

Ofsted have published updated Section 5 and Section 8 school inspection handbooks and new Inspecting safeguarding guidance to complement the increased scrutiny provided for this area in the new 'Keeping Children Safe in Education (2016)'. There are as few changes as possible to the inspection handbooks to ensure that the focus for inspection on the outcomes for children and young people remain unchanged. Updates to the section 8 handbook which covers the short inspections of good and outstanding schools and the monitoring and re-inspection of schools requiring improvement and graded inadequate, simply make sure that it is in line with changes to statutory requirements, notably the monitoring of schools causing concern in response to the Education and Adoption Act 2016.

The minor revisions made in the section 5 handbook are mainly to reflect the latest education policy.

Section 5 school inspection handbook

- In the section on seeking views during inspections (Pg18), Ofsted have updated information about how staff and pupils are consulted during inspections to reflect the fact that the surveys are now online. Schools should note that this further 'anonymises' input to the inspection process and the use of the Ofsted questions with staff and parents frequently allows issues to be raised which then do not suddenly arise at an inspection.
- In the 'schools causing concern' section (Pg27), Ofsted have made changes to guidance on monitoring inspections of grade 4 schools and to take into account the recent legislative changes which places a duty on the Secretary of State to make an academy order for all maintained schools judged inadequate. The handbook also references the government's new 'Schools Causing Concern' (March 2016) guidance.
- Under 'During the inspection' section (Pg19), Ofsted have clarified details about who inspectors need to meet with to inspect governance at the school.

- Under 'effectiveness of leadership and management' (Pg37), Ofsted have added a reference to inspectors questioning and seeking evidence for the impact of governors' development in their role as part of the effectiveness of school leadership.
- In the 'outcomes' section (Pg53), Ofsted have amended the grade descriptors to reflect changes to national assessment and accountability measures. However, the use of progress from starting points is given added weight as is the use of comparative rates of progress for 'recent cohorts' rather than a national comparator.
- Linked to this, in the 'outcomes' section, Ofsted have also revised the guidance about inspecting the performance of disadvantaged pupils to take account of the new -measures relating to pupil progress, including comparing the progress made nationally with other pupils with the same starting points.

Section 8 handbook for short, monitoring and unannounced behaviour inspections

- A minor change had been made to reflect the fact that Ofsted Inspectors (as distinct from Her Majesty's Inspectors) may now be asked on occasion to lead section 8 'no formal designation' inspections.
- Under 'short inspections', Ofsted have referred to online surveys to gather staff and pupil views.
- Ofsted have made a revision to the section on Requires Improvement monitoring to reflect the government's White Paper proposal on improvement periods for schools with new headteachers.
- There is a detailed update to the guidance on monitoring of schools causing concern in the light of recent legislative changes (Education and Adoption Act 2016) and the revised Schools Causing Concern statutory guidance. This includes requirements relating to statements of action for schools in categories of concern.

Inspecting safeguarding in schools

ODST has produced extensive guidance on the changes to safeguarding routines and the necessary checks and enquiries to ensure pupils in schools are safe. This includes changes to the single central record and to staff induction and training routines.

Changes in brief:

- All staff must now not just read Part 1 of Keeping Children Safe in Education but must also understand it.
- In addition to regularly updated training an additional requirement in the guidance is for staff should receive regular safeguarding updates;
- More information is provided on f ‘What to do if you are worried a child is being abuse’
- Guidance to reflect mandatory reporting requirement for teachers regarding Female Genital Mutilation has been updated.
- New guidance has been added to emphasise the importance of staff being aware that children can abuse children and knowing what to do if it happens.

Amendments and additions

- clarity about the difference between a “concern” about a child and “immediate danger or at risk of harm” and the actions that should follow each;
- The Female Genital Mutilation (FGM) section has been broadened to include so called ‘honour based violence’. It is likely that ‘honour based violence’ will become a mandatory section in CP policies;
- The definition of abuse has been updated to reflect other Departmental guidance and advice documents;
- New guidance has been added to emphasise the harmful behaviours linked to safeguarding issues that can put children in danger;
- Clarification is given as to the requirements for the role and options regarding deputy designated persons and the requirement to keep knowledge and skills up to date;
- There is a new requirement in the guidance regarding regular safeguarding and child protection updates;
- Updated guidance is provided for all schools that staff should be trained appropriately and have the appropriate knowledge to protect and promote the welfare of Looked After Children;
- A new annex of Online Safety is provided

Pre-employment checks

Schools and governing bodies should note there are also additional requirements for pre-employment

checks which may impact on the Single Central Record (SCR) of checks.

- ‘Section 128 direction’ (which is specific to independent schools, academies, and free schools): this is a check made for the existence of ‘directions’ by the Secretary of State barring individuals from taking part in the management of an academy
- EEA checks (European Economic Area) for staff who trained or have taught in Europe:

Please contact Mark Jones (HR Manager) or David Cousins (Director of Schools) for further details.

Early access to 2016 key stage 2 school indicators

Summary 2016 key stage 2 indicators are now available for inspectors via RAISEonline. Inspectors will obtain this summary information before inspections.

Inspectors are aware that while schools received their test and examination results at the end of the summer term, updated school performance data for unvalidated 2016 key stage 2 will not be made available through RAISEonline until October and November 2016.

Inspectors have been reminded that at this early stage it is not possible to guarantee the accuracy of the data and they should treat the information provided with caution and continue to make full use of the previous year’s RAISEonline reports for discussion with the school. It is anticipated that the provisional data will provide a useful starting point for discussions about current attainment. However, inspectors have been reminded that their judgements are shaped by a much wider range of evidence as set out in the handbook.

Floor standard update

The DfE have populated the floor standard with the expected progress scores. In 2016, a school will be above the floor if:

- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

Gathering additional evidence: attendance at possible unregistered schools

In his advice note to the Secretary of State on 10 November 2015, HMCI detailed his serious concerns

about the safety of children being educated in unregistered schools.

As a result, during the upcoming autumn term inspectors will be gathering additional evidence on admissions and attendance during all section 5 inspections of primary and secondary schools.

This special focus activity will contribute to lead inspectors' judgements on safeguard. Schools should give thought to gathering and holding the following key information:

1. Does the school maintain an effective admissions register?
2. Does the admissions register comply with the latest non-statutory guidance with regards to:
 - Contents of the admissions register?
 - Amendments to the admissions register?
 - Keeping details in the admissions register for a minimum of 3 years?
3. Have any children/pupils/learners been removed from the admissions register for any reason other than
 - to move to another registered educational establishment in England
 - to take up paid or voluntary employment or work related training (post-compulsory school age)
 - to be home educated
 - a certified medical condition
 - a custodial sentence
 - permanent exclusion
4. Do pupils from the school attend alternative providers?
5. Does the school make onsite checks of all alternative providers to check their safety and suitability, prior to placement of pupils?
6. Does the school check alternative providers' registration status properly?

Pupil premium strategy

From September 2016, maintained schools are required to publish their pupil premium strategy online. It must include:

- the amount of their pupil premium allocation
- **a summary of the main barriers faced by eligible pupils;**
- **how the allocation is to be spent to address those barriers and the reasons for that approach;**
- **how impact will be measured;**
- the date of the next review of the strategy.

(Highlighted bullets indicate more detailed or new duties.)

Schools must also publish for the previous academic year:

- how the allocation was spent;
- its impact on eligible and other pupils.

Guide to effective pupil premium reviews.

An updated guide to effective pupil premium reviews was issued on 5 May 2016 by the Teaching Schools Council (TSC) and National College for Teaching and Leadership at: tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews

The guide provides a rigorous and tested framework, which schools can use, to ensure they make the most of a pupil premium review. The guide sets out a simple, six-step process for a review that includes school self-evaluation and the creation of an action plan. Schools can call on officers to undertake this work and to provide external evidence of its use and impact.

Inspectors have been reminded of the potential benefits of 'whole-school approaches', which can have a significant impact on raising standards for disadvantaged pupils. They have been reminded to look particularly at the attainment of disadvantaged pupils, where proportions of disadvantaged pupils are lower as this frequently results in lower attainment for disadvantaged pupils. Resources such as the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted's 2013 and 2014 reports on the use of the pupil premium, and the NFER report on supporting disadvantaged pupils have been highlighted as effective practice.