

# Ofsted Update

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## The next phase of inspections - schools

- September 2021 - routine inspection restarting, and largely a return to normal inspection, with some minor differences.
- A key change is how the pandemic will affect the **timing of inspection.**

## The timing of inspection

A key change is how the pandemic will affect the **timing** of inspection.

- The requirement for schools to be inspected every five years was paused in March 2020.
- When the requirement comes back in September, this window will be extended to **seven years**.
- Schools can expect their first inspection since the pandemic began to be **up to six terms later** than it would have been before the pandemic.
- Once a school has been inspected, its next inspection will be according to normal timescales (for example, a good school will be inspected about four years later).



## Inspecting outstanding schools

- Previously exempt **outstanding** schools last inspected before **September 2015** will all receive a section 5 inspection.
- This also applies to **academy converter schools** that were formerly exempt because the overall effectiveness of their predecessor school was outstanding at its most recent s5.
- Those last inspected under s5 after September 2015 will receive an initial **s8 inspection**.
- If an initial s8 indicates that outstanding performance may not have been maintained, we will normally carry out a s5 within the next academic year or as soon as possible thereafter and, in any event, before 1 August 2027.
- All formerly exempt schools must receive an initial inspection under s5 or s8 before **1 August 2026**.



# Changes to the school inspection handbook



# The next phase of inspections - schools

April  
2021

## Schools inspection handbook updated:

**New section introduced** outlining how inspections have adapted due to the COVID-19 (coronavirus) pandemic and recovery period covering:

- changes to our preparation, planning and processes to take account of COVID-19
- how we would approach understanding a school's curriculum following lockdown
- how we would consider remote education
- how we would use external data, and that we would **not** use teacher-assessed grades or centre-assessed grades
- our expectations for leadership, safeguarding and attendance
- taking account of the lessening of opportunities for personal development during lockdown
- taking account of EYFS requirements.





**April  
2021**

Other changes include that we:

- outlined how formerly exempt outstanding schools will be inspected
- set out how we will approach DfE's new guidance on RSHE
- updated to reflect Ofsted's new guidance on talking to pupils and the teaching of protected characteristics
- updated to reflect new timescales for the publication of reports.

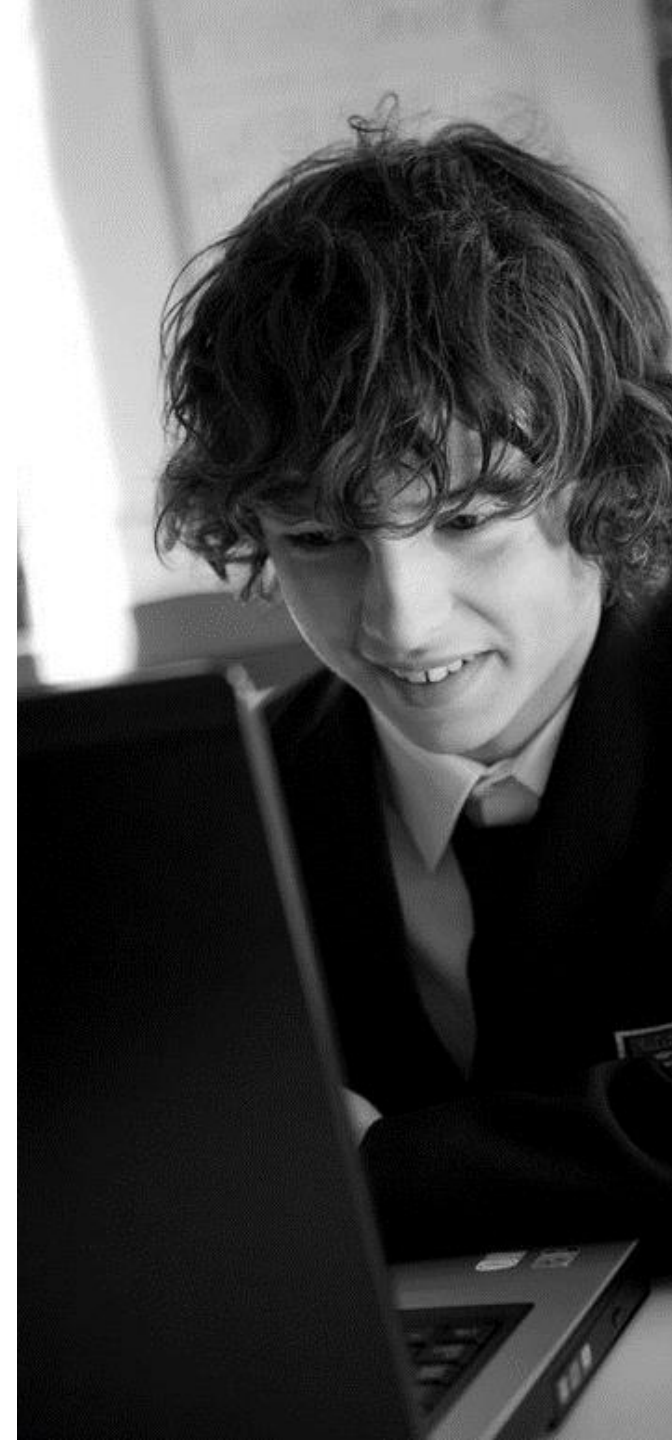
**June  
2021**

Changes to the section 5 handbook:

- set out how we would consider tutoring on inspection
- clarified expectations on schools regarding careers information, education, advice and guidance (CEIAG)
- clarified expectations on schools regarding harmful sexual behaviour
- updated language to reflect the DfE's guidance on early career teachers.

**March  
2022**

Changes to handbook reviewed



## Ensuring inspection safety

The lead inspector will discuss in their initial call:

- the relevant COVID-19 restrictions
- how inspectors can work effectively within the protective measures in place
- the type of activities needed to gather evidence for the inspection
- what impact the restrictions have had on the school and its improvement work.

Leaders may request a deferral as set out in our published guidance.





# Early Years

- The importance of early years – the progression model
- Inspection myths
- The impact of EY reforms on inspection practice?
- Areas of learning
- Early learning goals
- Assessment

# Independent schools





## Independent school inspections

- As for all schools, **September 2021 will see routine inspection restarting** in independent schools.
- Most changes are in line with state schools:
  - changes to the handbooks are in line, with an additional clarification around the inspection of reading in schools with an EYFS exemption in place.
  - Inspectors will take the same approach to ensuring safe inspections, and the deferral policy will be the same.
- A key change is how the pandemic will affect the timing of inspection.

# The timing of inspection

- The three year inspection cycle running September 2018 – July 2021 was paused in March 2020.
- When **routine inspection restarts in September**, the inspection cycle will be extended by 4 terms to 31 December 2022.
- Independent schools which have not yet received a standard inspection in this cycle will be inspected by that date.



# Education inspection framework

For information about inspection under the EIF go to:

<https://www.gov.uk/government/collections/education-inspection-framework>

A presentation about the education inspection framework and deep dives is available at:

<https://www.slideshare.net/Ofstednews/eif-and-deep-dives>

Videos on aspects of Ofsted's curriculum research are available at:

<http://ow.ly/frvY30n1Qfm>

# Changes to Ofsted's Inspecting safeguarding guidance





# Changes

- The main changes relate to sexual violence and sexual harassment
- There is reference to the take up of early help by providers and reference to support for children's well-being and mental health
- There are some minor changes to the Annex 1 on safe recruitment, reflecting changes in KCSIE (Sep 2021), e.g. dealing with any 'low-level' safeguarding concerns about staff
- Annex 6 some additions to the risk assessment information regarding EY providers

# Ofsted review of sexual abuse in schools and colleges



# Headlines

- Sexual harassment has become 'normalised' for pupils
- Some teachers / leaders underestimate the scale
- In some schools RSHE did not give pupils relevant information and advice
- Many teachers said they do not feel prepared to teach RSHE
- Schools have a key role to play by maintaining the right culture and by providing relevant RSHE
- Leaders should act on the assumption that sexual harassment and online sexual abuse are affecting their pupils even when there are no specific reports

# Whole school approaches: some emerging good practice



## Some schools and colleges:

- analyse **trends in the data** to spot emerging patterns that might need an early response
- use **focus groups** of pupils
- ensure there are a **variety of adults** to speak to and that designated safeguarding leads (DSLs) have good support structures around them
- have lead **governors** who have a background in safeguarding. It is also vital to work closely with parents
- have created a '**What happens next?**' guide to help pupils understand what might happen next.

# Multi-agency safeguarding arrangements

## The review found:

- Not all LSPs have oversight of issues of sexual harassment and violence in schools and colleges in their local area.
- The guidance is too vague as to how this should be achieved and does not provide sufficient accountability for schools, colleges and LSPs.
- It can be hard to engage all schools.
- It can be difficult to build relationships and understand the different pathways and thresholds across different LSPs.
- Some definitions in government guidance aren't relevant to children and young people's experiences. This leaves schools without clarity in certain situations.

# Recommendations 1/2

## **School and college leaders should:**

- Create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.
- In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.



# Recommendations 2/2

## **This whole school and college approach should include:**

- A carefully sequenced RSHE curriculum and high-quality training for teachers delivering RSHE
- Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- Working closely with LSPs
- Support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- Training to ensure that all staff (and governors, where relevant) are able to:
  - Better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
  - Identify early signs of peer-on-peer sexual abuse
  - Consistently uphold standards in their responses to sexual harassment and online sexual abuse

## Some Ofsted publications

Schools and early education update- September 2021:

[Schools and early education update: September 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/schools-and-early-education-update-september-2021)

The EYFS in schools (August 2021):

[The EYFS in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/the-eyfs-in-schools-august-2021)

Summary evaluations of multi-academy trusts (September 2021):

[Ofsted launches updated guidance for summary evaluations of multi-academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/ofsted-launches-updated-guidance-for-summary-evaluations-of-multi-academy-trusts)

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