

Ofsted Updates:

Amanda Spielman spoke at a Nursery based conference on 8th March 2022 – reflecting on the last two years and Ofsted’s work on education recovery. Her speech can be read via the link below.

https://www.gov.uk/government/speeches/amanda-spielman-at-the-nursery-world-business-summit-2022?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=afa7ef13-8152-41d1-a399-fd7f53c9c94d&utm_content=daily

HMCI Amanda Spielman’s speech at the 2022 ASCL conference, 12th March 2022.

HMCI spoke in detail about the need to restore confidence in school and outside the school gates with reference to attendance. She talked about the return of inspections with a focus on substance, not compliance, and the advice, ‘don’t overload your teams with preparatory work for Ofsted’ emphasising that *‘ambitious leadership is surely about substance and integrity. It’s about doing the right thing for children and learners. If you do that, we’ll see that.’*

She also referenced restarting the MAT summary evaluation, *‘We’re doing a small number of evaluations to fine tune our understanding of this very diverse sector – in which trusts come in very different shapes and sizes. We want to share effective practice and really tell the story of what’s happening in the academy system as it grows and changes.’*

‘What we’re not doing is grading or judging MATs or trying to impose a model for the way trusts should work. We want to understand more about the full spectrum of trusts and what they bring to education. So, if we come to your trust, that’s what we have in mind.’

There was also reference to the curriculum research reviews which are available on the Ofsted website.

The full statement is available at:

<https://www.gov.uk/government/speeches/amanda-spielman-s-speech-at-the-2022-ascl-annual-conference>

Ofsted to inspect delivery of Early Career Framework and National Professional Qualifications

On 2nd March 2022 Ofsted published its new framework and handbook for inspecting lead providers of the Department for Education’s two new flagship professional development programmes for teachers, the early career framework (ECF) and the reformed suite of national professional qualifications (NPsQs). Further details can be accessed through the link below.

https://www.gov.uk/government/news/ofsted-to-inspect-delivery-of-early-career-framework-and-national-professional-qualifications?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=e8882758-639d-49eb-97c4-692994575138&utm_content=daily

EYFS in schools: Latest guidance issued by Ofsted

Will Ofsted expect to see **curriculum maps** for every area of learning in the early years? It is for schools to decide how to talk about the early years curriculum with inspectors; some schools may choose to map this out, but others may present what they do in a different way; Ofsted does not have a preferred view on how schools design their curriculum in early years; inspectors will want to understand how the curriculum in early years is the foundation for key stage 1, as well as to understand how **knowledge** builds in a sequence from Nursery to Year 6.

In early years, progress **might** mean: knowing sounds of farm animals, knowing that an oven gets hot, knowing the meaning of **countless** words and knowing what facial expressions suggest; ‘know how’ – knowing how to

hold a pair of scissors, knowing how to catch a ball, knowing that we should take turns and how to do so, knowing how to dress a doll and knowing how to hold and turn the pages of a book; knowing behaviours and habits for the future –knowing to look at the teacher, knowing to listen when others speak and knowing that we sit and listen to stories; for children in Reception, learning to write letter sounds and numbers. We can say that these have been learned **when they are remembered**.

Types of **tracking**? Ofsted does not ask to see any internal tracking or assessment information (they will not expect tracking against development matters) and there is no preference between paper or electronic systems. Deep dives - when carrying out deep dives in subjects, inspectors will not expect discrete lessons or teaching in those deep dive subjects in the early years; inspectors will want to look at the curriculum through the eyes of a child from the moment children join the school to the time that they leave. Ofsted do not define **exactly when** children should start phonics in the Reception class – as this is up to schools to decide – schools should start as **soon as possible**.

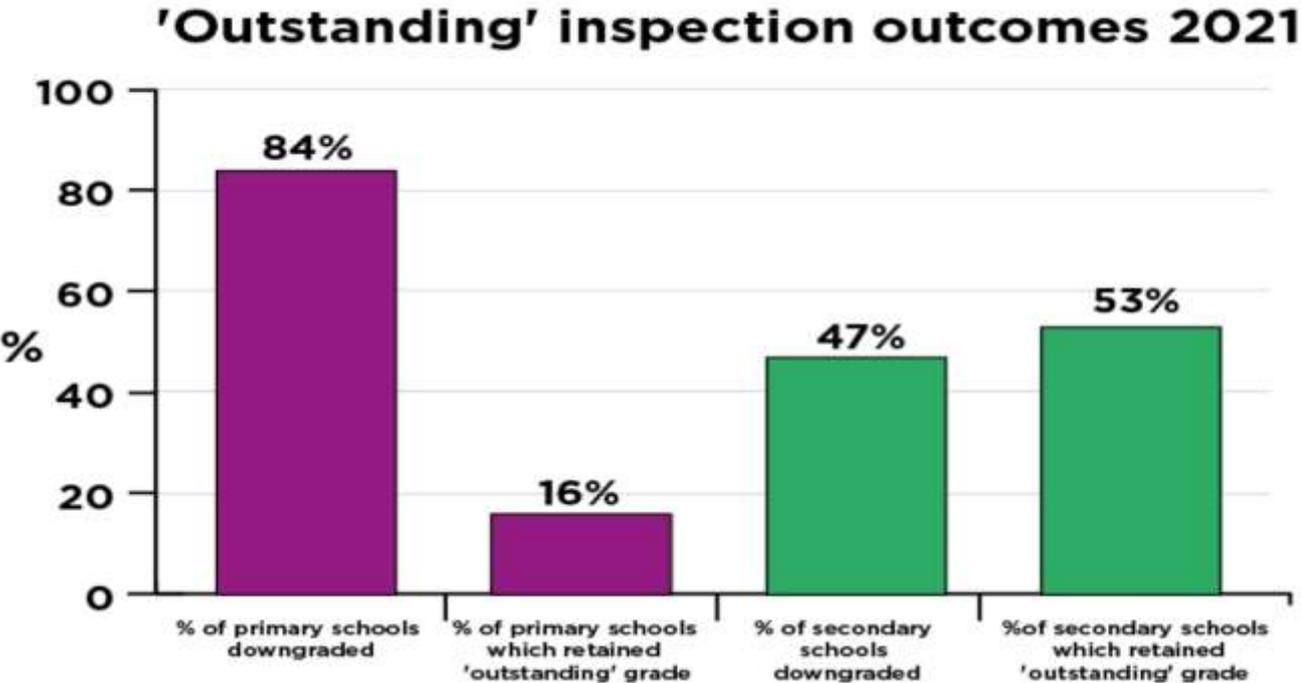
<https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs/the-eyfs-in-schools>

Research Review Series: PE

“This review explores the literature relating to the field of PE. Its purpose is to identify factors that can contribute to high-quality school PE curriculum, assessment, pedagogy and systems. We will use this understanding of subject quality to examine how PE is taught in England’s schools. We will then publish a subject report to share what we have learned.”

https://www.gov.uk/government/publications/research-review-series-pe?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=9dc3cca9-ad55-401e-953e-0aeed1f2d507&utm_content=daily

Inspection outcomes in outstanding schools 2021:



IDSR: On the 28th of February, Ofsted updated guidance: ‘School inspection data summary report (IDSR) guide.’ The IDSR is now a web page via a **new website** – the Ofsted IDSR service or from the DfE’s Analyse School Performance (ASP) service. You will need a DfE Sign-in account and associated permissions for the school(s). DfE recommend that users with more than one school use their direct link. You can still download the IDSR by either downloading the page on the site or by printing the page.

A definition of 'stability' was also added: 'Stability is the measure of the percentage of students who were admitted to the school at the standard time of admission'. A pupil is counted as stable if they joined the school in or before September in Year 1; joined the school in or before the month by which at least 5% of the year group had also joined the school; joined the school in a month/national curriculum year combination in which at least 40% of the year group joined the school (the 40% must equate to at least 10 pupils in primary schools).
<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>

Updates from the Department for Education:

External reviews of governance - On 21st December 2021, the DfE updated guidance regarding external reviews of governance within a guide for schools and academy trusts. An external review examines six features of effective governance, which are set out in the Governance Handbook:

➤ strategic leadership; ➤ accountability; ➤ people; ➤ structures; ➤ compliance; ➤ evaluation.

The review is conducted by an experienced governance expert who is external to, and independent of, the board and the executive leaders. The charity governance code recommends that large charities such as academy trusts undertake external evaluations every **3 years**. There is no specific requirement for maintained school governing bodies, but it is advisable to undertake a review as it can help improve and develop governance. The guidance outlines how to commission a review and what to expect from it.

Share your daily school attendance data

<https://www.gov.uk/guidance/share-your-daily-school-attendance-data>

The DfE is trialling collecting daily attendance data from schools drawn from the MIS by a company called Wonde. This is on a voluntary basis. The intention is to use the data to identify national, regional and local trends and patterns in school attendance, and the analysis will also be shared with members of the Attendance Action Alliance. The analysis will not include any data that could identify a particular school or child. The DfE states that this collection will not add to workload.

DfE states it will not use this data for:

- Ofsted or RSC decisions making
- judgements around what constitutes a school causing concern
- inspection, academisation or decisions to place or remove a school in a trust
- funding purposes

EYFS and cursive script

We seem to have missed this announcement last year and have become aware that not all schools that we work with have seen this. In the latest DfE guidance on the 'Validation of systematic synthetic phonics programmes: supporting documentation' there is a paragraph (Note 3) which says,

'At first, children should not be taught to join letters or to start every letter 'on the line' with a 'lead-in', because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print).'

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

We followed this through and a simple search on the internet found a useful explanation on the 'Morrells handwriting' website in a blog which was published in April 2021. The article says that 'a notification was slipped in silently by the DfE as part of the supporting documents for the validation of the SSP. Within this document, the DfE stated that EYFS pupils should. Not be taught separate letters that start on the baseline with a lead-in stroke and should not be taught cursive from the start.'

To read the blog go to [Morrellshandwriting.co.uk](https://www.morrellshandwriting.co.uk) and then to the blog section. This blog is entitled, 'The axe falls on precursive handwriting from Department for Education'.

Secretary of State's address to the BETT Show – March 2022:

Interesting content here – particularly with regard to the IT hardware and infrastructure standards that schools will have to meet.

<https://www.gov.uk/government/speeches/education-secretary-delivers-speech-at-bett-show>

Publication of Education White Paper – March 2022: 'Opportunity for all: strong schools with great teachers for your child'

<https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-level-up-education>

The White Paper was published 28th March 2022. It sets out a series of new measures in four key chapters – excellent teachers; high standards of curriculum; behaviour and attendance; targeted support for every child who needs it and a stronger and fairer school system.

From an initial scan read:

- Schools will offer a minimum school week of 32.5 hours by September 2023
- By 2030, 90% of children will leave primary school having achieved the expected standard in reading, writing and maths, up from 65% in 2019. In the worst performing areas, the percentage of children meeting the expected standard will improve by a third.
- 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
- 500,000 teacher training and development opportunities by 2024 including Specialist training to drive better literacy through a new National Professional Qualification for Leading Literacy; a new National Professional Qualification for Early Years Leadership; and up to £180m investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching.
- £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

It references Ofsted data:

- The proportion of schools rated Good or Outstanding by Ofsted has increased by 18 percentage points, from 68% in 2010 to 86% in 2020.
- More than 7 out of 10 sponsored academies are now rated Good or Outstanding compared to around 1 in 10 of the local authority maintained schools they replaced.

Each chapter has a summary with bullet points to highlight the key changes:

Chapter 1: An excellent teacher for every child (Page 16)

By 2030, every child will be taught by an excellent teacher trained in the best - evidenced approaches

- All teachers will have access to world-class training and professional development at every stage of their career, giving them the expertise and support needed to deliver great teaching.
- Teaching will be an attractive, high-status profession; we will recruit and retain the best teachers, in the subjects and areas they are needed most.
- High-quality early years provision will ensure children have the best possible start to their education, building strong foundations for the rest of their time in school.

Chapter 2: Delivering high standards of curriculum, behaviour and attendance (page 24)

By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour

- From early years onwards, all children will be taught a broad, ambitious, knowledge - rich curriculum and have access to high-quality extra-curricular provision.
- All children will be taught in calm, orderly, safe and supportive schools with high levels of attendance.
- Children will have fair access to high-quality time in school regardless of where they live.

Chapter 3: Targeted support for every child who needs it (page 34)

By 2030, every child who falls behind in English or maths will get the right support to get back on track

- High-quality classroom teaching and evidence-based targeted support – including tutoring – will be made available to every child that is behind, with parents regularly updated on their child’s progress.
- Schools will be better equipped to robustly and routinely identify children who need this support and to act quickly, including for those with SEND.
- Schools will fund evidence-based, targeted activities to improve the attainment of disadvantaged children, including the most able, from their Pupil Premium funding.

Chapter 4: A stronger and fairer school system (page 43)

By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one

- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources and support to help teachers and leaders deliver better outcomes for children.
- The best trusts in the system will work where they are needed most, levelling up standards, and transforming previously underperforming schools.
- Every part of the system, from strong trusts to local authorities, will be held accountable to a set of clear roles and responsibilities, so that no child falls through the cracks.

In terms of trusts

130. We know that trusts typically start to develop central capacity when they have more than 10 schools. Scale is also what enables them to be more financially stable, maximise the impact of a well-supported workforce and drive school improvement. We expect that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools.

131. While there will be no maximum size of trust, we will limit the proportion of schools in local area that can be run by an individual trust. The priority in making these decisions will always be what is right for the children, parents, and communities they serve.

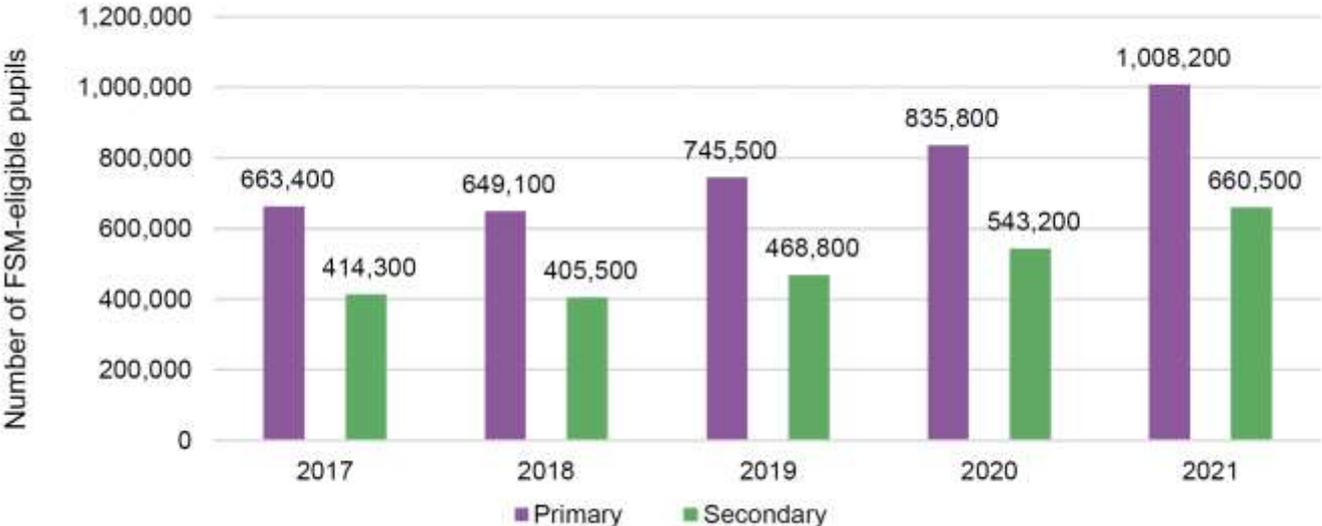
135. Thus far, local authorities have not been able to set up trusts, which has been a barrier to some of the best local authority maintained schools supporting other schools to succeed. We want to enable trusts that work effectively for the primary schools who make up the majority of the remaining maintained sector.

136. Local authorities will be able to establish new multi academy trusts where too few strong trusts exist, enabling high performing schools with a track record of local partnership to formalise their relationships and add expertise and capacity to the trust system. These trusts will be regulated in the same way as any other trusts, and we will ensure that safeguards are in place to effectively manage any potential for conflicts of interest both for the trust and the local authority – including limits on local authority involvement on the trust board.

Research:

NFER – Closing the gap agenda: On the 17th January, the NFER published a report – “Investigating the changing landscape of pupil disadvantage”. This makes the case that the disadvantaged attainment gap measure will not provide a meaningful indication of how the attainment of disadvantaged pupils is changing over time. This is because it will become increasingly difficult to tell whether observed changes are being driven by the changing composition of the disadvantaged group, wider economic conditions or changes in the relative attainment of disadvantaged and non- disadvantaged pupils. We could consider how the attainment of disadvantaged pupils varies according to the **persistence of their disadvantage**.

Figure 2: Change in the number of FSM-eligible pupils between January 2017 and 2021



Source: NFER analysis of DfE's Schools, Pupils and their Characteristics statistics

Data that identifies the length of time a pupil has been disadvantaged should be collected or provided by the Government (linked to attainment at the pupil level). NFER advocates that the government should commit to increasing the pupil premium in line with school-level inflation over the next five years, as part of a longer-term commitment to build back better and support social mobility as we emerge from the pandemic. The Government's school funding policy has resulted in the largest increases in funding being targeted to schools with more advantaged children. NFER recommends that the government consults on reforming the PP grant to include pupils who have previously been eligible but are not currently.

NFER research: The impact of Covid-19 on pupil attainment

<https://www.nfer.ac.uk/the-impact-of-covid-19-on-pupil-attainment>

A new research report by NFER published on 16th March 2022 seeks to explore evidence and insights about the scale of the Covid gap and whether specific groups of pupils and parts of the curriculum, have been impacted to a different extent by the pandemic. The main focus is on the impact in primary schools, as most of the evidence is drawn from this age group's attainment.

Key Findings

- Pupil age: For primary-aged pupils it is clear that all year groups performed at a lower level than expected in Autumn 2020 in both reading and mathematics. By Spring 2021, there was a further drop in attainment, especially in the younger year groups, but by the Summer of 2021 all years saw the Covid gap become narrower. The negative impacts of the pandemic were greatest on reading in Key Stage 1 (and in Year 1 in particular), whilst in Key Stage 2 it was mathematics attainment that was affected the most and which also showed slower recovery than reading. There is a lack of evidence concerning the impact of the pandemic on secondary-aged pupils, in particular Key Stage 3.
- Disadvantaged and non-disadvantaged pupil status: It should be remembered that the disadvantage gap *prior* to Covid was at least twice as large as any impact of Covid on pupil attainment. However, the initial lockdown had a greater impact on disadvantaged pupils than non-disadvantaged pupils and the disadvantage gap widened by Autumn 2020. Since the initial period of school closures there is no consistent evidence of a further widening of this gap, suggesting that disadvantaged pupils are recovering at around the same rate as non-disadvantaged pupils.
- Prior pupil attainment levels: The distribution of attainment has shifted as a result of the disruption caused by Covid-19. Summer 2021 data shows that more pupils, particularly those in the younger age groups, are scoring low marks on reading assessments, whilst in mathematics fewer pupils are getting high scores in Key Stage 2.
- School subject: The impact on achievement is, on average, similar in both reading and mathematics. The two periods of partial school closures are associated with less progress in both subjects although a period of some recovery follows each. However, as noted above, there are different patterns by age. The impact on progress in reading has been greatest in Years 1 and 2 while the impact of the pandemic on mathematics progress is greater across Key Stage 2.

NFER's 2022 Teacher Labour Market in England Annual report, funded by the Nuffield Foundation, monitors the progress the education system in England is making towards meeting the teacher supply challenge by measuring the key indicators and trends of teacher supply and working conditions.

While the Covid-19 pandemic somewhat eased the teacher supply challenge in the short term in England, a resurgence in the wider labour market since pandemic restrictions began lifting in 2021 means the pressure on teacher supply witnessed before the pandemic has resumed. Improving teachers' pay and working conditions to make it an attractive and rewarding graduate career choice should be a policy priority once again.

Key Findings

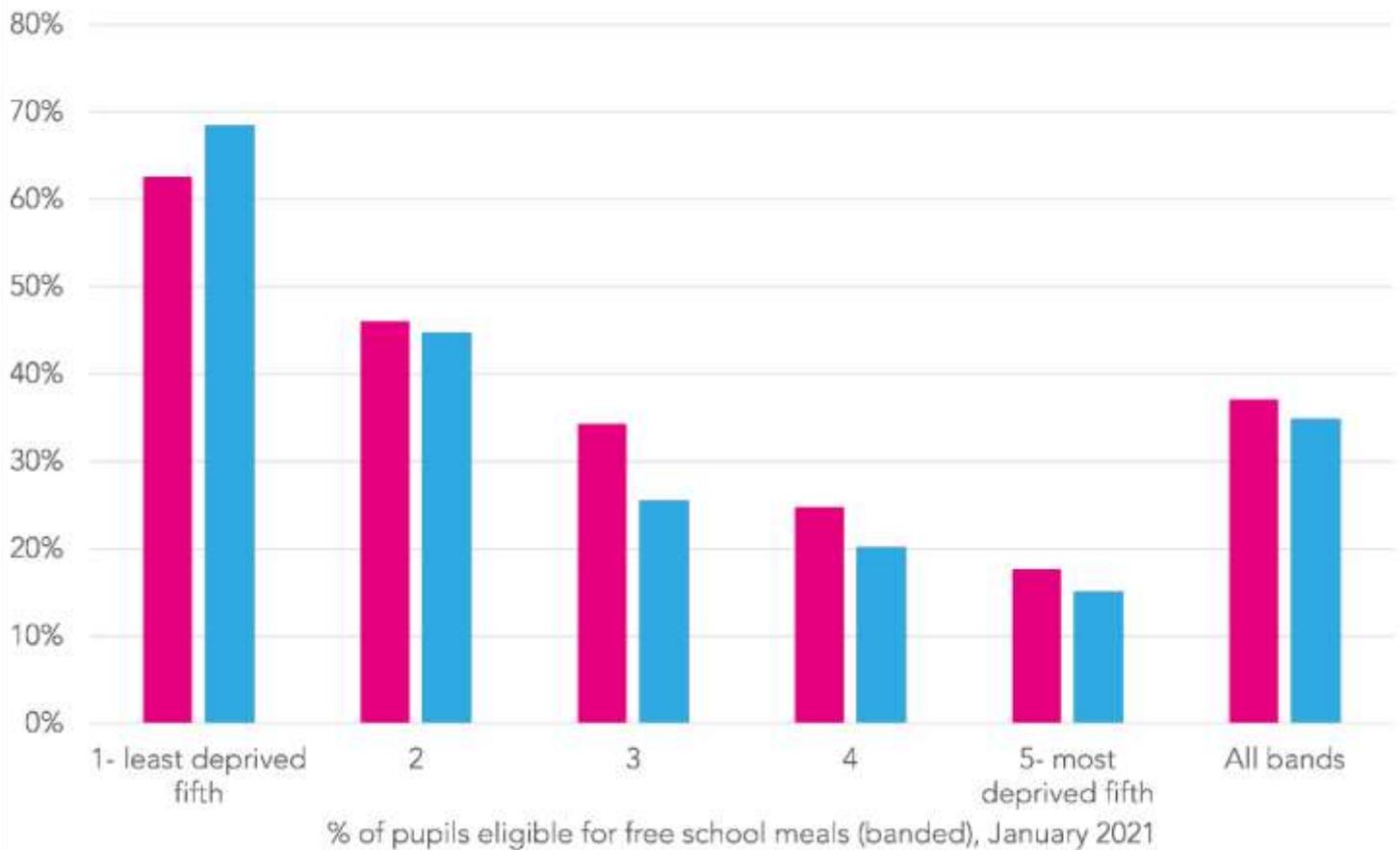
- There is a substantial risk that a large range of secondary subjects will not meet recruitment targets in 2022. These include shortage subjects such as physics, maths, chemistry, computing, design and technology and modern foreign languages, as well as other subjects that typically recruit well, including geography, biology and English, art and religious education.
- Teachers' median real-terms pay is around 7 to 9 per cent lower in 2020/21 than in 2010/11 and has lost competitiveness relative to the wider economy over the last decade
- Teachers continue to work longer hours than similar individuals in other professions during term time and are more likely to want to work fewer hours
- Schools' capacity to mentor trainees and new teachers is likely to remain under strain in 2022 due to a range of pressures

<https://www.nfer.ac.uk/teacher-labour-market-in-england-annual-report-2022/>

Fisher family Trust research:

The statistical graph below was published by Fisher Family Trust in March 2022 and collates all inspection outcomes by FSM category since 2005/06. Makes for interesting interpretation.

Percentage of **primary** and **secondary** schools always rated good or better since 2005/06 by FSM band
State-funded schools in England open in March 2022



Other sources of information:

The Bell Foundation - has published free guidance documents which are now available in Ukrainian, resources and guidance documents for schools who are welcoming refugees or asylum seekers, particularly those from Ukraine, and information on the Foundation's upcoming online events.

<https://www.bell-foundation.org.uk/app/uploads/2022/03/Guide-for-Parents-Primary-Schools-UA.pdf>

The Foundation recently hosted a free webinar offering practical advice to schools about welcoming refugee children, with speakers from Schools of Sanctuary, Refugee Education UK and Nottingham Education Sanctuary Team (NEST).

<https://www.youtube.com/watch?v=-HGaHz9peA>

Marc Hayes is a Y6 teacher and Assistant Head Teacher in Leeds. He maintains an excellent website with very helpful summaries of all the recent Ofsted subject reviews published. Take a look via this link:

<https://www.marcrhayes.com/curriculum>

When to call the police

<https://www.npcc.police.uk/documents>

A useful guidance document for schools from the Child Centred Policy organisation indicating actions to be taken and signposting toward support that could help schools in making decisions about involving the Police in response to a range of situations.