

Ofsted Update:

We are now starting to get some feedback from the initial inspections carried out since Ofsted resumed its' inspection programme in September 2021 when the inspection exemption for formerly outstanding schools was removed. On 8th November 2021, Amanda Spielman said that she expects the numbers of outstanding schools to fall to around 2,000, from a current 4133. Her estimate is that 1 school in 10 was a more 'realistic starting point for the system'.

Amanda Spielman (HMCI), addressed the Schools and Academies Show recently. Read her full speech here https://www.gov.uk/government/speeches/amanda-spielman-at-the-2021-schools-academies-show?utm_medium=email&utm_campaign=govuk-notifications&utm_source=923974fc-a3f5-4ee7-babb-4a2eb1a2ad4b&utm_content=daily She states that the acceleration of inspections will commence from September 2022 as the inspection timetable has been set for the remainder of this academic year.

There is a live UK Government and Parliament petition which states: **Suspend all Ofsted inspections from now until September 2022.** It currently, (as of 8th December), has just over 11,000 signatures. At 10,000 signatures, government will respond to this petition. At 100,000 signatures, this petition will be considered for debate in Parliament. It states: 'We won't publish your personal details anywhere or use them for anything other than this petition'. You can sign the petition by clicking on this link: <https://petition.parliament.uk/petitions/589622>

Inspection Data Summary Report (IDSR) Update:

This guide gives an overview of the inspection data summary report (IDSR) for primary and secondary schools, along with information to help interpret the charts. Ofsted have released a November 2021 IDSR and the guidance has been updated to reflect this. The main changes are latest 2021 contextual data, a new section for 2021 subject entries and new terminology for suspensions. Supporting tables spreadsheet updated: 2021 prior attainment national averages, autumn 2020 absence bounds, suspensions bounds have been updated or added to for 2021. No performance bounds have been updated. Sentence master list updated to reflect minor improvements/changes/combinations to current area of interest sentences and incorporating 2020 and 2021 figures where applicable. Click on this link to access the guidance: https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide?utm_medium=email&utm_campaign=govuk-notifications&utm_source=0960cbea-1156-43d9-9734-e88269cf57f0&utm_content=daily

Deferring Ofsted Inspections:

On the 2nd of December Ofsted published an amended version of its deferral policy, with reference to Covid 19 circumstances. You can read and download the updated policy by clicking on this link. https://www.gov.uk/guidance/deferring-ofsted-inspections?utm_medium=email&utm_campaign=govuk-notifications&utm_source=5db127d1-a1a7-4919-990c-db82f42c334f&utm_content=daily

HMCI Annual Report:

Ofsted Annual Report: We must do all we can to make sure this generation is not denied its opportunities
The Chief Inspector's Annual Report says that nearly all children and learners have been affected by the pandemic, with long-term consequences unknown.

- Good, well-structured, face-to-face education will help most children catch up
- Daily routines, and the return of sport and extra-curricular activities, will improve children's mental and physical health
- Those requiring specialist care and support must not be left wanting

- Improvements that were in progress before the pandemic need to continue and other reforms must be taken forward urgently

While the long-term effects of school closures are not yet known, this year's report says that nearly all children in England have suffered as a result of restrictions and repeated lockdowns. It warns that, as we look forward to the year ahead, it's imperative that all parts of education and care systems are working to enable children of this generation to fulfil their potential.

The Annual Report provides a state of the nation view of education and children's social care over the 2020 to 2021 academic year. During this period, much of Ofsted's routine inspection work was suspended. Regulatory work continued however, and the inspectorate undertook monitoring and research visits to see first-hand how schools, colleges, nurseries, and social care providers were reacting and responding to the shifting situation brought about by the pandemic.

Ofsted found that, despite the best efforts and commitment of many thousands of parents, teachers, social workers and carers, the challenges of the pandemic were so great that nearly all children fell behind in their education, while some had a worse experience than others.

The report describes how:

- The loss of education, disrupted routine, and lack of activities led some children to develop physical and mental health problems. Loneliness, boredom and misery became endemic among the young.
- Children with special educational needs and/or disabilities (SEND) had additional barriers to overcome as many were unable to access the support they rely on.
- Vulnerable children, at risk of harm or neglect, disappeared from teachers' line of sight, resulting in significantly lower levels of referrals to social care.
- Some children in care felt less safe due to lockdown restrictions and broken relationships with staff. In the worst cases, increased levels of anxiety led children to self-harm.
- Long-standing pressures on care placements grew, with long waiting lists and children being placed far from their families, or in unregistered homes.
- Some children attending alternative provision became involved in criminal activity, including gang violence, and were at risk of child sexual exploitation.
- The development and progress of many of the youngest children were hampered, with some even regressing in basic language and social skills.
- The further education and skills sector was hit particularly hard. Many apprentices found themselves furloughed, or out of work altogether. And the number of learners experiencing significant mental health problems or safeguarding concerns increased.
- Prisoners seeking a second chance through education were unable to leave their cells to learn. Many lost motivation and floundered, especially those with learning difficulties, low levels of education or limited English.

The Annual Report notes that, from education inspections carried out so far this term, Ofsted is beginning to see that schools and colleges with a well-planned and well-implemented curriculum are best placed to get children to where they need to be.

But for children to really regain a sense of normality in their lives and their education, it's important the focus is not solely on bridging gaps in academic learning. Schools must offer children a rounded experience, including a rich curriculum, sport and physical activity, and extra-curricular opportunities that broaden their horizons.

The report also outlines systematic improvements and reforms that must now be taken forward in education and children's social care, including:

- Long-standing lack of capacity in the care system, and variability in the support available for care leavers, must be tackled.
- The quality and consistency of teacher education must be improved to make sure that the new generation of teachers is set up for success in the classroom.
- Alternative provision must be reformed and the loopholes removed that allow much of it to avoid regulation and oversight.
- Legislation must be strengthened and Ofsted's investigatory powers increased to allow inspectors to find and close illegal schools.
- Support for the most vulnerable children and those with SEND must rapidly return to pre-COVID levels. Partnerships working across local areas need to do better for the children who rely on them.

Ofsted's Chief Inspector, Amanda Spielman, said:

The education and social care sectors have been under tremendous strain since the pandemic began, and their staff have worked tirelessly in children's interests. Their efforts deserve the highest praise.

But the challenges of COVID-19 were so great that nearly every child has felt the impact of the resulting restrictions. Many young children's progress and development faltered. Primary and secondary age children had their education and social lives disrupted from being in and out of school, away from their teachers and classmates. Children with SEND were unable to access the local support services they rely on. Further education students and apprentices saw their placements curtailed and job prospects limited. And children in care suffered as long-term issues in the system were exacerbated by staff shortages and isolation measures.

In order to protect older generations, we asked the youngest generation to put their lives and education on hold. As we look forward to the year ahead, we must strive to redress the balance. Every generation gets one chance to enjoy its childhood and fulfil its potential. We must do all we can to make sure this generation is not denied its opportunity.

Read the full report by clicking on this link:

https://www.gov.uk/government/news/ofsted-annual-report-we-must-do-all-we-can-to-make-sure-this-generation-is-not-denied-its-opportunities?utm_medium=email&utm_campaign=govuk-notifications&utm_source=a138da26-64d9-4d46-a88e-257f2d54368a&utm_content=daily

NPQ current offer

The reformed suite of NPQs was launched in autumn 2022 for teachers and leaders wanting to develop their knowledge and skills in school leadership and specialist areas of teaching practice.

The reforms included:

Reforming the 3 existing NPQs in senior leadership; headship and executive leadership. These are:

- **Senior Leadership** - for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities
- **Headship** - for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school
- **Executive Leadership** - for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools

Replacing the current NPQ in middle leaders with 3 new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice. These are:

- **Leading Teacher Development** - for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school
 - **Leading Teaching** - for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase
 - **Leading Behaviour and Culture** - for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing in their school
- Teachers and leaders can now apply with one of the nine providers accredited to offer the qualifications. The first step would be to contact your local teaching school hub. ·
<https://www.gov.uk/guidance/teaching-school-hubs>

From autumn 2022 there will be two additional NPQs, namely the NPQ for Leading Literacy and the NPQ for Early Years Leadership.

Update on numbers of MATs. www.nga.org.uk/governance/2021. September 2021

In April 2021, the Secretary of State for Education strongly reinforced the government's commitment to increasing the number of schools that join a MAT, outlining its vision for ultimately 'every school to be part of a family of schools in a strong multi academy trust.'

On 1st November 2021, Dominic Herrington, the National Schools Commissioner, told a Westminster Education Forum conference on the future of schools, 'Every schools ideally should be part of a multi-academy trust in due course' but he added 'It's not a race for all schools to join multi-academy trusts. There's no hard target or legislation'. Herrington presented new figures showing the 79% of secondary schools are now academies or free schools and 38% of primaries. Multi academy trust are also growing in size with the average made up of 6.2 schools, compared to 4.8 in 2018.

<https://schoolsweek.co.uk/no-deadline-all-schools-convert-multi-academy-trusts/>

The latest data from the National Governors Association (September 2021) states that 43% of state-funded schools in England area academies (including free schools, studio schools and university technical colleges). This includes 78% of secondary schools; 38% of primary schools; 41% of special schools and 44% of alternative provision. This means that 55% of pupils in state-funded schools in England are now being educated in academies and free schools. 86% of academies are now part of a MAT of two or more schools.

National Curriculum assessments

The documents relating to the assessment and reporting arrangements were all released by the STA in mid-October. <https://www.gov.uk/government/organisations/standards-and-testing-agency>

They are available for:

- 2022 key stage 1: assessment and reporting arrangements (ARA)
- Key stage 1 tests: access arrangements
- Key stage 1 teacher assessment guidance
- 2022 key stage 2: assessment and reporting arrangements (ARA)
- Key stage 2 tests: access arrangements
- Key stage 2: teacher assessment guidance

Teacher assessment moderation:

28th September STA updated guidance '*Teacher assessment moderation: standardisation and training process*'. As schools are aware, the usual approach to standardisation was suspended in 2021 but will be returning for the

current academic year. From 2021/22 Face-to-face training events will be replaced with online self-guided training materials. Initial training materials have been made available on the Primary Assessment Gateway from 1st November 2021. Further material will be added in the 2022/23 academic year.

STPCD 2021 published 4th October 2021

The main changes to the Document and accompanying guidance since 2020 make provision for the September 2021 pay award and introduce an advisory pay points structure for the unqualified teacher pay range (UTPR); it also introduces a payment mechanism for tutoring delivered by main pay range teachers and upper pay range teachers to address learning disruption as a result of the coronavirus pandemic; it also reflects a change in the number of days and hours that teachers must be available to work as a result of the additional Bank Holiday on Friday 3rd June 2022 to mark the Queen's Platinum Jubilee; and reflects changes to the statutory provisions for teacher induction which came into force on 1 September 2021

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Research documents

The Education Endowment Foundation published a report entitled 'What are the characteristics of effective teacher professional development' in October 2021.

The executive summary stated, 'Teachers have an important influence on pupils' academic progress, yet the quality of teaching varies widely (Lee, 2018). Policymakers, school leaders, and teacher educators therefore face the challenge of designing and commissioning professional development (PD) to help all their teachers become as effective as the best teachers.'

The guidance report states that high quality teaching can narrow the disadvantage gap and references the new Early Career Framework and new NPQs as an indication that effective CPD is vital in improving classroom practice and pupil outcomes. It acknowledges that teachers have competing commitments and time pressures. The guidance reviews says, 'the need is clear, therefore, for PD to be well-designed, selected and implemented so that the investment is justified'. *EEF: Effective professional development, October 2021: <https://bit.ly/3G7kDUh>*

One of the most concise descriptions of this report that we've found was by Roger Higgins, published in 'SecEd' on 2nd November 2021. www.sec-ed.co.uk If you type EEF CPD into the search box it will take you to the article - 'How to improve CPD and teaching – right now!'

Phonics validation timeline

The deadline for the third panel to validate systematic synthetic phonics programmes is approaching on 28th February 2022, with one final panel after that for re-submissions. The list of validated programmes will be updated again in March 2022. Schools are not required to use one of the phonics programmes on the validated list, however, programmes that are validated have been self-assessed by their publishers and judged by a panel with relevant expertise. The DfE's advice is for schools to use their own professional judgement in deciding which programmes to use, considering the published core criteria for phonics teaching when making decisions that will fit the school context. The essential core criteria are available on the DfE website.

<https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation>

Head Teacher well-being

The DfE has launched a mental health and wellbeing support scheme for school leaders. It is being run by 'Education Support' and the website has lots of resources for self-help. There is also a helpline 08000 562 561 offering confidential support, advice, counselling and coaching. www.educationsupport.org.uk

CO2 monitors

A summary has been published of the number of CO2 monitors that have been delivered. As of 12th November, 277,838 monitors have been delivered to schools and colleges. This figure is to be updated every two weeks. The government says it is on track to meet its aim of delivering 300,000 devices by the end of this term.

Supporting Afghan students in schools and youth programmes

Many schools may be welcoming pupils from Afghanistan in the near future and there are lots of resources available to help and support both schools and children. If you go to the Refugee Education UK website then follow the link to the 'main site' it takes you to a page where you can click to download the REUK's Afghanistan welcome pack which contains lot of materials that may help. www.reuk.org

Covid-related updates

Funding for the Oak National Academy will continue until Easter 2022.

As part of the School-Led Tutoring Programme, through the National Tutoring Programme, there is a route for those without QTS to train and gain accreditation. There is a mandatory online training course that will take approximately 11 hours to complete followed by an online assessment. This will support people such as teaching assistants and trainee teachers to deliver effective small group and 1:1 tuition in schools. There are different pathways for those with QTS. For information go to www.nationaltutoring.org.uk

Published on 9th December following the implementation of "Plan B", the DfE issued further guidance to school leaders. This included the notice that inspections will not take place in the final week of term. The NAHT responded with the following comment:

'The guidance also sets out that Ofsted inspections will not take place next week. While this is something that should have happened weeks ago, we are pleased to see this included as it is something we have been repeatedly pushing for. Clearly, one week goes nowhere near far enough and we will be pushing for that suspension to be extended into the new year.'