary schools across the United Kingdom will, from mid-May, begin to receive a free commemorative book to mark Queen Elizabeth's Platinum Jubilee.

New Sustainability and Climate Change Strategy

Launched by the Education Secretary, the strategy aims to empower pupils and those working in education to fight climate change both inside and outside the classroom.

The strategy sets out plans to:

- provide support for schools in developing Climate Action Plans – including the provision of training so that every state funded school has a designated sustainability lead by 2025
- share good practice from schools who have incorporated sustainability and climate change into teaching across their curriculum
- develop a Primary Science Model Curriculum with an emphasis on nature
- introduce a new GCSE in Natural History
- include climate change and sustainability in science teachers' CPD
- develop a National Nature Park to help children and young people get more involved in the natural world, as well as providing teachers with free climate education resources through the Nature Park's virtual hub.
- introduce a Climate Leaders Award to celebrate the work of children and young people who are protecting their local environment and developing their sustainability skills and knowledge

[Read more about the strategy](#)

Free period products available to schools and colleges

Your school or college can order free period products online for the summer term from the supplier, phs, up until **Friday 8 July**. The scheme will then recommence in September 2022.

[Order free period products for your school or college](#)

