

Ofsted Update November 2017



— with —



Safeguarding

- It is not a tick box exercise.
- A focus on the CULTURE - everyone has to be well informed
- What people say bears most weight (staff, pupils, parents)
- A few minor administrative errors can be overlooked as long as they do not weigh heavily on pupil safety and can be remedied quickly.
- Do pupils get help in a timely and responsive way?
- A focus on the schools ability to IDENTIFY, HELP and MANAGE safeguarding concerns

Safeguarding - SCR

- Who owns the SCR and how does it influence wider practice?
- Do leaders understand their responsibilities?
- Have correct recruitment checks been carried out?

Schools in Challenging Circumstances

Inspectors will:

- Recognise that improvement takes time, especially in schools in challenging circumstances.
- Recognise the challenge of working in schools with high deprivation
- Consider how the context affects the speed of improvement
- Consider whether it has taken the inspection to raise an issue or if the school was aware of it already and doing something about it.
- Focus on the **CAPACITY FOR SUSTAINED IMPROVEMENT** but also **STANDARD OF EDUCATION**.

Lots on Leadership

- A focus on effective distributive leadership: How are you developing wider leadership to improve the school?
- How are you championing the vision to the wider staff?
- How often do you review their success/views and feed this back the HT / governors?
- Is everyone clear about the role they play in school improvement?
- Do you spot talent and develop it?

Leadership 2

- How are you ensuring that staff are signed up to the fact that the school should look to improve?
- Do middle leaders have strong pedagogy and actively improve teacher's practice?
- How do you know that the right actions are in place to improve?
- Are you outward facing and looking to others to support improvement internally?
- Do you know what your performance information is telling you and do you act on it?

Performance information

- Data alone will not inform the OUTCOMES judgement
- Inspectors will triangulate performance information with what pupils know and understand in lessons and learning in books.
- Judgements should not be made where there are small group sizes unless there is a trend over time.
- Inspectors are aware that the progress measure is an average. Outliers can have a dramatic affect on the average score.

Summative and Formative Assessment

- Using Mark schemes, attainment statements or thresholds are not an effective way to measure progress throughout the year.
- Formative assessment needs a different approach involving a precise analysis of actual learning (‘books’, pupil voice etc.)
- Formative assessment can not be measured as a fraction of a grade / expectation.

Primary School Teacher Assessment

Inspectors have been reminded to be cautious about :

- Infant schools on average have higher KS1 results than Primary Schools. Junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at primary schools. They also have lower progress scores.
- Writing results, which continue to vary greatly across the country. Inspectors will check writing against SPAG scores, look at writing across the curriculum, ask pupils how teachers help them to improve and look at handwriting across the curriculum.

Secondary School Performance Information

Inspectors will evaluate whether pupils are studying subjects that are in the pupil's best interests and will scrutinise exam entry decisions.

Analysts will help inspectors to interpret A level and GCSE results, patterns of entry and the significance of a drop in results.

Inspectors will NOT ask for grade predictions because they are not deemed reliable.

General Assessment Information

- Primary IDSR (Inspection Data Summary Report) was supposed to be available in October.
- November for Secondary schools
- Progress is shown in quintiles with a 3 year trend
- A scatter graph is provided to identify the level of extreme outliers and outcomes of groups
- Information about SEND is presented differently
- The front page has Context (strengths) and Areas for Investigation (trends) as well as checks against the Coasting and Floor Standards.

ADDITIONAL INFORMATION

- 700 schools were closed in 2016 / 2017 (many reopened as academies)
- Ofsted inspected 127 Exempt (Outstanding) schools last year.
- Ofsted are considering a new approach to inspecting MATs
- There will be a new Framework in 2019



— with —

