

School Inspection Update

December 2015 | Issue: 5

Message to inspectors from the National Director, Education

Welcome to the fifth edition of 'School inspection update'. This will be the last issue for this calendar year and, as Christmas is rapidly approaching, I trust that your preparations for the festive season are going well.

In this edition, among other items there is: clarification of the timings and types of inspections certain schools can expect; an explanation of when two-year-old provision forms part of a school inspection; staffing ratios for governor-led nursery provision; information on cadet units in schools and the global learning programme; updates on provision of data; and details of recent relevant publications and consultations.

In October, I had the pleasure of meeting around 130 National Co-ordinators of Governor Services (NCOGS) at their conference in Nottingham. We had a lively session about Ofsted's new inspection framework. I arranged for the responses to the topics discussed to be published on the Ofsted developments in education inspection blog, which can be accessed using the following link:

<https://educationinspection.blog.gov.uk/2015/10/19/school-governors-and-inspection/>

Although it is early days for the inspection arrangements started in September, I have been encouraged by the informal feedback received from teachers and headteachers. Generally, schools like the new short inspections, and those inspected under the new section 5 handbook can see how our approach is obtaining a clearer picture of what the quality of education is like for current pupils. I would like to reiterate two key points to all inspectors.

- (1) While the main focus for outcomes is on the progress of current pupils, historic data still have a role to play in identifying potential areas for enquiry and key points for discussion with school leaders. Published test and examination data provide some evidence of a school's strengths and areas for development, so should not be discounted without clear evidence of improvement.
- (2) The handbook is very clear that we do not expect to see any specific frequency, type or volume of marking. These are for the school to decide



through its assessment policy. If inspectors identify that the school's assessment policy is not being applied adequately, the correct place to reflect this is in the effectiveness of leadership and management.

A full evaluation of the new inspection arrangements for the first term is being undertaken now, so I will identify key learning points in issue 6 of School inspection update.

Thank you for all the hard work you have put in to ensure that we have had a successful start to the new inspection arrangements. I do hope you have a merry Christmas and a happy new year.

Best wishes

A handwritten signature in black ink, appearing to read "Sean Harford". The signature is fluid and cursive, with a prominent initial "S" and a long, sweeping underline.

Sean Harford HMI
National Director, Education

Inspection arrangements for new publicly funded schools

Earlier this term, we published a statement about the timing of initial section 5 inspections for new schools. On 2 December, we followed this up with a more detailed statement covering new schools, academy converters and schools that undergo changes in coverage, for example amalgamation or adding a key stage. This statement is available at www.gov.uk/government/publications/how-ofsted-will-inspect-academy-schools-including-free-schools

The key points to note are:

- the first inspection of a new school will normally be in its third year of operation
- an academy converter whose predecessor school was judged good will normally receive a section 8 short inspection in line with other good schools. Outstanding schools that are not exempt from section 5 inspection will be eligible for a short inspection
- where a school that was judged good at its last inspection subsequently undergoes significant change, for example adding a key stage, it will normally have a section 5 inspection instead of a short inspection.

HMCI has the discretion, under section 8 of the Education Act 2005, to inspect earlier where he has concerns and will also do this when requested to do so by the Secretary of State.

Requires improvement re-inspections

Regional Directors and Senior HMI will continue to look carefully at scheduling inspections of schools that require improvement and none will be re-inspected later than 30 months from the date of their previous section 5 inspection. However, should schools feel strongly that they would benefit from an inspection before the two year point, we will consider requests for an earlier inspection.

Requires improvement non-association independent schools

We have agreed with the Department for Education (DfE) that progress monitoring inspections of non-association independent schools that require improvement will only take place at the commission of the DfE and where schools are judged to have not met the independent school standards. They are therefore likely to be rare. RI independent schools will be re-inspected within three years of their previous inspection, apart from those judged RI from January 2015. These will be re-inspected within two years. This is in line with our commitment to inspect all non-association independent schools within three years from September 2015.

Two-year-olds in school run provision

Since the Small Business, Enterprise and Employment (SBEE) Act came into force in May 2015, schools no longer have to register their provision for two-year-olds on the Early Years Register (EYR) if the following three criteria apply:

- there are no children under the age of two
- the provision is run by the school as part of the school's activities
- at least one child in the provision is a pupil of the school.

Ofsted will inspect the full range of provision as part of the school inspection.

Where early years provision has children under the age of two, it must continue to register on the EYR. Ofsted will inspect such provision of early years providers under the Childcare Act 2006.

Lead inspectors should ensure that they are clear about the arrangements before the start of the school inspection.

Staffing ratios and qualification requirements in governor run pre-schools and nurseries in local authority maintained schools

At the next opportunity, the DfE intends to amend the early years foundation stage (EYFS) framework. These amendments will allow governor-led nursery provision for three- and four-year-olds (established under section 27) to operate with a ratio of 1:8 where: at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a level 2 qualification. Until these changes are implemented, schools affected have been told that they may continue their existing arrangements and do not need to change their staffing as a result of becoming exempt from early years registration. Any provision for registered pupils will still be led by a school teacher as laid out in the EYFS framework.

Floor standards

Inspectors should now use the 2015 primary school floor standards and the school's validated 2015 results shown in performance tables www.education.gov.uk/schools/performance/

The DfE published the floor standards on 10 December in a Statistical First Release (SFR) to accompany the primary school performance tables on www.gov.uk/government/collections/statistics-key-stage-2. A school will be classed as being below the 2015 floor standards if all of the following apply:

- fewer than 65% of pupils achieved Level 4 or above in reading, writing and mathematics and

- fewer than 94% of pupils made expected progress in reading and
- fewer than 97% of pupils made expected progress in writing and
- fewer than 93% of pupils made expected progress in mathematics.

The DfE will publish the 2015 floor standards for Key Stage 4 in a SFR on www.gov.uk/government/collections/statistics-gcses-key-stage-4 to accompany the publication of the secondary school performance tables on 21 January 2016. Inspectors should use the 2015 floor standards and the school's 2015 results shown in performance tables www.education.gov.uk/schools/performance/ for inspections taking place after the publication of the SFR. Until then, they should use the 2014 floor standards and 2014 results, as shown on the front page of the 2015 unvalidated inspection dashboards.

When the 2015 validated inspection dashboards are published, they will contain the 2015 floor standards and indicate whether the school has met them.

Key Stage 2 to 4 progress for pupils with prior attainment based only on teacher assessment

Of pupils who completed Key Stage 4 in 2015, 26% had their Key Stage 2 prior attainment based on teacher assessment. This was higher than usual because it included pupils from schools that boycotted the Key Stage 2 tests in 2010. In a few secondary schools a very high percentage of pupils had their prior attainment based on teacher assessment.

Inspectors should interpret progress measures carefully where teacher assessment has been used for prior attainment. This is because teacher assessment data do not provide the same level of granularity within levels as test data. Value added (VA) models are used to estimate the outcome for pupils with similar prior attainment and then calculate how far above or below this each pupil has attained. With test data, many different prior attainment values are available. In contrast, with teacher assessment only whole-level data are available. For example, for all pupils with teacher assessment level 4, the estimated outcome used for VA models will be the same and based on the midpoint of the level; that is level 4.5. A pupil with prior attainment at the lower end of level 4 is less likely to attain this outcome at Key Stage 4 than a pupil with prior attainment at the higher end of level 4. Consequently, the former pupil is likely to have a lower progress score than the latter. A school cohort or group may contain similar or different numbers of pupils with higher and lower prior attainment within a level.

When considering VA and Progress 8 data for the 2015 cohort, inspectors should take into account:

- the percentage of Year 11 pupils in the school for whom only teacher assessment was available at Key Stage 2 (shown in the inspection dashboard and RAISEonline summary report)

- any information provided by the school about the prior attainment of the cohort and groups, particularly disadvantaged pupils, and their progress (such as VA figures from the RAISE ready reckoners).

Inspectors should also note that in the RAISEonline sublevel version of tables showing expected and more than expected progress, all pupils with prior attainment based on teacher assessment are shown in sublevel B.

Impact of English pathway on 2015 Key Stage 4 performance measures

A small number of schools entered some pupils for an incomplete English pathway and have unvalidated 2015 figures for 5 GCSE grades A* to C including English and mathematics (5ACEM) below their 2014 validated results. In some cases, the 2015 figures are below the attainment part of the floor standards. Where pupils take a single subject examination (language or literature) and then take only a combined English examination, they are deemed to have started on a single subject pathway that has not been completed. This takes effect when all examinations were taken in the same series, such as summer 2015, and when some were taken in an earlier series, such as one in summer 2014 and one in summer 2015. Such pupils' combined English results are not counted. Their results contribute zero to the school's 5ACEM percentage in performance tables and RAISEonline.

Inspectors have been provided with details of the schools and information about English pathways and their potential impact. Inspectors should consider the school's own information alongside published data and evidence for current pupils when evaluating outcomes and the curriculum.

Progress 8 scores for opt-in schools

The provisional Progress 8 and Attainment 8 scores for the 327 schools that opted in early to these performance measures are shown in the 2015 unvalidated RAISEonline and Inspection dashboard. Although other schools have access to these measures in interactive RAISEonline, they are **not** available to inspectors for schools that have not opted in and inspectors should not request them. For opt-in schools, data for the existing measures are also shown in the Inspection dashboard, RAISEonline summary report and performance tables. When considering the outcomes of the 2015 cohort, inspectors should continue to take account of the full range of data available, including information provided by the school.

An opt-in school will be below the floor standard if its validated Progress 8 score is below -0.5 and significantly below zero (the whole of the confidence interval is below zero). This will be published in the performance tables on 21 January 2016. Whether or not an opt-in school has met the 2015 floor standard will subsequently be shown in the validated 2015 Inspection dashboard. An opt-in school with a validated

Progress 8 score of +1.0 or above will be exempt from routine inspection for the 12 months following the publication of validated scores in performance tables.

To assist schools and inspectors in considering the impact of work to raise literacy and mathematics across the curriculum, the new RAISEonline tables and scatterplots provide information on Progress 8 and Attainment 8 overall and for each element (English, mathematics, EBacc and open) of pupils with low, middle and high prior attainment in English and in mathematics.

Reporting on the use of PE and sport premium funding in primary school inspections

School inspection updates 3 and 4 (issued in December 2014 and March 2015) reminded inspectors that they are required to evaluate how effectively leaders use the primary PE and sport premium funding and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

The DfE has updated its [guidance](#) regarding this funding. The premium is provided to schools with any pupils in Years 1 to 6. Inspectors should be familiar with this guidance, which clarifies that the funding should **not** be used to cover planning, preparation and assessment (PPA) or to teach the minimum National Curriculum requirements, including for swimming.

Implications for inspectors

Inspectors are required to evaluate how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. This must be clearly explained and summarised in the report, and a judgement of whether the premium is used effectively must be recorded.

Governance handbook

On 26 November, the DfE published an updated version of the [Governance handbook](#) for maintained schools and academies. This document provides advice outlining the roles and duties of school governors, trustees and academy trusts. The guidance has been updated to reflect changes to the law and education policy, including the 'Prevent' duty and what schools must publish online.

Implications for inspectors

Inspectors should make themselves familiar with this updated document as it sets out the government's vision and priorities for effective school governance, and:

- outlines the core role and functions of the board of governors in maintained schools and academies ('the board')

- summarises and provides a first point of reference on all the legal duties on boards, signposting to more detailed information, guidance and resources
- provides information on the support available to boards to be effective.

Cadet units in schools

The Cadet Expansion Programme (CEP) www.gov.uk/guidance/cadet-forces-units-information-for-state-funded-schools was launched by the Prime Minister and Deputy Prime Minister in 2012 as a joint initiative between the Ministry of Defence and the Department for Education.

The cadet experience seeks to give young people a sense of discipline, adventure and achievement. Cadets are helped to develop responsibility, leadership, resilience and other key life skills, particularly among disadvantaged young people. School staff who volunteer to be part of the cadet unit are provided with training and can take qualifications that could help their career development.

Implications for inspectors

Any government-funded secondary school can apply to join the cadet expansion programme. There are currently over 100 schools involved with a target of expansion to 500 by 2020. Inspectors are not expected to mention a cadet unit every time there is one. However, where schools can present evidence about the involvement in this initiative, it would be appropriate for the report to comment on the impact of a cadet unit on relevant aspects of the school, for example on SMSC development.

Global learning programme

Following a review of the Department for International Development's (DFID) development awareness and education programmes in 2009, it was agreed that funding to help schools deliver development education should be brought under a single programme. To ensure that DFID support is consistent with education policy, separate projects are funded in each UK nation.

Every child growing up in the UK should have the chance to learn about the world around them, the facts of poverty and underdevelopment, and about the potential to build a freer and more prosperous world. The Global Learning Programme (GLP) <https://globaldimension.org.uk/glp> will work with primary, secondary and special schools across the UK to ensure that young people have this opportunity.

GLP will seek to help pupils to develop the skills needed to work in a global economy through learning about key themes of development education such as:

- knowledge of developing countries, their economies, histories and human geography
- knowledge of the basic elements of globalisation

- knowledge of different ways to achieve global poverty reduction and the arguments around the merits of these different approaches.

Implications for inspectors

We are drawing your attention to the GLP as it maps onto the four Ofsted core judgements and to SMSC. Therefore, during an inspection, it should be possible for schools to set out how the GLP is contributing to their provision and outcomes for pupils. However, it is not for inspectors to ask if the school uses this programme, it would be up to the school to make the link and to present the evidence to inspectors.

Out-of-school education settings, call for evidence – open consultation

Following the publication of the counter-extremism strategy, the DfE is seeking views on a proposed system for registering and inspecting out-of-school education settings, including supplementary schools. The consultation includes a call for evidence – respondents are invited to provide information on known out-of-school education settings, to help the DfE broaden their evidence base.

The call for evidence closes 11 January 2016 and details are available at this link: www.gov.uk/government/consultations/out-of-school-education-settings-registration-and-inspection.

Government publications on school food

The government's School Food Plan (published in 2013) sets out policies and practice that seek to improve food culture in schools, including a new food education and practical cooking curriculum, new school food standards and the introduction of universal infant free-school meals.

The following government approved resources are being used by schools in supporting their pupils to gain knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.

Creating a Culture and Ethos of Healthy Eating: a practical guidance -

www.schoolfoodplan.com/wp-content/uploads/2015/09/Creating-a-culture-ethos-of-healthy-eating-Practical-Guidance-Final.pdf

This guidance seeks to help school leaders and governing bodies adopt a whole school approach to healthy eating.

A checklist for headteachers: www.schoolfoodplan.com/checklist/

This resource highlights different ways that headteachers can lead a change to their school's food culture.

Showing 'What Works Well': <http://whatworkswell.schoolfoodplan.com/>

This is a dedicated case study and resource website for schools on improving school food culture.

Implications for inspectors

Many schools will now be using the School Food Plan as a means of supporting both the provision of healthy choices in school food and in the delivery of food education. Inspectors should be familiar with the plan and the resources. These are relevant to inspectors' assessment of how schools are supporting pupils to keep themselves healthy, including through making informed choices about healthy eating.

Recent publications/announcements relevant to inspections

Changes to Key Stage 4 and Key Stage 5 statistical releases

To read Key Stage 4 and 5 statistics, see:

[GCSE and key stage 4 statistics](#)

[16 to 19 attainment statistics](#)

16-19 accountability measures update

On 4 December 2015, the DfE updated its technical guidance on the 16-19 accountability measures for 2016 following the release of shadow data to schools and colleges in June 2015; www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide

UK Safer Internet Centre (UKSIC) online safety report

This report is an important piece of information to help keep up to date with online safety issues. It contains a number of references to Ofsted (on page 12) and the March 2015 Ofsted online safety survey (page 29). The full report can be found at www.swgfl.org.uk/360report2015

Counter-extremism strategy

The counter-extremism strategy was published on 19 October 2015 and it is available on the following link: www.gov.uk/government/publications/counter-extremism-strategy.

Paragraph 24 of the document covers supplementary schools and the lack of regulation or oversight of these and tuition centres, and limited information about the practice within them. It points to concerns, including parents feeling unable to challenge the teaching as well as the risks to children, of twisted interpretations of their religion and the associated risk of exploitation of these settings by extremists.

The new Extremism Community Trigger (para 117) will only place a duty on local authorities and police forces to review complaints.