

Headteacher & CSEL Briefing

TUESDAY 28th March

**9.15am – 11.30 and
12.45pm – 3pm**



Welcome

Opening Prayer
and Reflection

Canon Jonathan
Veasey, Lead Trustee of
Catholic Education



Programme

- **Opening Prayer & Reflection – Canon Jonathan Veasey**
- **Diocesan Updates – Eric Kirwan**
- **Finance and Buildings Update – Toni Guest**
- **Leadership and Governance updates – Yvonne Salter Wright**
- **Catholic Education and CSI Updates – Maggie Duggan & Ben McArdle**
- **DFE and Ofsted Updates – Ted Hammond**
- **Ungraded Inspections – Justine Lomas**
- **Closing Prayer – Maggie Duggan**



Diocesan Updates

Opening Prayer
and Reflection

Eric Kirwan

Chief Operation Officer



Finance and Buildings Updates

Toni Guest – Deputy
Director for Schools Capital,
Finance & Place Planning





General updates

- **The National School Rebuilding Programme**
[About the school re-building programme](#)
- **Statutory Compliance & Testing in Schools**
(including tree safety)
- **Trustee Approval**
[Trustee approval form](#)
- **VASCA Capital Programme 2023/24**
- **Devolved Formula Capital (DFC)**
(Sustainability/Energy Saving Projects)
- **Licences & Hire Agreements for Schools & Academies**
[Licence & Hire Agreements information](#)
- **School Place Planning**

Leadership and Governance Updates

Yvonne Salter Wright

Deputy Director for Leadership and Governance

Basman Zora

Senior Adviser (Senior Leadership Recruitment and Training)

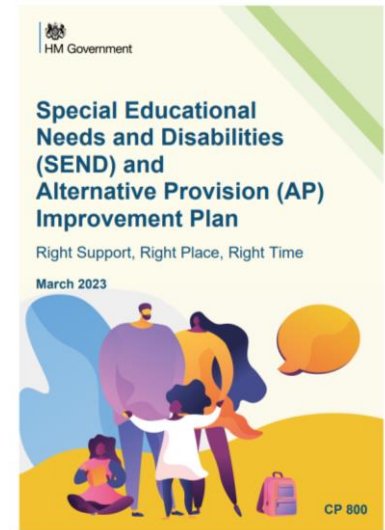


Inclusion and SEND

- Publication in March 2023 of [SEND and AP Improvement Plan](#) following the Green Paper and [SEND Consultation and Review](#) last year
- World Autism Acceptance Week 27 March to 2 April 2023: [Guide to Raising Peer Awareness](#)
- Last week was Neurodiversity Celebration Week

Thought pieces and references:

- CST, Ambition Institute: [A Good Life: towards greater dignity for people with learning disabilities](#) – Ben Newmark and Tom Rees and ***Five Principles for a better system*** (see next slide)
- [A Mountain Rescue Approach to SEND Inclusion](#), Nicole Dempsey
- [NGA Toolkits for Governors on Tackling Educational Disadvantage](#) (including SEND)



Inclusion and SEND continued. . .



Five principles



Confederation
of School Trusts

- 1. All children are complete humans; difference and disability are normal aspects of humanity**
- 2. A broader conception of a good life which values different experiences and achievements**
- 3. Greater inclusion and proximity can help create a stronger and fairer society**
- 4. Everyone has the agency and a responsibility to act**
- 5. More intelligent and dignified support for those who need it**

Teacher Recruitment and Retention

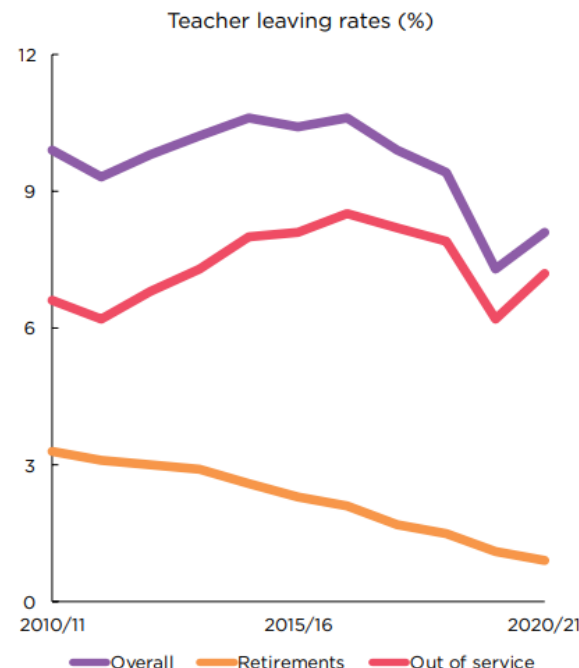
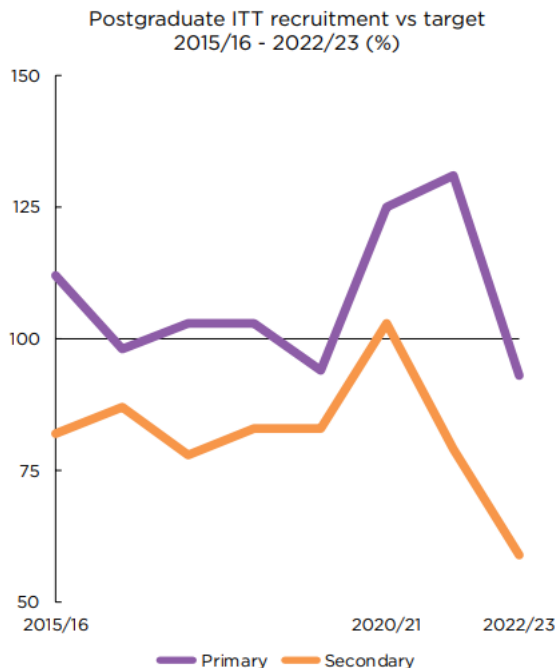


Department for Education

- [NFER Report on Teacher Labour Market in England 2023](#)
- Education Committee launch of [new enquiry into recruitment, training and retention in March 2023](#)
- **Flexibility and Workload/wellbeing**
- DfE's Flexible Working Programme - Flexible Working Ambassador MATs and Schools (The application deadline has now been extended to 6th April)

Flexible working in schools: exploring the costs and benefits
Research Report
January 2023

Authors: IFF Research



Safeguarding: Keeping Children Safe in Education 2022



- **All** governors to receive safeguarding training: new emphasis in KCSiE effective from Sept 2022.
- **Safer Recruitment Training:** in all recruitment panels – **at least one panel** member must have **CPD certified** Safer recruitment training (NSCPP course is certified: [Safer recruitment training for schools | NSPCC Learning](https://www.nspcc.org.uk/learning/safer-recruitment-training-for-schools/)).
- Online searches for shortlisted candidates - recommend you refer to CES guidelines: <https://www.catholiceducation.org.uk/recruitment-process/item/1000051-model-recruitment-documents-guidance>

*“as part of the shortlisting process schools and colleges **should consider** carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview”.*

Online Searches for Shortlisted Candidates



Governing Boards should ensure that they have a written policy:

- What will you search? By whom? (recommend unconnected with the recruitment process BUT safer recruitment trained...)
- What training will individuals receive in order to ensure that they are able to follow any published policy?
- How will you ensure that the process is carried out consistently for each applicant? For example, how will you ensure that you always look for publicly available information in the same places for each shortlisted applicant?
- How will you record the searches carried out and the information uncovered?
- Who will be responsible for determining that any information uncovered is material and warrants either bringing the recruitment process to an end or asking further questions at interview? If the recruitment process will be brought to an end this will need to be considered very carefully and advice should be taken.
- What information will you need to request from shortlisted applicants in order to conduct appropriate searches, for example Twitter handles? At shortlisting it will be necessary to ask for former names in order that searches can be carried out. What will the response be if the individual refuses to provide the information?
- How far back will you search?
- Do you need to update the privacy policy that you issue to applicants to make sure that they know what searches you will be carrying out?



Online Searches for Shortlisted Candidates continued. . .

- What is your policy for destroying any data once you no longer need it? Governing Boards should seek advice from their data protection advisers about whether any changes are needed to retention policies.
- What account will you use to conduct the searches? For example, you would not expect an individual member of staff to conduct a search from their personal Twitter account.
- How will you ensure that the information uncovered is not used in order to unlawfully discriminate against any of the candidates?
- Should a column be added to the single central register to confirm that the checks were carried out?
- How will you communicate any information uncovered internally?
- Will the firewalls in use at School enable the searches to be carried out?

“Governing Boards must remember that the purpose of these searches is to uncover information which may indicate that the individual is unsuitable to work with children and/or where. . .”

Any information uncovered must be publicly available and must be considered through this lens. Records should be kept of the decisions made and the reasons for them.

Leadership and Governance Queries



- Please do keep in touch with the DES with any changes to key contacts in Schools and Multi Academies
- Any queries:
 - Leadership: leadership@bdes.org.uk
 - Governance: governance@bdes.org.uk
 - Multi Academy Development: academies@bdes.org.uk

Basman Zora

Senior Adviser (Senior Leadership Recruitment and Training)

Additional Contacts:

Mark O'Connell

Senior Adviser (Multi Academy Development)

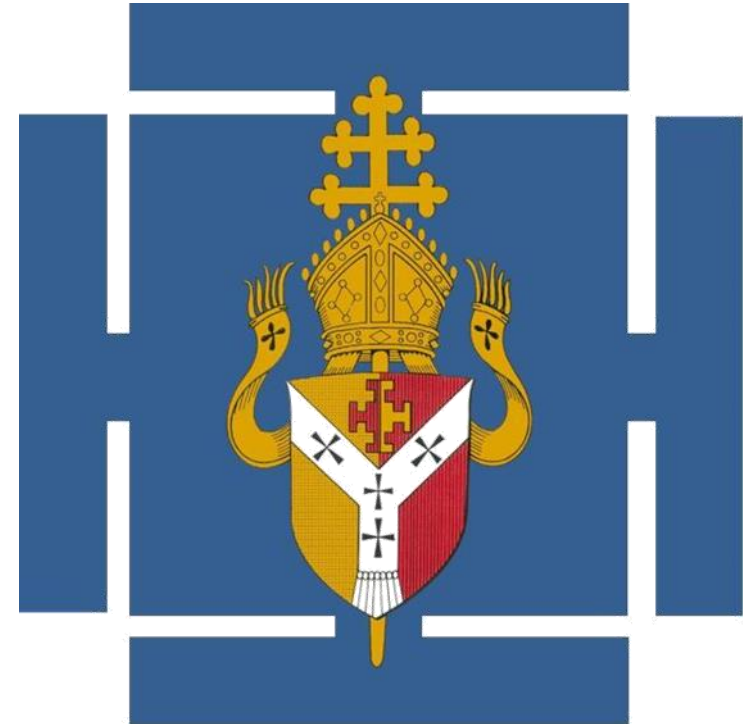
Rebecca Tonks

Governance Adviser

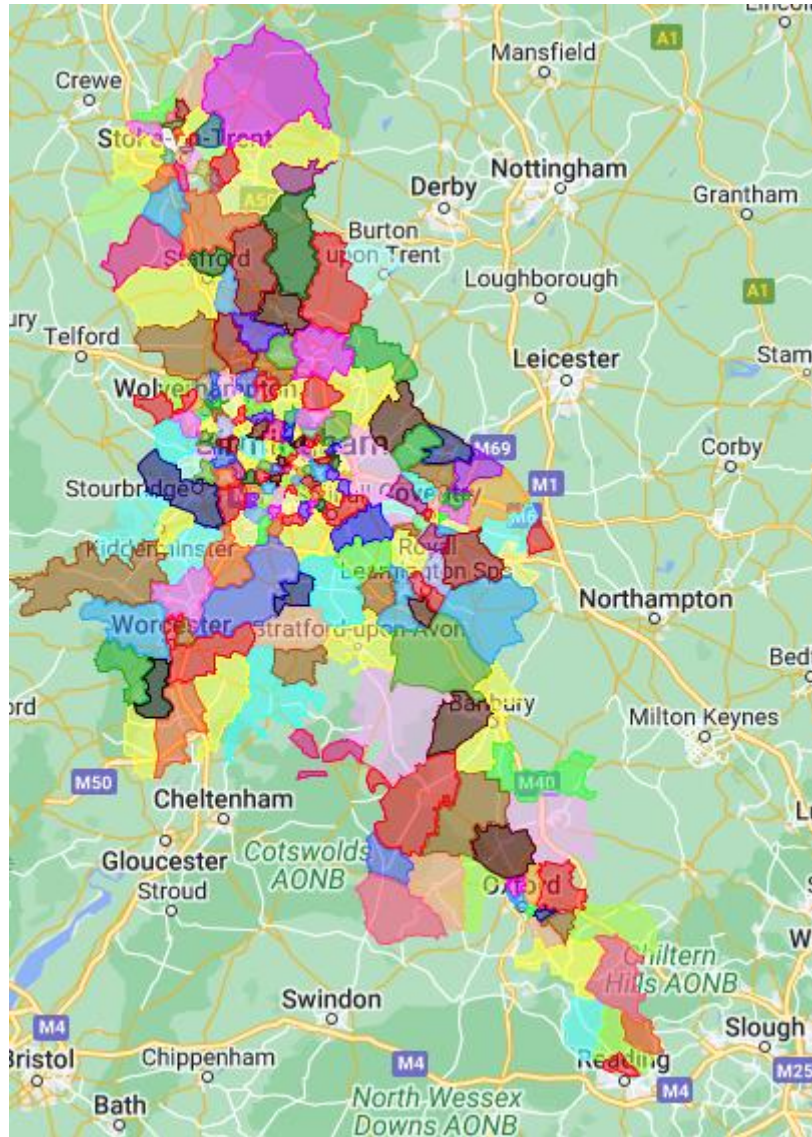
Catholic Education Updates

Maggie Duggan – Deputy Director for
Catholic Education

Ben McArdle – Senior Adviser for CSI
Inspections















Deaneries




Celebrations of Holy Mass, Adoration of the Blessed Sacrament and Prayer for Vocations

DEANERY VOCATIONS MONTHS 2023

"Pray earnestly to the Lord of the harvest to send labourers into his harvest." - Matthew 9:38

<p>DECEMBER Month of the Immaculate Conception</p>  <p><i>This Advent and Christmas, pray that you will welcome Jesus wholeheartedly into your life.</i></p>	<p>JANUARY Month of the Most Holy Name of Jesus</p> <p style="text-align: center;">ih̄s</p> <p><i>Pray for the courage to serve the Lord in whatever way He calls you during the coming year.</i></p>	<p>FEBRUARY Month of the Holy Family</p>  <p>This Month's Deaneries: DUDLEY & WOLVERHAMPTON OXFORD (SOUTH)</p>	
<p>NOVEMBER Month of the Holy Souls</p>  <p>This Month's Deanery: KIDDERMINSTER & WORCESTER</p>	 <p>THE ARCHDIOCESE OF BIRMINGHAM</p>	<p>MARCH Month of Saint Joseph</p>  <p>This Month's Deanery: BANBURY & WARWICK</p>	
<p>OCTOBER Month of the Holy Rosary</p>  <p>This Month's Deaneries: NORTH STAFFORDSHIRE STAFFORD</p>		<p>APRIL Month of the Holy Eucharist</p>  <p><i>This Easter, pray that the Lord sends more labourers into His harvest.</i></p>	
<p>SEPTEMBER Month of the Seven Sorrows of Mary</p>  <p>This Month's Deanery: BIRMINGHAM EAST & NORTH</p>		<p>MAY Month of the Blessed Virgin Mary</p>  <p>This Month's Deanery: BIRMINGHAM CATHEDRAL & SOUTH</p>	
<p>AUGUST Month of the Immaculate Heart of Mary</p>  <p><i>Through the intercessions of Our Lady, pray for the priests of our Archdiocese.</i></p>		<p>JULY Month of the Precious Blood</p>  <p>This Month's Deaneries: LICHFIELD & WALSALL OXFORD (NORTH)</p>	<p>JUNE Month of the Sacred Heart of Jesus</p>  <p>This Month's Deanery: COVENTRY & NUNEATON</p>


 THE ARCHDIOCESE OF BIRMINGHAM
DIOCESAN VOCATIONS OFFICE
 Ask · Invite · Pray

www.vocations.org.uk

Registered Charity 26224




Celebrations of Holy Mass, Adoration of the Blessed Sacrament and Prayer for Vocations

DEANERY VOCATIONS MONTHS 2023


"Pray earnestly to the Lord of the harvest to send labourers into his harvest." - Matthew 9:38

DECEMBER
Month of the Immaculate Conception




This Advent and Christmas, pray that you will welcome Jesus wholeheartedly into your life.

NOVEMBER
Month of the Holy Souls




This Month's Deanery:
KIDDERMINSTER & WORCESTER

OCTOBER
Month of the Holy Rosary




This Month's Deaneries:
NORTH STAFFORDSHIRE
STAFFORD

SEPTEMBER
Month of the Seven Sorrows of Mary




This Month's Deanery:
BIRMINGHAM EAST & NORTH

AUGUST
Month of the Immaculate Heart of Mary




Through the intercession of Our Lady, pray for the prizes of our Archdiocese.

JANUARY
Month of the Most Holy Name of Jesus




Pray for the courage to serve the Lord in whatever way He calls you during the coming year.

FEBRUARY
Month of the Holy Family




This Month's Deaneries:
DUDLEY & WOLVERHAMPTON
OXFORD (SOUTH)

MARCH
Month of Saint Joseph




This Month's Deanery:
BANBURY & WARWICK

APRIL
Month of the Holy Eucharist




This Easter, pray that the Lord send more labourers into His harvest.

MAY
Month of the Blessed Virgin Mary




This Month's Deanery:
BIRMINGHAM CATHEDRAL & SOUTH

JUNE
Month of the Sacred Heart of Jesus



This Month's Deanery:
COVENTRY & NUNEATON



ARCHDIOCESE of BIRMINGHAM

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Registration 22/06/2013 23:02:4

- Banbury & Warwick
- Birmingham Cathedral & South
- Birmingham East & North
- Coventry & Nuneaton
- Dudley & Wolverhampton
- Kidderminster & Worcester
- Lichfield & Walsall
- North Staffordshire
- Oxford (North)
- Oxford (South)
- Stafford



Episcopal Area – Bishop David Evans

- Birmingham Cathedral & South
- Birmingham East & North
- Kidderminster & Worcester
- Dean: Fr. Gary Buckby
- Dean: Canon Jonathan Veasey
- Dean: Canon Brian McGinley



Episcopal Area – Bishop Stephen Wright

- Dudley & Wolverhampton
- Lichfield & Walsall
- North Staffordshire
- Stafford
- Dean: Monsignor Mark Crisp
- Dean: Fr. Malcolm Glaze
- Dean: Fr. Paul McNally
- Dean: Canon Michael Neylon



Episcopal Area – Canon Paul Fitzpatrick (Episcopal Vicar)

- Banbury & Warwick
- Coventry & Nuneaton
- Oxford (North)
- Oxford (South)
- Dean: Canon John Batthula
- Dean: Canon Tom Farrell
- Dean: Canon Mervyn Tower
- Dean: Canon Paul Fitzpatrick



CAFOD

- **Bishop Stephen Wright** appointed as the new chair for CAFOD.

“It is a privilege to be following in the footsteps of Bishop John, who has been a tireless champion for CAFOD over the years. He has steered the organisation remarkably well, standing in solidarity with the poorest communities around the world.

“I look forward to doing the same, working alongside our talented and committed trustees, employees, partners, volunteers, and supporters.

“Pope Francis’ call to care for our common home lies at the heart of CAFOD’s work. Our Catholic Christian mission is to serve our sisters and brothers throughout the world who are in need, recognising this can only be achieved by caring for the environment too. May the Lord continue to bless this work.”



LiveSimply

- 123 schools have now submitted their action plans to CAFOD and have started to work through them
- Four more schools have now been awarded the Livesimply Award. Congratulations to
Our Lady of the Wayside Primary, Shirley,
St. Columba’s Primary, Rednal,
St. Filumena’s Primary, Caversawall
St. Mary’s Primary, Cannock.
- The DES’ Action Plan has now been submitted to CAFOD.



Religious Education Directory

- The new Religious Education Directory has now been published
- ‘To Know You More Clearly’ sets out what is to be taught in all Catholic schools in England and Wales (currently covering EYFS to Key Stage 3)
- Key Stage 5 is still under development
- The document will be the foundation on which schemes of work will be developed

- This is to be implemented by September 2025
- Pdf has been sent to all schools. Hard copies can be purchased from

<https://www.ypdbooks.com/coming-soon/2134-to-know-you-more-clearly.html>

Prayer & Liturgy Directory

- The 2nd draft has been approved by the 2 Bishops’ Departments
- It now has to be presented to the Bishops at the next plenary meeting





CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist 'School(s)' means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.¹

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

¹ For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

- This document has recently been updated by the CES

- It can be downloaded from www.catholiceducation.org.uk/guidance-for-schools/governance/item/1003587-checklist-for-external-speakers-to-schools



Universalis

Universalis Tuesday 28 March 2023
Tuesday of the 5th week of Lent ●

You are using the worldwide General Calendar. [You may want to pick a country.](#)

Universalis Sunday 26 March 2023
5th Sunday of Lent ●

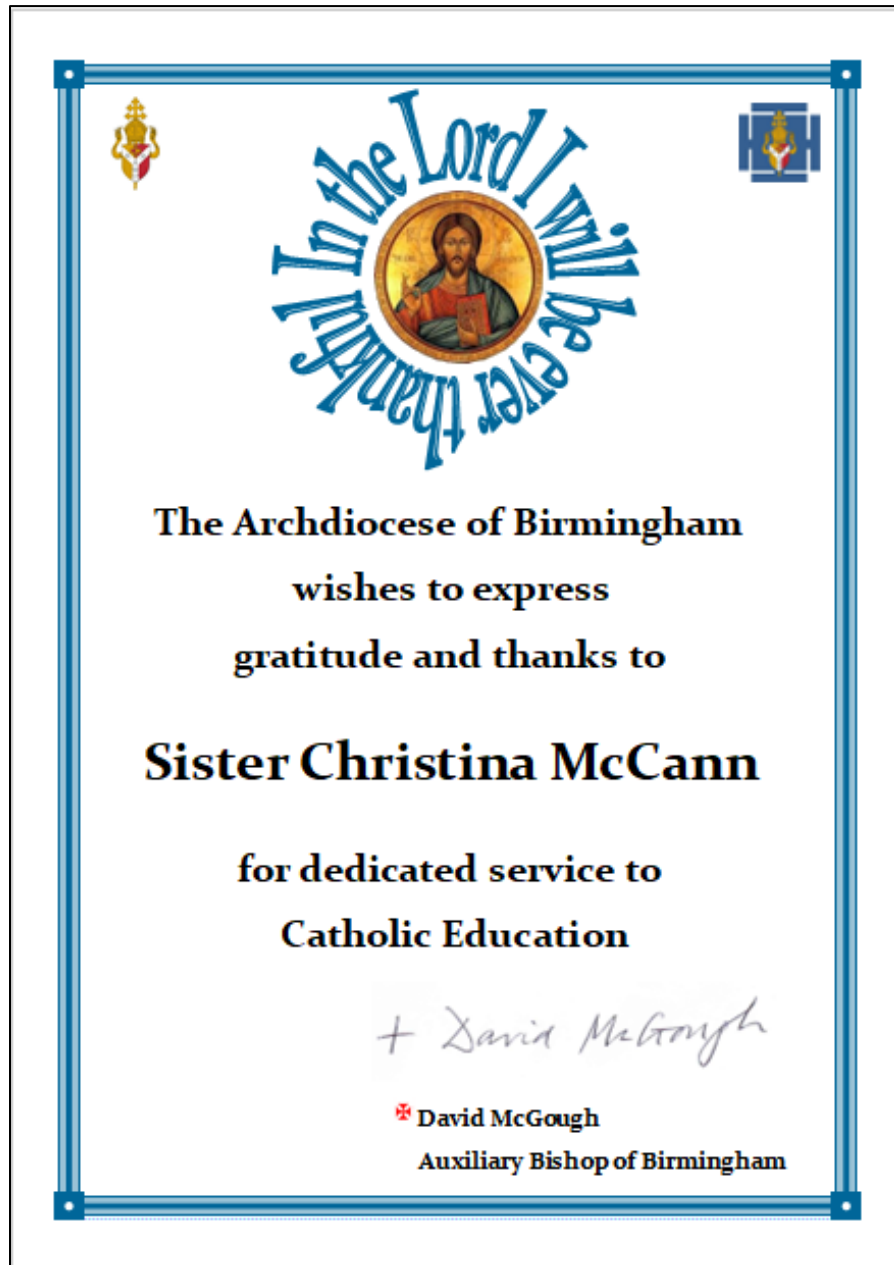
Using calendar: England. [You can pick a diocese or region.](#)

- Readings for Mass are free but don't include the Psalm
- £19.99 registration code which gives you access to a wide range of resources.
- Windows, MAC, iphone etc.

- “A full liturgical calendar so that you know all the saints’ days and feasts.
- The About Today page to tell you about the saints of the day, and more.
- Every Hour in the Liturgy of the Hours: Morning, Mid-Morning, Midday, Afternoon, Evening and Night Prayer, plus the wonderful Office of Readings.
- All the readings and prayers for Mass so you can follow them in church or read them at home.
- Lectio Divina for private or shared meditation.
- Every day of every year: look at any date whenever you want.”

<https://universalis.com/mass.htm>





- The certificate is for any retiree who has made a significant contribution to Catholic Education
- You can find the application form here [Important Information \(bdes.org.uk\)](https://www.bdes.org.uk)

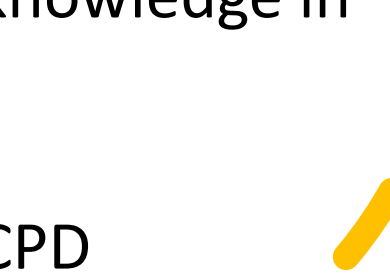


Two terms in, 28 inspections

Outstanding	Good	RI	Inadequate
8	18	2	0

Nuanced understanding is developing

Top 5 strengths

- Pupils' engagement with and response to prayer and liturgy
 - Pupils' behaviour and ability to articulate the theology that underpins it
 - Expression of the school's mission and identity through the physical environment
 - Teachers' subject and pedagogical knowledge in RE
 - Regular, high-quality and effective CPD
- 



Top 5 areas for improvement

- Pupil leadership of prayer
- Self-evaluation leading to well-targeted and effective improvements (RE and CW)
- Planning RE lessons that meet the need of pupil groups
- Quality of questioning in RE lessons
- Embedding a Catholic curriculum

CSEDS

Generally, still very lengthy and descriptive

Don't write about everything you do that is 'Catholic'

Keep organised, make it easy to monitor

'What could be improved?' has improved

CSED writing workshops will run on Zoom next year

National Updates

New Handbook issued, but will usually only be in September. Accompanying changelog

Comparative grade descriptor title for RE1.6 edited (text remains the same)

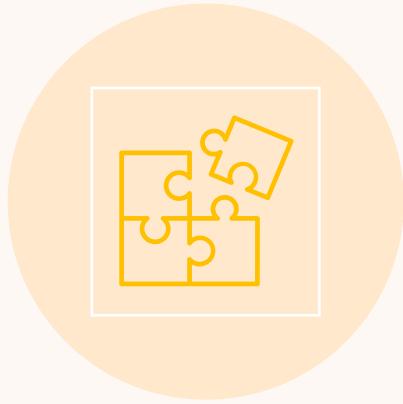
Post-inspection survey

'Governing Board' and other key definitions are in Handbook

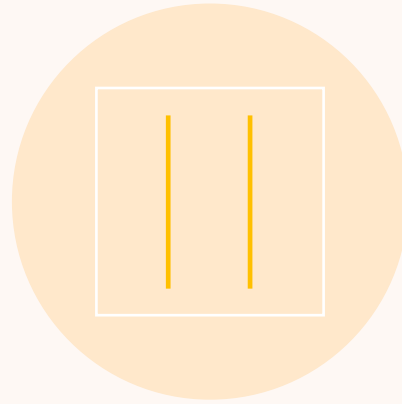
Timescales are national and statutory

Quality assurance has begun; a national process

Compliance checks



**PROBLEMS IN ACHIEVING
OAR**



**PAUSED TO FOCUS ON
INSPECTION**



**INCREASE TRAINING
CAPACITY**

DFE & Ofsted Updates

Ted Hammond –
Deputy Director for
School Standards



Opportunities for All – White Paper (1)



The White Paper was published in March 2022. Twelve months later it is timely to review.

The White Paper had two published ambitions:

Policy: By 2030, 90 per cent of primary pupils will meet the expected standard in reading, writing and maths, up from 65 per cent in 2019.

Progress: The percentage of children leaving primary at the expected standard fell to 59 per cent last year.

Policy: An “ambition” to increase the national GCSE average grade in English language and maths from 4.5 in 2019, to 5 by 2030.

Progress: The allowance of some grade inflation last year led to the average maths GCSE score rising from 4.53 in 2019 to 4.72, while the average English grade rose from 4.96 to 5.17.

Chapter 1: An excellent teacher for every child



1. Consult on leadership NPQ for SENCOs

DELAYED: Tied up in the delayed SEND review.

2. Scholarships for language graduates

DELIVERED: 175 scholarships worth £27,000 are available.

3. ITT course to get engineers teaching physics

DELIVERED: Trialled early last year then rolled out in October.

4. Digital service to recognise international teaching qualifications and relocation premium

ON TRACK: Tender exploring “future contract” for both published in August. Digital service launched this month; relocation payment “due to launch” early this year.

Chapter 2: Delivering high standards of curriculum behaviour and attendance



5. Literacy and numeracy sample test for year 9s

ON TRACK: Standards and Testing Agency is “working on the development of the new tests”.

6. Legislation to “modernise” attendance rules

SCRAPPED: The government has not responded to a consultation that closed last July.

7. ‘National data solution’ for attendance tracking

DELIVERED: Dashboard launched in September 2023 for schools to compare attendance, 14,000 schools signed up.

8. Legislate for attendance statutory guidance

SCRAPPED: Non-statutory guidance published in May with “expectation” on schools to publish their policy.

9. Legislation to increase Ofsted’s powers to inspect illegal schools

SCRAPPED*: Part of axed schools bill, but government has suggested it will still try to legislate.

10. Expectation that all mainstream schools run a 32.5-hour week by September

DELAYED: No sign of “detailed guidance and case studies” promised by summer 2022. DfE “expects” schools to “work towards meeting this expectation as soon as possible”.

Chapter 2: Delivering high standards of curriculum behaviour and attendance (2)



11. Network of modern foreign language hubs from 2023

ON TRACK: Tender launched in November for new centre of excellence, with up to 25 school hubs, over three years. Centre supposed to launch March 3.

12. Updated sport education plan in 2022

DELAYED: Missed pledge, but DfE said it is “progressing”.

13. Updated music education plan in 2022

DELIVERED: National music plan published last June.

14. New cultural education plan in 2023

ON TRACK: No plan yet, but DfE said it is “progressing”.

15. Careers programme for primary schools in areas of disadvantage

DELIVERED: Two-year, £2.6 million scheme to reach 600,000 pupils in 2,200 primaries underway.

16. Turn Oak Academy into curriculum quango

DELIVERED: Launched with a reduced curriculum offer in September.

Chapter 3: Target support for every child who needs it



17. Legislate for not-in-school register

SCRAPPED*: Part of axed schools bill.

18. Ofsted will hold schools to account for a new “parent pledge”

UNCLEAR: Schools were told to budget to meet the pledge this year, but nothing further published. DfE said an update “in due course”.

19. Catch-up ‘targeted support’ guidance

UNCLEAR: Ofsted has produced reports on catch-up, but publication of guidance is down to the DfE, the watchdog said.

20. Tutoring to become a “core academic option” funded by the pupil premium and a “vibrant tutoring market” from 2024

ON TRACK: This is still the plan.

21. At least £100 million to fund the Education Endowment Foundation

DELIVERED: £137 million grant announced in September to fund the evidence broker organisation for another 10 years.



Chapter 4: A stronger and fairer system

29. £86 million in trust capacity funding

DELIVERED: Schools were invited to submit bids last October.

32. Powers to force “coasting” schools to convert or change trusts

DELIVERED: First letters published last year.

33. Regional schools commissioners rebranded as regional directors

DELIVERED: Launched in September.

34. £40 million for 24 priority education investment areas

ON TRACK: Announced in March, but no details on when funding will be handed out.

36. Legislation to protect faith schools’ freedoms and protections when converting

SCRAPPED*: Part of axed schools bill. Keegan told MPs in December this was something she would prioritise but cannot “completely confirm is going to happen”.

Ofsted Inspections 2022-23



- By 15th March 2023, 49 Ofsted Inspections had been conducted since September, which compares to 42 for the whole of the previous academic year.
- Of these 49 Inspections; 22 have been graded inspections, 26 have been ungraded inspections and 1 was a monitoring inspection.
- By 15th March, 10 ‘Outstanding’ schools had been inspected this academic year and 40% retained their judgement compared to 20% nationally.
- By 15th March, 34 ‘Good’ schools had been inspected this academic year and over 85% retained their judgement.

Ofsted Inspections 2022-23



- Currently for our 237 schools across the Diocese, 210 are graded as good or better which is approximately 89% compared to the national figure for all schools of 84%;
- Over 50% of the schools have now been inspected using the current Ofsted Framework which is again above the national average (all schools have to be inspected using this framework by July 2025).

Department for Education – Behaviour Support



My role is to support behaviour in schools nationally through the Behaviour Hubs Programme.

I work closely with 20 lead behaviour schools across the country of which 2 are currently in the diocese. Through my work, I am seeing first-hand how hard senior leaders are working in schools to raise, or maintain, behaviour standards post-COVID.

More than ever schools need support to enforce consistency with boundaries/expectations and can no longer assume children know what good behaviour looks like.

Contact: jpmcinerney@icloud.com

Department for Education – Behaviour Support



The five scenarios below are examples of services that can be provided to schools across the diocese.

Behaviour Support

This will be a service offered to schools with a bespoke package of support. Usually offered in multiples of 4 days but include a structure around:

- two-day audit of the provision
- action planning session
- student/staff questionnaire
- training modules
- CPD for staff

Coaching and mentoring for SLT/Middle leaders (Behaviour/Attendance/Personal Development)

Working with key staff and helping them understand their role in either strategically and/or operationally supporting behaviour, attendance and safeguarding. Helping staff see them as linked and not separate to enable triangulation and proactive strategies to be deployed.

Department for Education – Behaviour Support



Staff CPD

This service is to fit the needs of the school. Current CPD offerings include:

- Linking attendance and behaviour
- Dealing with high challenge
- SEND and Behaviour
- Attendance support

Strategic support for schools

Bespoke service to support exclusions and broker support for students at risk of exclusion. This would involve working with existing providers to support this but more importantly proactively working with schools to be a sounding board before getting to that level of cost and support.

OFSTED support

Using the OFSTED framework to build evidence to support future inspections.

Invitation from the CES



TEACHER REFERENCE GROUP

The DfE is calling for teachers to join its Teacher Reference Group, which advises on the potential impact of policies on primary and secondary education.

There are already a couple of Catholic school teachers who are members. Please use the link below if you would like to join.

[Teacher Reference Group - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Ungraded Inspections

Justine Lomas –
Deputy Director for
School Improvement



Ungraded Inspections



- Ofsted are confirming an existing judgement or calling it into question
- Graded and ungraded inspections normally last 2 days. However, an ungraded inspection of a primary school or maintained nursery school with fewer than 150 pupils or children on its roll will normally last for 1 day. The size of the inspection team will vary according to the size and nature of the school. Inspection activity will take place over both days of the inspection.

Ungraded Inspections



Risk assessment

- Ofsted use risk assessment to ensure that their approach to inspection is proportionate and to determine which good and outstanding schools will receive an ungraded inspection, and which will receive a graded inspection. Risk assessment is a desk-based review of relevant information pertaining to the school.
- The indicators that Ofsted analyse in the risk assessment are usually the most recent data available at that time.
- Ofsted use a broad range of indicators to select schools for inspection. Therefore, receiving a graded inspection, rather than an ungraded inspection, does not mean that there are significant concerns about a school.
- The risk assessment process normally takes place in time for the start of the third school year after the most recent inspection.

Ungraded Inspections



What is used during a Risk Assessment?

- data from the DfE (for example, progress, attainment, attendance and exclusion data)
- school workforce census data
- the views of parents and carers, including those shown by Ofsted Parent View, Ofsted's online questionnaire for parents
- qualifying complaints about the school referred to Ofsted
- pupil mobility (this measures the amount of pupils leaving the school before the normal leaving age, or joining after the normal joining age, for that school)
- the outcomes of any inspections that we have carried out since the last graded or ungraded inspection
- statutory warning notices

Ungraded Inspections



Specific matters for ungraded inspections:

On ungraded inspections, inspectors will normally adopt the same methodology for inspecting the quality of education and safeguarding as that used on a graded inspection outlined in the 'quality of education' section and 'safeguarding' section.

They will also focus on a number of other areas within the graded inspection framework:

- **Behaviour** – inspectors will not make a judgement on all the criteria contained in the 'behaviour and attitudes' judgement. Nevertheless, they will consider 2 key factors:
 - whether the school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly. Inspectors will also consider whether this is reflected in pupils' positive behaviour and conduct. They will consider whether staff make sure that pupils follow appropriate routines, **whether low-level disruption is not tolerated** and whether pupils' behaviour does not disrupt lessons or the day-to-day life of the school
 - whether leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread

Ungraded Inspections



Ofsted's approach to evaluating personal development on ungraded inspections

In evaluating personal development for ungraded inspections, inspectors may consider any of the factors set out in the grade descriptors for graded inspections. However, they will focus on:

- the extent to which the curriculum goes beyond the academic, vocational or technical
- whether the school provides effectively for pupils' broader development
- whether the school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality
- secondary schools' approaches to CIEAG

Evaluating a school's approach to harmful sexual behaviour on ungraded inspections

- Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. They will expect schools to work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy with appropriate sanctions, pastoral support and a carefully planned RSHE curriculum that includes addressing issues of consent.

Evaluating a school's approach to careers provision on ungraded inspections

- Inspectors will review and assess secondary schools' approaches to CIEAG. If a school is not meeting its requirements in respect of career's advice, inspectors will state this in the inspection report.

Ungraded Inspections



Evaluating a school's approach to gaming and off-rolling on an ungraded inspection

- Inspectors will look for any evidence that suggests that the school may be gaming or off-rolling, which could be evidence that the school would no longer receive at least its current grade if a graded inspection were carried out. Where the lead inspector has serious concerns about gaming or off-rolling, the inspection will be deemed to be a graded inspection:
- gaming – entering or not entering pupils for courses or qualifications that are not in their educational best interests in order to achieve apparently better performance for the school
- off-rolling – removing, or encouraging the removal of, a pupil or pupils from the school roll without a formal, permanent exclusion when the removal is primarily in the interests of the school rather than in the best interests of the pupil

Evaluating a school's approach to staff workload on an ungraded inspection

- Inspectors will look at the extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively.
- Inspectors will consider the extent to which staff are free from bullying and harassment. Inspectors will also consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens.
- Ofsted understand that assessment arrangements may have been altered as a result of the COVID-19 pandemic. Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload.

Ungraded Inspections



Outcomes of an ungraded inspection. There are 4 possible outcomes for an ungraded inspection of a good school, 3 of which can apply to an ungraded inspection of an outstanding school.

- **Outcome 1** – the school continues to be a good/outstanding school. This is the most common outcome.
- **Outcome 2** – the school was previously judged to be good and it remains so, and there is sufficient evidence of improved performance to suggest that it might have been judged outstanding if it had received a graded inspection instead of an ungraded inspection. The school will be informed that its next inspection will be a graded inspection, which will typically take place within 1 to 2 years of the publication of the report
- **Outcome 3** – the lead inspector is not satisfied that the school would have received at least its current grade if it had received a graded inspection instead of an ungraded inspection. The school will be informed that its next inspection will be a graded inspection, which will take place within the statutory timeframe, typically within 1 to 2 years of the publication of the ungraded inspection report, depending on how near to the end of the statutory timeframe the ungraded inspection has taken place.
- **Outcome 4** – the lead inspector has gathered evidence that suggests that the good or outstanding school may now be inadequate in one or more of the graded judgements under a graded inspection, and there are serious concerns about the quality of education, pupils' behaviour or safeguarding. The ungraded inspection will usually be deemed to be a graded inspection, usually within 48 hours. Alternatively, for outstanding schools only, there are concerns that the school's performance could be declining to 'requires improvement'. Again, the ungraded inspection will usually be deemed to be a graded inspection, usually within 48 hours.

Ungraded Inspections



- Schools that remain good/outstanding (**outcome 1**) Where the lead inspector judges that a school remains good/outstanding, they will confirm this judgement in the final feedback to the school at the end of the ungraded inspection. A school judged to have remained good or outstanding following an ungraded inspection will **normally receive an ungraded inspection around 4 years later**.
- Schools that remain good, with marked improvement (**outcome 2**) Where the lead inspector considers that, based on the evidence they have seen, a school remains good and inspectors have reason to believe that the quality of education might have been better than good if the school had received a graded inspection instead of an ungraded inspection, the lead inspector will indicate that this is likely to be their conclusion. The school will then receive a report that makes clear that its next inspection will be a graded inspection. The report will confirm that the school remains good and will highlight the reasons why inspectors believe that the quality of education is better than good. **The graded inspection** will usually take place within **1 to 2 years giving** the school time for the strong practice and marked improvements to be consolidated. The decision on the timing of the full graded inspection will be for the relevant Ofsted regional director to determine. Schools may request an early inspection and these requests will be considered by the relevant Ofsted region.
- The relevant regional director may choose to carry out an ungraded inspection instead, which can be up to 4 years after publication of the original ungraded inspection report, if they believe that a graded inspection is likely to serve no useful purpose (as in, it is likely to yield a further judgement of good). This decision would normally follow a request from a school where the school does not believe it would be likely to receive an outstanding judgement at a graded inspection. We will not draw any conclusions solely from a school making a request. The decision is always at the discretion of the regional director, and they must first assure themselves there is no evidence that the school has declined below good.



Ungraded Inspections

- Schools that may no longer be good/outstanding (**outcome 3**). Where the lead inspector is not satisfied that the school would receive its current grade if a graded inspection was carried out at the time of the ungraded inspection, the lead inspector will indicate that this is likely to be their conclusion. The school will then receive a letter setting out what the school is doing well and what it needs to improve. The school's current overall effectiveness judgement will not change as a result of the ungraded inspection. The school will subsequently receive a graded inspection, which will typically take place within **1 to 2 years** of the publication of the ungraded inspection report.
- *It may be sooner, however, in order to comply with The Education (School Inspection) (England) (Amendment) Regulations 2015, which require a graded inspection in these schools within 5 school years from the end of the school year in which the previous inspection took place (this will be 6 years for the school's first inspection following the COVID-19 pandemic). This means that, for a small number of schools, the follow-on graded inspection may be carried out sooner than the usual 1 to 2 years after the inspection has taken place.*
- For outcomes 2 and 3, if a maintained school converts to become an academy before the graded inspection has been carried out, the school's first inspection as a new academy will be a graded inspection at least 1 year after the school becomes an academy.

Ungraded Inspections



Ungraded inspection is deemed to be a graded inspection (**outcome 4**). The ungraded inspection will be deemed to be a graded inspection, usually within 48 hours, if there are serious concerns about the quality of education, behaviour, potential gaming (including off-rolling) or safeguarding. This will occur if inspectors:

- find evidence that suggests that the ‘quality of education’ might be judged to be inadequate were a full graded inspection to take place at the time of the ungraded inspection. This may include a situation where the range of subjects being taught is very narrow
- find evidence relating to behaviour that suggests that ‘behaviour and attitudes’ might be judged to be inadequate if a graded inspection was to take place at the time of the ungraded inspection
- find evidence that suggests that the school has removed pupils from the school roll without a formal, permanent exclusion, or encouraged parents to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil
- find evidence that deliberate gaming is taking place
- find evidence indicating that safeguarding may be ineffective

Ungraded Inspections



- On all inspections, inspectors will determine whether there have been any safeguarding incidents or allegations since the last inspection, and whether the school has taken appropriate action to safeguard the children affected and/or to deal with allegations.

Evaluating a school's approach to safeguarding on an ungraded inspection

Inspectors will always consider the effectiveness of the school's safeguarding. All schools should have a good culture of safeguarding. This means that they should have effective arrangements to:

- always act in the best interests of pupils to protect them online and offline
- identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- secure the help that pupils need, and, if required, refer pupils in a timely way to those who have the expertise to help
 - manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults

Ungraded Inspections



Inspectors will usually carry out the following activities during the inspection to inform their safeguarding judgement:

- check the school's single central record, focusing on staff that have joined since the school's last inspection
- review the school's safeguarding training schedule or record, focusing on new staff that have joined since the last inspection
- review safeguarding records or case files and Parent View responses for the school
- ask (in an age-appropriate way) several pupils if they know how to raise safeguarding concerns
- ask a selection of staff, including non-teaching staff and new staff, if they know how to raise safeguarding concerns

Inspectors will not grade this key aspect of a school's work. However, inspectors will always make a written judgement in the report about whether the arrangements for safeguarding children and pupils are effective. Inspectors will go beyond simply reviewing documents in order to evaluate the safeguarding culture of the school.

Resources



Research Review Series has up to date research on a number of subjects including:

History, science, English, geography, PE, computing RE & EYFS. Art and design has just been released -

Just google Ofsted research series

<https://www.gov.uk/government/publications/research-review-series-art-and-design>

The summaries are accessible and user friendly videos are available on [youtube.com/watch](https://www.youtube.com/watch)
ofstedtalks.podbean.com for 'Ofsted Talks'

Examples of good practice



'In most subjects for example mathematics, leaders have carefully sequenced learning into small steps. These steps help pupils to build on what they already know and prepare them for what they will learn next. The sequencing also helps teachers to deliver the curriculum well. In these subjects teachers give pupils the right activities at the right time to practise and apply new skills in different ways. In these subjects, leaders ensure that teachers regularly check pupils understanding. This helps teachers to adapt subsequent learning or provide extra support where needed . But, in a few subjects where the curriculum is less well developed, leaders have not identified some of the small, precise steps for pupils to practise so that they can learn more over time.'

' have put in place a well designed and ambitious curriculum They have thought carefully about what knowledge they want pupils to learn and in what order. This includes in the early years. Knowledge builds logically on prior learning. Leaders have identified the specific vocabulary they want pupils to know and remember in each subject.'

Leaders have designed an effective teaching model, based on research. Teachers receive many high quality training opportunities They teach each curriculum subject with expertise. The curriculum is implemented consistently. Teachers recap prior learning and check that pupils learn and remember key knowledge As a result, teachers know accurately how well pupils are doing. New learning and key vocabulary are clear in each lesson. Pupils discuss their learning using subject specific vocabulary. Behaviour in lessons is exemplary.'

Resources



'Throughout the school, teachers plan activities that are both challenging and engaging for pupils. They organise learning to help pupils remember what they have previously learned. For example, in mathematics, pupils start lessons by doing a 'flashback' activity based on previous learning. In computing, pupils develop their skills and knowledge by revisiting key topics every year in more depth.'

'Leaders have designed a suitably ambitious curriculum. They have identified the body of knowledge and vocabulary they expect pupils to learn. They are very clear about the specific information, facts and concepts that pupils will study in most subjects. They ensure that this curriculum content is taught in a logical order that builds pupils' learning in small steps. A few subjects are not yet as fully developed. Sometimes, the exact knowledge pupils are expected to learn in this small number of subjects is not as clear as leaders expect'

'Leaders have high ambitions for what they want pupils to achieve. They have designed the curriculum well in most subjects to help pupils learn and remember more. Leaders place a strong emphasis on reading, writing and mathematics, Pupils achieve highly in these subjects. These successful outcomes are supported by pupils' learning in a wide range of other subjects, such as history and science, where they can apply the key vocabulary and concepts they have learned over time. In a small number of subjects, where planned learning is not as well sequenced, this application is not as strong.'

Closing Prayer

Maggie Duggan –
Deputy Director for
Catholic Education



A wooden cross with a crown of thorns is centered on the left side of the image. The background is a textured purple wall. In the foreground, there are large, out-of-focus green leaves. The text "Closing Prayer" is written in white on the right side of the image.

Closing Prayer

Prayer for Holy Week

Lord Jesus,

During Holy Week we will follow you on your sorrowful and glorious journey, your journey to the Cross and Resurrection.

We ask that as we walk with you,
give us grace to see the deep love you show us.

As you were welcomed with joy and acclaim to the Holy City,
your betrayal by the crowds soon overwhelmed their cries of Hosanna.
On the Cross, you made yourself servant
taking the sins of the world upon yourself.



May our lives reflect your desire to serve God our Father first;
that we may serve you in our brothers and sisters.

When we face suffering and disappointment, may we know your love.
When we are feeling lost, may we know that you are with us.

When we are worried, may your Cross be a sign of hope
and strength.

May this Holy Week be for us a time of renewal in faith and love.
Through Christ Our Lord. Amen.

