



Updates from Ofsted and the DFE June 2022

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

20 category 2 schools remained as category 2 schools

3 category 4 schools remained as category 4 schools

3 category 1 schools remained as category 1 schools

2 category 3 schools remained as category 3 schools

7 category 3 schools improved to category 2 schools

4 category 4 schools improved to category 2 schools

2 category 1 schools declined to category 3 schools

1 category 1 school declined to a category 2 school

This means that of the 42 schools identified 28 remained the same, 11 improved and 3 declined.

Please click on the links below to access documents.

[Inspection Data Summary Report - Ofsted](https://idsr.ofsted.gov.uk)

<https://idsr.ofsted.gov.uk>

Updated 19 May 2022- Ofsted

Updated with absence and finance data.

[Curriculum research review series: English - GOV.UK](https://www.gov.uk/government/publications/curriculum-research-review-english)

[https://www.gov.uk/government/publications/curr...](https://www.gov.uk/government/publications/curriculum-research-review-english)

23 May 2022 — Ofsted

This review explores the research literature relating to English. Its purpose is to identify factors that can contribute to high-quality curriculums, pedagogy, assessment and schools' systems for managing the subject.

The review discusses how curriculum content and sequencing, as well as subject-specific pedagogy, best enable pupils to achieve the national curriculum aims for English. It identifies themes that contribute to an effective education in English, including:

- strong foundational knowledge for reading, writing and spoken language as essential aspects of the early years curriculum
- developing vocabulary is fundamental to pupils' progress and narrows the word gap between pupils who are word-rich and word-poor
- an effective reading curriculum ensures that pupils read large amounts of text and focuses on providing pupils with the knowledge they need for comprehension
- a reading curriculum incorporating carefully chosen texts of increasing challenge

- the English curriculum for novices, who are likely to learn more effectively through direct instruction, is structured differently in many aspects from the curriculum for experts

[Research review series: computing - GOV.UK](https://www.gov.uk/government/publications/research-review-series-computing-gov-uk)

[https://www.gov.uk > government > publications > rese...](https://www.gov.uk/government/publications/research-review-series-computing-gov-uk)

16 May 2022 — Ofsted

This review explores the literature relating to the field of computing education. Its purpose is to identify factors that can contribute to high-quality school computing curriculums, assessment, pedagogy and systems. We will use this understanding of subject quality to examine how computing is taught in England's schools. We will then publish a subject report to share what we have learned. Ofsted recognises that there is no singular way of achieving high-quality computing education and there are a variety of ways that schools can construct and teach a computing curriculum. The review identifies some common features of successful curriculum approaches:

- the planned curriculum includes a breadth of knowledge in computer science, information technology and digital literacy
- declarative knowledge ('knowing that') and procedural knowledge ('knowing how') are identified, sequenced and connected in the curriculum
- pupils learn important programming knowledge to enable them to become skilful programmers.
- programming languages are chosen to meet curriculum goals
- development of computational thinking and problem-solving is underpinned by domain-specific knowledge that is identified and sequenced in the curriculum
- the curriculum to teach pupils how to create digital artefacts is underpinned by specified declarative and procedural knowledge
- teachers should not make assumptions about pupils' prior knowledge of digital literacy
- knowledge related to e-safety is carefully sequenced to ensure that content is appropriate for pupils at each stage of their education
- component declarative and procedural knowledge are identified and sequenced to enable pupils to be successful in learning complex ideas or processes
- teachers have access to continued professional development in high-quality computing to develop and maintain their subject knowledge.

[Numeracy support to boost maths skills for all the family](https://www.gov.uk/government/news/numeracy-support-for-all-the-family)

[https://www.gov.uk > government > news > numeracy-s...](https://www.gov.uk/government/news/numeracy-support-for-all-the-family)

18 May 2022 — DFE

Adults are being encouraged to take a new [online quiz](#) designed to get them thinking about their maths skills as part of the government's commitment to help more people get a good job and grow the economy to tackle the cost of living.

Launched to mark [National Numeracy Day](#), the short quiz asks 6 questions of varying difficulty to get adults to think about whether they need help and signposts to where people can access support to improve maths and numeracy skills, including [fully funded maths courses up to GCSE](#)) level and equivalent.

[Senior mental health lead training - GOV.UK](https://www.gov.uk/guidance/senior-mental-health-l...)

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Updated 31 May 2022- DFE

The Department for Education (DfE) is offering a grant of £1,200 for eligible state-funded schools and colleges in England to train a senior mental health leader.

The following updates have been added in May

- Updated the list of DfE assured senior mental health lead training courses.
- Updated for the 2022 to 2023 financial year to include revised information about the application process, links to both application forms and additional information about payments.
- Added a new date for submitting the second part of the grant application under 'Claiming your grants and payments'.

Free webinars from Ofsted

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)-** Now available on the Ofsted Youtube channel.
- **[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.

Slides from Webinar 2- Inspections and the Covid-19 pandemic

[Ofsted | SlideShare](#)

<https://www.slideshare.net/Ofstednews>

9 May 2022- Ofsted

A useful slide show presentation about how the changes that Ofsted have made to inspections as a result of the Covid pandemic. This slide show is from the webinar.

