

*Nadhim Zahawi, who was vaccines minister, becomes the new education secretary and replaces Gavin Williamson.*



*Nick Gibb, Minister for School Standards, is leaving the DfE having held several educational roles since 2010. He is replaced by Robin Walker.*

## Ofsted updates

**Inspection guide:** An explanation of the process for notifying schools, documents expected, what happens on site, how judgements are made, and the procedures for publishing the final report. In September, a change was made to inspection intervals; schools that were last inspected before COVID may have their first routine inspection up to six terms later than expected. [www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools](http://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools)

A document is attached which summarises the updated S5 handbook and inspection changes from September.

Routine inspections began in September after a period when Ofsted changed their approach for COVID; interim visits considered how schools managed the return of pupils after lockdowns and some parts of an inspection were conducted remotely. The current inspection framework was introduced in September 2019 but due to the pandemic only a limited number of full and monitoring inspections have occurred. Recently, routine inspections of outstanding schools have now been introduced, national assessment data isn't available for 2020 and 2021, and the intervals between school inspections are likely to increase by up to six terms due to a backlog of visits.

**Schools update - September:** Information sent to inspectors about Ofsted's work in 2021/22. Key points are below:

- › Health and safety remains a priority with regular COVID tests for inspectors and continuing with policies to keep school staff safe as Ofsted returns to a full programme of visits.
- › There have been changes to inspection after concerns were raised about sexual abuse in schools. It also reflects the latest statutory guidance 'Keeping children safe in education.' The culture should be clear that sexual harassment is unacceptable, and pupils know staff will take concerns seriously. 'UK Feminista' supports schools to address sexism in the classroom such as stereotyping and sexist language. Resources: [ukfeminista.org.uk/resources/primary/](http://ukfeminista.org.uk/resources/primary/)
- › Ofsted does not endorse mock inspections and deep dives to prepare schools for an inspection.
- › Ofsted was asked to clarify the use of 'fundamental British values' in reports. The phrase must only be used when

referring to the legally defined values of democracy, individual liberty, rule of law and mutual respect and tolerance.

› Ofsted provides early notification of any provisional inadequate judgements for schools to the DfE; (before the judgement has gone through a moderation process.) Until now, the LA was copied into the early notification, but this will stop unless they need informing of safeguarding concerns. LAs have responsibility for safeguarding and promoting the welfare of all children in their area, regardless of which type of school they attend.

› In schools without a religious character, RE and collective worship may be inspected, and RE can be chosen for a deep-dive. Ofsted doesn't inspect these areas in most schools with a religious character; the exception is voluntary controlled schools where RE can be inspected but not collective worship. Inspectors may gather evidence from any activity to evaluate pupils' SMSC education, personal development, or behaviour and attitudes.

› Inspectors should be flexible in gathering evidence without causing undue disruption to the school day; this is important for scheduling time with curriculum leaders and avoiding a burden on small schools where staff hold multiple responsibilities. Senior leader should be able to attend curriculum meetings to support other staff. Deep dives in maths are at the lead inspectors' discretion and not compulsory in primary schools, unlike reading.

› From September, new teachers are known as early career teachers and induction is based on the early career framework. Inspectors should meet with ECTs, mentors and induction tutors. School will be asked about how they will deliver the ECF, either using an approved provider, accredited materials, or their own bespoke approach.

› Most pupils have missed significant schooling due to COVID, affecting the curriculum studied and opportunities to use prior learning. Schools are focused on pupils' learning and recovery, and inspectors should be aware of DfE guidance offering help: [www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery](http://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery)

› Schools should identify and address gaps in pupils' knowledge but taking the same approach in all subjects and age groups is unhelpful; for example, it may help with phonics and maths where content is hierarchical, and pupils need to build on secure prior learning. For subjects, such as geography and history, identify key concepts affected and adapt subsequent topics to cover them in more depth.

› Curriculum adjustments don't require lower expectations or a narrow curriculum but focusing on key knowledge and concepts. Inspectors will look at school's timetable if pupils are regularly withdrawn from the classroom for tutoring to check whether they have an opportunity to catch up on missed content and access the full curriculum.

› Ongoing, formative assessment for what has been taught this year will enable staff to target teaching and address emerging issues. For pupils working below pre-key stage standards at KS1 and KS2, the engagement model of assessment has replaced the use of P scales 1 to 4. Schools have autonomy for implementing the new model, but it should not replace existing planning or assessment systems or be used as a curriculum.

› Inspection of the EYFS will follow revised statutory guidance. 'Development matters' is non-statutory and not considered during inspection. EYFS disapplications due to COVID have ended but inspectors may ask if school used them and any impact it had on children's experiences; there is no need to have documented evidence. Baseline assessments may be taking place during visits in the autumn. However, the focus for inspectors is the quality of education and how well the curriculum is meeting children's needs by collecting evidence from different sources.

› Character education is part of a pupil's personal development. Ofsted defines character as positive personal traits, dispositions and virtues that inform motivation and guides conduct so pupils reflect, learn eagerly, behave with integrity and cooperate well, to gain the qualities needed to flourish. In 2019, the DfE released guidance about character education [www.gov.uk/government/publications/character-education-framework](http://www.gov.uk/government/publications/character-education-framework) with six benchmarks for schools to consider in their planning. The DfE guidance is consistent with the inspection framework.

[www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022](http://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022)

Chris Russell has taken on the role of Ofsted's National Director, Education after the retirement of Sean Harford.

**MAT summary evaluations:** Guidance for evaluating the performance of multi-academy trusts has been updated, describing the activities that inspectors carry out from the time the MAT is notified until the outcome is published.

Summary evaluations will now be more closely aligned with the inspection framework, focusing on the quality of education and curriculum. More evaluations will take place to give Ofsted a greater insight into the role of MATs.

These evaluations began in 2019 after an agreement was reached between the DfE and Ofsted about the process. (MATs cannot be inspected directly within Ofsted's existing powers.) A timescale for reviewing the performance of all MATs isn't decided but evaluations will include high-performing trusts and others where Ofsted has concerns.

A summary evaluation has two stages to identify common strengths and areas for improvement across a trust. The first stage uses the S5 and S8 handbooks, notifying the academies of an inspection in the usual way, and following the same methods to reach judgements. Ofsted inspects several academies from the same MAT, usually over one term, where they were due a routine S5 or S8 inspection. Inspectors are aware that responsibility for some areas of an academy's work may be held at school-level and other issues are determined by the MAT. When evidence collected relates to the MAT, rather than the academy being inspected, this will be considered at stage 2. However, the inspection report must reflect the impact that the MAT has on the quality of education at the academy.

The second stage isn't classed as an inspection and is carried out with the MAT's consent. Ofsted meets with MAT leaders and trustees over one week to evaluate the inspection findings and assess their contribution to the quality of education across the trust. Ofsted reviews information about the MAT's performance, has discussions with MAT leaders, and surveys the views of other academies in the trust that were not inspected.

Details of the summary evaluation process at both stages, notification periods, evidence collected, deferral requests, and timescales for publishing outcomes: [www.gov.uk/government/publications/summary-evaluations-of-multi-academy-trusts](http://www.gov.uk/government/publications/summary-evaluations-of-multi-academy-trusts)

**Section 48 inspections** of schools with a religious character were suspended during COVID but restarted in September. They are usually carried out every 3 to 5 years but this will be extended to within 8 years of the last visit.

**Inspecting professional development:** Helen Matthews, Ofsted adviser, has written about quality assurance of teachers' professional development. During the autumn, Ofsted will publish a framework to inspect the delivery of national professional qualifications and the early career framework. It will align with their approach to inspecting schools and initial teacher training. Ofsted will only inspect DfE-funded lead providers of ECF and NPQ training which should begin in spring 2022. They will also contact people using the training to gather more information, i.e. teachers, mentors, and a sample of delivery partners (such as MATs and teaching schools hubs). [educationinspection.blog.gov.uk/2021/06/08/our-inspections-of-professional-development-for-teachers-what-to-expect/](http://educationinspection.blog.gov.uk/2021/06/08/our-inspections-of-professional-development-for-teachers-what-to-expect/)

**Qualified inspectors:** An updated list of inspectors who can be deployed to schools and early years settings from September, not including anyone currently in training. [www.gov.uk/government/publications/ofsted-inspectors-list](http://www.gov.uk/government/publications/ofsted-inspectors-list)

**HMI pen portraits:** A brief description of experience, qualifications and areas of expertise, helpful to review if the HMI is leading your inspection. [www.gov.uk/government/publications/ofsted-pen-portraits-of-her-majestys-inspectors-hmis](http://www.gov.uk/government/publications/ofsted-pen-portraits-of-her-majestys-inspectors-hmis)

**Safeguarding policy:** Ofsted's policy has a section for handling safeguarding disclosures during school visits and what inspectors should do if a child is at risk of harm. [www.gov.uk/government/publications/ofsted-safeguarding-policy](http://www.gov.uk/government/publications/ofsted-safeguarding-policy)

**Curriculum reviews** have been released for science, RE, maths, languages and geography based on research literature considered by Ofsted. The latest reviews for music and history are summarised below. More information will be gathered using deep-dives during school inspections. In 2022, Ofsted will publish subject reports to share what has been learnt from research and inspection. [www.gov.uk/government/collections/curriculum-research-reviews](http://www.gov.uk/government/collections/curriculum-research-reviews)

**A review of history:** It is essential for pupils to develop layers of knowledge which they can draw on to make sense of more complex ideas, and to construct their own historical arguments and accounts. Some forms of knowledge are particularly useful for pupils to secure, such as important historical terms. Therefore, teaching needs to consider the importance of pupils retaining what they have learned in the long term. There are different ways for schools to design a high-quality history curriculum. Some of the common features include:

- *Regular opportunities to discuss selection of curriculum content and purposes, to emphasise through teaching.*
- *Using curriculum design and teaching to develop pupils' knowledge and analysis of history simultaneously.*
- *Giving pupils opportunities to develop knowledge of important historical concepts.*
- *Providing pupils with opportunities to read and/or hear appropriately challenging texts about history.*
- *Ensuring that teaching and curriculum design will build secure pupils' chronological knowledge.*
- *Giving pupils opportunities to study aspects of the past both in overview and in depth.*
- *Teaching that helps pupils gain a coherent understanding for their knowledge of the past.*
- *Supporting pupils to learn new content using meaningful examples and historical context to make it clearer.*
- *Ensuring pupils have repeated encounters with important concepts in a number of different contexts.*
- *Providing pupils with rich stories and contextual details about the past to make ideas more meaningful.*

The review has more advice for schools. [www.gov.uk/government/publications/research-review-series-history](http://www.gov.uk/government/publications/research-review-series-history)

**A review of music:** Music should be taught from KS1 until the end of KS3. However, primary trainees are covering less content and fewer pupils take music at KS4 and KS5. Schools should ensure music is an important part of the curriculum. Different approaches can create a high-quality music curriculum and some common features include:

- *Ensuring adequate space on the timetable for musical learning along with well-chosen curriculum content that can be mastered in the time available.*
- *Providing sufficient opportunities for pupils to return to and consolidate short-term learning in music, with repetition of key content and gradual introduction of new ideas.*
- *Enabling pupils to develop technical control over the sound produced through their voice or instrument.*
- *Ensuring there are extensive opportunities for listening to support pupils' musical understanding.*
- *Allowing time for pupils to explore the components of pieces of music and to compose their own work.*
- *Providing opportunities to learn how music over time and across cultures has allowed human expression.*
- *Giving high levels of guidance for beginners at music regardless of their age remembering and allowing more freedom as pupils grow in competence.*
- *Making careful use of summative assessment to identify pupils' misconceptions or inaccuracies in music.*

The review has more advice for schools. [www.gov.uk/government/publications/research-review-series-music](http://www.gov.uk/government/publications/research-review-series-music)

### ***Success is inspiring***



*Emma Raducanu was born in Canada and moved to London at age 2 with her Romanian father and Chinese mother*

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