

Ofsted Updates:

26% of Ofsted inspection deferral bids rejected as requests rise as of 14/12/2021.

Ofsted HMI pen portraits - List updated 29th December 2021. www.gov.uk then just type in 'Ofsted HMI pen portraits'.

Inspection outcomes: Ofsted data on school inspections shows that the overall grade profile for schools has improved compared to the period before the pandemic, follow this link to read the details.

https://www.gov.uk/government/news/school-inspection-results-show-positive-picture-despite-pressures-of-pandemic?utm_medium=email&utm_campaign=govuk-notifications&utm_source=b8cf7806-323a-4f94-8025-1d50d70685af&utm_content=daily

Ofsted Inspector Recruitment and Training: Ofsted published a suite of materials on 20th January relating to the latest recruitment drive for inspectors. The link below will take to one of those publications with others being included such as contractual details, payments schedules, technology requirements etc.

https://www.gov.uk/guidance/how-to-become-a-contracted-ofsted-inspector?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=178bdf26-1e8c-48d1-bd02-ac755992d672&utm_content=daily

We appreciate that there is an ongoing debate within the NAHT membership regarding the deployment of Head Teachers and senior leaders as Ofsted inspectors at the current time. Looking back to my (Alistair's) inspection training as a Head Teacher, it was transformative in my leadership and school improvement agenda. Furthermore, the ongoing update training kept me fully informed as a Head and enabled me to better prepare schools for inspection. If you have the time, inclination and drive, it is extremely good CPD, I recommend it.

Ofsted Blog post on what to expect with a deep dive: This makes for interesting reading but sometimes reality doesn't always match the rhetoric as I'm sure some Heads will testify. Worth a read though.

<https://educationinspection.blog.gov.uk/2022/02/02/what-to-expect-on-a-primary-deep-dive-some-guidance-for-subject-leaders/>

HMI Safeguarding training delivered for Doncaster Head Teachers.

This was delivered in the first week of February and illustrates and re-enforces the focus on safeguarding remains the golden thread running through an inspection. Ofsted have stated they will post this onto YouTube and as soon as they do and if it is after the circulation of this newsletter we will send out a supplementary note with the appropriate link.

Ofsted research paper – “Securing good attendance and tackling persistent absence” published 7th February 2022

In this short report, Ofsted looks at different aspects of attendance and how schools tackle the challenges they face. Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence all have different starting points and take slightly different approaches. However, these approaches tend to have a number of features in common. They can best be summarised as 'Listen, understand, empathise and support – but do not tolerate'.

<https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence>

Changes to the Ofsted Inspection Handbook – Feb 2022:

Ofsted have issued an updated version of the inspection handbook this month. Here is a summary of the changes and a link to the revised handbook.

- 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.

https://www.gov.uk/government/publications/school-inspection-handbook-eif?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=fe5da5c7-c290-4e45-bdf7-37fd691e1955&utm_content=daily

Ofsted's Guide for Parents: This has also been updated this month with specific regard to inspection intervals. Click on the link below to see the detail.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044285/School_inspections_-_a_guide_for_parents_January_2022.pdf

Updates from the Department for Education:

The DfE has published their draft version of 'Keeping Children Safe in Education' 2022 for consultation. The guidance seeks views on revisions to KCSIE 2021 and the consultation closes on 8th March 2022. To support schools in making a response, the National College has delivered a webinar with an in-depth review of the proposed updates to the current guidance helping schools to understand what areas of safeguarding practice the DfE is seeking responses on, how it may impact current safeguarding provision and how staff can engage in the process.

Webinar: [Understanding the Proposed Changes to the DfE Keeping Children Safe in Education Statutory Safeguarding Guidance 2022](#)

For: Governors, Headteachers, Designated Safeguarding Leads (DSLs) and all School Staff

Cost: £50+vat

Access: Online on any device

Available from: Tuesday 18th January, 2pm (please note: all participants, whether they can attend on this date or not, will receive a recording of the webinar in the learning hub to watch at their convenience)

About: This webinar will provide governors, headteachers, designated safeguarding leads (DSLs) and all school staff with an expert overview of the proposed changes to the new Keeping children safe in education (KCSIE) statutory safeguarding guidance for September 2022.

To book to access the recording: <https://thenationalcollege.co.uk/webinars/dfе-kcsie-statutory-safeguarding-guidance-2022>

Extension of the trust and school improvement offer:

We are extending the focus of the Department's current [trust and school improvement offer](#) to any school or trust that would benefit from it due to disruption caused by COVID-19. Support will be provided by an experienced system leader and will reflect the specific challenges of the school or trust. This might include (but will not be limited to) supporting them to overcome:

- difficulties delivering remote education for those pupils who are out of school
- low pupil attendance rates
- significant staff shortages, including leadership

- any other factors which would put schools or trusts at risk of disruption caused by COVID-19

If you feel your school or trust would benefit from the support of a system leader, please contact school.improvement@education.gov.uk.

We have also been working with school leaders to share [case studies on developing and adopting flexible learning approaches](#). We have now added more case studies, which illustrate ways in which some schools have operated when faced with staff shortages.

School sign-up for the Accelerator Fund is now open:

The Education Endowment Foundation (EEF) is working with DfE throughout the 2021/22 academic year to expand its work in supporting schools to access evidence-informed programmes that have the potential to raise pupil attainment. The work is focused on the regional school commissioner regions of the **North, East Midlands & Humber, and West Midlands**. There are eight projects, recruiting schools, across a variety of setting types. This includes trials of approaches that show promise in raising attainment, as well as programmes shown to be effective in previous EEF trials, being offered to schools at a subsidised rate. In addition, to supporting schools in how to address challenges in the wake of the pandemic, EEF, in partnership with the Research Schools Network, is delivering a free bespoke offer of twilight training sessions and a six-module training programme.

Further information on how schools can sign-up to take part can be found on the [EEF website](#).

National school breakfast club programme

The DfE has extended this provision beyond April 2022 and expanded school eligibility. Participating schools will receive 100% subsidies until the end of July 2022 and schools will be eligible for the programme if they have 40% or more pupils in bands A-F of the income deprivation affecting children index (IDACI). Further information at www.gov.uk then just go to 'National school breakfast club programme'.

The latest update was 12th January 2022. There is an expression of interest form at family-action.org.uk

The [breakfast club programme run by the Greggs Foundation](#) is open to all primary schools in England, Wales, Northern Ireland and Scotland that meet the following criteria (there's a waiting list for new clubs but there's **no application deadline**): greggsfoundation.org.uk

- At least 40% of pupils at the school are eligible for free school meals
- The school can demonstrate a commitment to engaging parents or other volunteers
- The breakfast club will be offered for free to make sure all pupils can attend

Grants and Funding:

There are lots of grants and funding schemes that schools can access, although applications take time and may or may not be successful. A couple of examples where we know of schools that have been successful in applying are (1) the Foyle School Library scheme. This scheme is for state funded schools in the UK and priority is given to primary schools. The aim is to help schools develop libraries to encourage children to read widely. Schools can apply for grants between £1000 and £10,000 and applications have to come directly from the schools.

www.foylefoundation.org.uk then follow 'The Foyle School Library Scheme' for further information. A second grant opportunity to support outdoor learning, which includes training for staff is 'Learning Through Landscapes' <https://www.ltl.org.uk>

Grants for children in receipt of disability living allowance:

Disability access fund (DAF) - If you provide places for any 3- or 4-year-olds who receive [disability living allowance \(DLA\)](#), your setting is eligible to receive [disability access funding](#), which is £615 per child per year. If so, speak to your local authority.

<https://www.gov.uk/government/publications/early-years-business-sustainability-guides-for-providers/extra-sources-of-income-for-early-years-providers#disability-access-fund-daf>

What can you spend DAF funding on? DAF payments could be spent on equipment, resources or making reasonable adjustments to the setting, and providers are expected to spend the full amount on the child. If the equipment or adjustment costs more, providers are expected to fund this gap.

Head Teacher Update – link to the digital version of this free publication: <https://www.headteacher-update.com/digital-editions/>

Attendance data:

There is lots of information on attendance up to 6th January 2022 on the ‘explore education statistics’ website with breakdowns of attendance related to Covid cases and isolation. The site estimated that 4.9% of teachers and school leaders were absent on 6th January due to Covid-10 related reasons, either confirmed or suspected cases; 5% of teaching assistants and other staff and 3.7% of pupils. <https://explore-education-statistics.service.gov.uk>

DfE Consultation on Attendance:

The DfE announced in the last week of January that it is seeking views on the consistency of school attendance support and management. You can read more about the consultation by visiting <https://www.gov.uk/government/consultations/school-attendance-improving-consistency-of-support>

“Based on existing good practice of schools, academy trusts and local authorities in managing school attendance, we are seeking views on the following possible measures:

- requiring schools to have an attendance policy, and have regard to statutory guidance on the expectations of schools, academy trusts and governing bodies of maintained schools
- guidance on the expectations of local authority attendance services
- a national framework for attendance legal intervention
- bringing the rules for granting leaves of absence in academies in line with other state-funded schools

These are intended to deliver consistent support for families across England and focus better, targeted, multi-agency support on pupils who need it most.”

We recognise the importance of establishing clear and consistent support and the benefits of properly resourced professionals sharing good practice working to good governance across agencies. The proposals will form part of the governments’ white paper. There are key principle questions, but as ever, the devil is in the detail and so it is important that Head Teachers make submissions to the DfE. We know that professional associations will be doing so.

National Online Safety:

At National Online Safety, it is our mission to make the internet a safer place for children. We will achieve this through equipping school staff, parents and children with the knowledge they need to understand online dangers and how best to react should an incident arise.

We achieve this through the execution of multiple initiatives which help reduce online risks:

- NOS certification membership for schools showcasing commitment to Online Safety education
- Online Safety courses for the whole school community including staff, parents and pupils
- Specialist training in key topics related to keeping children safe online
- Online Safety educational resources and classroom packs to support Teachers to teach Online Safety as part of a broad and balanced curriculum.
- Partnerships forged with educational institutions across the UK

<https://nationalonlinesafety.com/about>

Research:

The EEF continues to provide a wide range of resources and guidance to improve teaching practice including blogs by specialists. A blog by Fliss James (content specialist for Early Years) published 10th January 2022 'What happens early can matter for a lifetime' references the fact that the youngest children have lived much of their lives under lockdowns and that, for many children, this has had an impact on communication and language skills. The blog references the EEF Early Years Toolkit which shows that communication and language approaches can have a very high impact for very low cost.

Pupil Premium:

A reminder that schools were required to publish their pupil premium strategy statement by 31st December 2021 and were required to use the DfE template as a condition of funding. The DfE website (www.gov.uk 'Using pupil premium guidance for school leaders') said that 'the disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever'. There was reference on the DfE site to the EEF pupil premium guide which contained a lot of useful information

<https://educationendowmentfoundation.org.uk>. 'Using your pupil premium funding effectively'.

A parent's guide for what to expect in the early years foundation stage: Please find this helpful guide for parents which I know a lot of schools are including on their websites as an easy to access guide for parents.

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>