

Ofsted update

Sue Morris-King
Senior HMI



Today's session

- The annual conversations between Ofsted and local authorities
- Ofsted updates: deferrals, recovery, EYFS, SEND, secondary reading, sexual abuse review
- Ofsted publications and resources

Ofsted's annual conversations with local authorities



2-4 weeks before the Annual Conversation (AC) SHMI KiT calls with LA senior officers

Five separate KiT calls: **1.** children's services **2.** EY **3.** schools **4.** FES **5.** SEND
SHMI to note key points discussed and agree 2 key areas with the LA to discuss further at AC

Annual conversation (up to 2 ½ hours)

Agenda:

1. DCS – context of LA (10 mins)
2. Areas for discussion as agreed at KiT calls

LAs will be asked to send in any self assessment and social care ChAT for the AC meeting.

Following annual conversation

SHMI write up (using bullet points) what the LA reported for each area of discussion
RD signs off letter

KiT calls

- **KiT calls should cover:**
 - The LA's view of provision and outcomes for children and young people and how do they know
 - The LA's current improvement work – what are the focusing on
 - Any Ofsted update for the remit
 - Agree 2 key areas to discuss at the annual conversation

The ILACS framework sets out three questions to ask at annual engagement meetings (we call them annual conversations):

1. What do you know about the quality and impact of social work practice in your local authority?
2. How do you know it?
3. What are your plans for the next 12 months to maintain or improve practice?

Ofsted updates



Deferrals

Guidance available at

<https://www.gov.uk/guidance/deferring-ofsted-inspections>

- If providers have concerns about the timing of their inspection or visit, they can request a deferral. We will judge every request on its own merits, in line with the guidance.
- A request for a deferral, even if it is refused, will never have an impact on how we view a provider on inspection.
- We will continue to make arrangements for the inspection while considering the deferral request.

Recovery - emerging themes



- Attendance and persistent absence – returning to pre-COVID levels. Our recent report on ['Securing good attendance and tackling persistent absence'](#) looked at what we were seeing on inspection and at good practice.
- Restoring parental confidence in schools.
- Behaviour and personal development – re-establishing while understanding, e.g. SEMH difficulties, cognitive development.
- Identifying and addressing/bridging learning gaps – adjusting the curriculum to fit pupils' needs, including pupils with SEND and those who were 'new' to school.
- Staff's (and leaders') health, well-being and workload.
- Inspection grade profile across schools has stayed consistent with the pre-COVID profile.

Recovery - emerging themes



Summary:

It is clear that the pandemic has created some lingering challenges:

- younger children's development
- delays in speech and language, and in children's personal, social and emotional development – for example needing more help with sharing and turn-taking
- impact on pupils' physical development
- some children have regressed in their independence, gross motors skills and their ability to self-care
- impact on older pupils' social and emotional maturity
- aspects that were not able to be taught, or were not learnt, including reading.

Curriculum adaptations

'We all recognise the importance, now more than ever, of using assessment well to identify pupils' knowledge gaps, and of making changes to curriculum and teaching in response.

Please don't be afraid to make curriculum changes because you are concerned that inspectors won't understand or will take a dim view.

Nothing could be further from the truth.

In fact I encourage you to continue to work to understand your pupils' needs, and to make the curriculum changes that they need with confidence.'

HMCI's speech at the Confederation of School Trusts – June 2022

Weaker readers in secondary schools



Reminders

- Pupils who cannot read confidently and fluently will struggle to access the curriculum.

Schools should:

- identify pupils who need reading support, intervention and practise, ensuring that initial identification is diagnostic
- make sure the reading curriculum meets the needs of pupils who are not yet confident readers (phonics for those at the early stages)
- make sure weaker readers get targeted support delivered by staff who know how to teach reading well
- check to make sure that the interventions are effective.

[Supporting secondary school pupils who are behind with reading - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://www.blog.gov.uk/2018/06/22/supporting-secondary-school-pupils-who-are-behind-with-reading/)

Reminders

- Pupils with special educational needs and/or disabilities should have the same access to high-quality provision as other pupils. Pupils with SEND should have access to an ambitious curriculum.
- Adaptations to the curriculum should be through how it is delivered not through a narrowing of the curriculum.
- Leaders should be sure that the identification of pupils' SEND is not masking weaknesses in the quality of education.
- Inspectors will look at SEND documents such as EHCPs, IBPs, SEND 'passports', annual review documents.
- Inspectors will be looking at how pupils' needs are identified and assessed, how provision is then planned and implemented and the impact that has on improving pupils' outcomes.



Sexual abuse review 2021

Rounded picture of safeguarding



Whole school approaches: emerging good practice

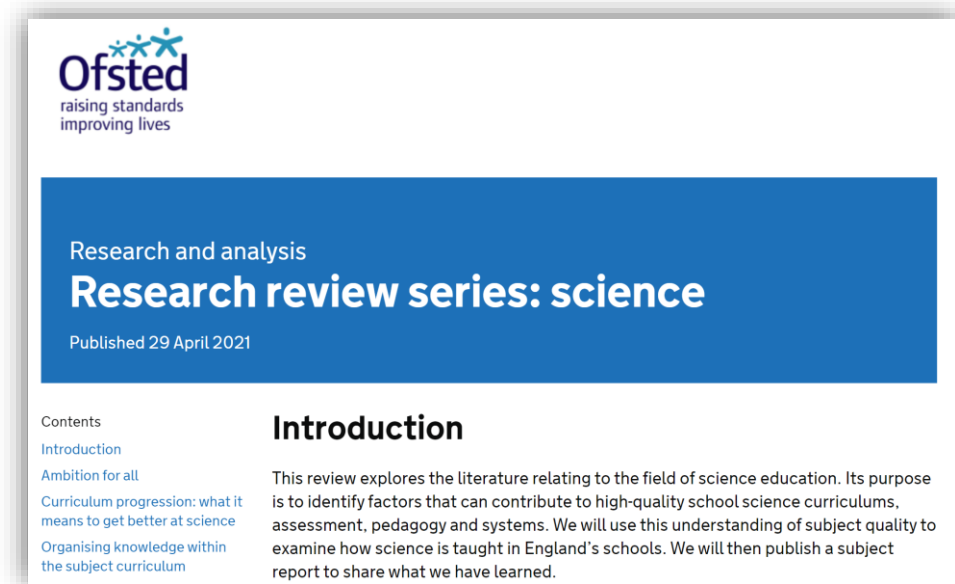
- Carefully planned and implemented RSHE and PSHE curricula.
- Analyse trends in the data to spot emerging patterns that might need an early response.
- Finding ways to listen to pupils' voice, including focus groups and having a variety of adults to speak to.
- Sanctions and interventions to tackle poor and unacceptable behaviour and provide support for pupils who need it.
- Training and clear expectations for staff and governors.
- Providing DSLs with good support structures.
- Effective engagement with external agencies and partnerships.

Ofsted publications and resources



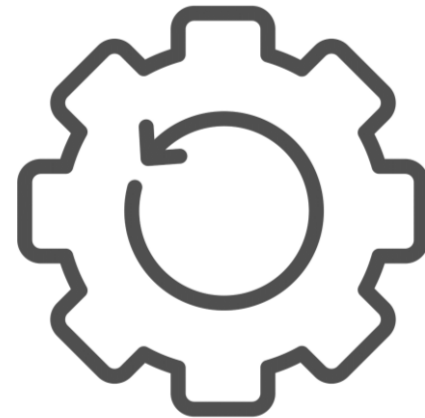
Ofsted's curriculum research

- What published research tells us about a high-quality education in each subject
- Supporting and informing those leading the thinking on subject education
- Useful guiding principles – particularly in the current context



Ofsted's curriculum research

- Our Northeast Yorkshire and Humber region have also released a webinar series on YouTube entitled **“Introduction to Curriculum”** which is freely available.
- In the coming months we will also publish **subject reports** that will draw on the findings from EIF inspections across curriculum subjects.



Securing good attendance and tackling persistent absence



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

GOV.UK Topics Government activity

→ **Coronavirus (COVID-19)** | Latest updates and guidance

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Research and analysis
Securing good attendance and tackling persistent absence

How schools improve and maintain attendance using different approaches.

From: **Ofsted**
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Applies to England

Documents

[Securing good attendance and tackling persistent absence](#)

Related content

- [Statistics: neighbourhood \(absence and attainment\)](#)
- [Early help: concepts, policy directions and multi-agency perspectives](#)
- [Improving attendance: good practice for schools and multi-academy trusts](#)

Securing good attendance

- Communicating expectations to parents
 - relationships, honesty, tough messages, exemplifying what good attendance looks like, tenacity, culture change
- Communicating expectations to pupils
 - leaders' 'positive presence', the start to the day, reasons to attend
- Finding out what the problem is
 - many and varied, listening, tackling the 'simple stuff' first
- Having 'the right people' in place
 - different people for different messages, a constant point of contact, varied skills

Securing good attendance

- Noticing patterns
 - analysis, not just recording
- The importance of ambition
 - 'everyone's business, all the time', curriculum, ethos, celebrating success, more than just being present in school
- The role of governors
 - beyond the overall attendance figure, shared expectations

Tackling persistent absence

- Getting beneath the surface
 - basics in place plus detailed analysis, breaking down barriers, sharing information, working across primary and secondary
- Working with each individual
 - response different depending on barrier, recognising small improvements, welcome and catch up on return, working with other professionals

References and resources

- [Curriculum research reviews - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [North East, Yorkshire and the Humber region curriculum webinars – YouTube](#)
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [SEND: old issues, new issues, next steps - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Supporting secondary school pupils who are behind with reading - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://blog.gov.uk)
- [Education recovery in schools: spring 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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