



# Headteacher Briefing

**Spring Term 2020**

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# Section 1 - Ofsted Updates



# Outstanding schools to face routine inspections

- The Department for Education has said that schools and colleges in England rated 'outstanding' at their last Ofsted inspection will no longer be exempt from regular inspections.
- Since 2012, outstanding schools have been exempt from routine inspections, and Ofsted chief inspector Amanda Spielman has warned that this has left some schools uninspected for a decade, leaving them without oversight.
- All outstanding schools will be inspected in the next five academic years under the proposed changes bringing an end to the era of some schools going over a decade without inspection
- Under the proposals in the consultation launched 10 January, all outstanding schools and colleges will be brought back into a regular inspection cycle - with Ofsted visiting every 4 to 5 years. This will affect around 3,700 schools and colleges rated outstanding when the exemption is lifted in September.



# Early Reading

- Getting the basics right - unless children can read, they can't learn to the full. They can't discover their own talents and interests; they cannot lose themselves in a book; they are held back from exploring the limits of their imagination and creativity.
- Failure to learn to read can end up: boredom and frustration translate into higher rates of exclusion, which in turn can lead to higher rates of unemployment and ultimately, in too many cases, this leads to higher rates of criminality.
- 'Bold Beginnings' provides examples of schools teaching reading successfully.
- The % of children on free school meals who reach the expected standard on the phonics check is 12% lower than that of their more affluent peers.
- **All, apart from those with the most severe special needs, can learn to read.**



# Early Reading

- During all inspections of infant, junior, primary and lower middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity.
- Inspectors will pay particular attention to pupils who are reading below age related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident. Fluent readers. (Secondary schools focus will be on those who did not reach the expected standard at KS1/2)
- Inspectors will listen to or observe a child reading with an adult, from unseen books appropriate to their stage of progress.



# Early Reading

What will inspectors evaluate?

1. The headteacher prioritises reading
2. Staff foster a love of reading
3. The content and sequence of the phonics programme supports pupils' progress
4. Reading books match the sounds that children know
5. Children are taught phonics from the start of Reception
6. Pupils who fall behind are supported to catch up quickly
7. Staff are experts in early reading



# What will inspectors ask?

- A. Who is at danger of falling behind?**
- B. What is being done for them? (Qualified?)**
- C. How many are in danger of falling behind?**
- D. Does school prioritise reading throughout the school? How?**
- E. Does reading feature on school improvement plans?**
- F. Do children in Year 2 and above continue to improve their reading accuracy and gain fluency in reading?**
- G. How often do teachers read to children?**
- H. How do leaders support teachers to ensure that story times are engaging?**
- I. How are books selected?**





# Curriculum Transition Arrangements

- Sean Harford (National Director, Education) announces an extension
- The transition period will be extended from one to two academic years - taking us through to July 2021.

## Where will the transition arrangements apply?

- The transition arrangements will only apply when it's clear that a school is well on the way with its curriculum journey - but isn't quite 'there' yet.
- This is not an amnesty for schools where teaching is weak or pupils' outcomes (including, but not exclusively, national tests and examination results) aren't good enough.



# Curriculum Transition Arrangements

- The arrangements will only apply to the descriptors of what good looks like. They do not apply to outstanding and inadequate judgements.
- The transitional arrangements apply to four of the curriculum intent (not 'impact' or 'implementation') descriptors and are clearly marked in the school inspection handbook; they appear in square brackets in each of the four grade descriptors.

Ofsted be looking at whether schools have concrete plans for being on their way to meeting those criteria. Inspectors will look favourably on schools where - based on leaders' actions - the quality of education could reasonably be expected to be good by September 2021.



# Curriculum Transition Arrangements

## What will inspectors be looking at?

- The handbook sets out what inspectors will be looking at when it comes to great curriculum intent.
- But when it comes to the transition period, the actions that leaders are taking to bring about change are all-important. Some of the hallmarks are:
  - broadening the curriculum to make sure that it is at least as broad, deep and ambitious as the national curriculum
  - identifying what pupils should know and be able to do by the end of each key stage/year group/term
  - using assessment to address gaps in pupils' knowledge
  - identifying the important knowledge in each subject or key stage
  - considering and planning how knowledge should be sequenced
  - already taking on an appropriate, effective way of teaching reading



## Ofsted seeks judgement-free approach to 'stuck schools'

- There are 410 "stuck" schools
- They need extra support, not to be inundated with unsuccessful improvement schemes.
- Chief inspector of schools Amanda Spielman said a new non-judgemental approach was needed, offering the schools tailored support.
- Heads said 'being stigmatised by blunt judgements made their jobs harder'.
- Ms Spielman added: "What the remaining stuck schools need is tailored, specific and pragmatic advice that suits their circumstances - not a carousel of consultants. Heads are asking Ofsted to do more to help and we agree."
- A spokesman for the Department for Education said it was working with Ofsted to look at how best to support these schools.



## Ofsted judgements since September 2019

	September 2019 to February 2020	September 2018 to February 2019
Outstanding	1	3
Good	20	22
Requires Improvement	5	5
Inadequate	2	2
<b>TOTAL</b>	<b>28</b>	<b>32</b>



## Section 2 - DfE Updates

Publications available from [www.gov.uk/publications](http://www.gov.uk/publications):

[Music.consultation@education.gov.uk](mailto:Music.consultation@education.gov.uk)

The Engagement Model

The Multiplication Check

EYFS Profile



# Behaviour Hubs

Last week, the DfE announced its next steps for implementing the behaviour hubs programme due to begin in September 2020.

The announcement includes the following:

Providing further detail on the upcoming programme model and offer to schools on gov.uk

Appointing a team of behaviour advisers led by Tom Bennett to develop and oversee the programme. Details of the team can be found on gov.uk

Launching the application round for recruiting the first cohort of lead behaviour schools and multi-academy trusts. Applications are welcome from Primary, Secondary, Alternative Provision and Special schools, and closes on midday 30 March.

Issuing an invitation to tender to procure a delivery organisation to lead on logistics and administration of the programme. The tender closes midday 30 March.

If you have any questions please contact [Behaviour.Hubs@education.gov.uk](mailto:Behaviour.Hubs@education.gov.uk)



# DfE Guidance - Teaching schools and system leaders: get support for you and your school

Last updated 25

February 2020

<https://www.gov.uk/guidance/system-leaders-who-they-are-and-what-they-do?>

There are now many opportunities for school leaders and governors to work with and receive support from their peers. This guide summarises the options available to you and how to access them.

In January 2020 we announced the appointment of 6 test and learn [teaching school hubs](#)

We are now speaking to schools about our plans to roll out teaching school hubs nationally later this year, which will succeed teaching schools from September 2021.





# Open consultation - Keeping children safe in education: proposed revisions 2020

## Why We Are Consulting

We are consulting on a wide variety of proposed changes to KCSIE. The aim is to help schools and colleges to better understand what they are required to do by law and what we strongly advise they should do in order to meet their safeguarding responsibilities.

Many of the proposed changes are technical in nature and are intended to improve the clarity of the guidance and ensure consistency throughout.

Closes 21 Apr 2020 Opened 25 Feb 2020

<https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions-2020>



# DFE Updates - New push to improve outcomes for vulnerable children

Vulnerable children in every school across the country will benefit from a dedicated school leader to ensure they attend and achieve, under new plans published today.

A consultation launched today will introduce changes to the role of Designated Safeguarding Leads in schools so that they have a greater focus on improving the academic achievement of children on the edge of care, as part of their existing safeguarding duties.

From: [Department for Education](#) and [Vicky Ford MP](#) Published 25 February 2020

<https://www.gov.uk/government/news/new-push-to-improve-outcomes-for-vulnerable-children>



## **DFE Updates - Plans to remove funding for courses with low student numbers**

More than 5,000 qualifications which are not being taken by anyone or are being studied by less than 100 students each year may lose government funding, under plans announced by Education Secretary Gavin Williamson.

This action is a key part of the government's ambitious plans to transform further education and training, including introducing new T Level qualifications. Alongside world-class A Levels, new T Levels will be the gold standard technical course of choice for young people from 2020.



# Standards

## **Minister urges school to promote T-levels**

Lord Agnew has urged all schools in England to give access to colleges offering the A-level alternative T-level qualifications, ahead of its rollout this year. His comments come after a number of colleges expressed their concerns that school leaders would be unwilling to lose potential A-level students.



# T Levels: What are they?

- T Levels are new courses coming in September 2020, which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.
- T Levels will offer students a mixture of classroom learning and ‘on-the-job’ experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship. Students will be able to take a T Level in a number of different areas including:  
Accountancy, agriculture, land management, animal care, building services, engineering, catering, craft and design, cultural heritage and visitor attractions, design and development, surveying and planning, digital business services, education, financial, hair, beauty and aesthetics health, legal maintenance, installation and repair and science.



# DFE Updates

## Nick Gibb launches musical education scheme

Education Minister Nick Gibb has announced the new National Plan for Music Education, aimed to “level up” opportunities and ensure that every pupil will have the chance to learn an instrument, sing in a choir or play in a band. The plan, to be published in the autumn, follows £85m in music and arts funding for schools.

- Music industry and education experts are being invited to suggest ways to improve the blueprint for music education to ensure that all children benefit. The government also wants to keep up with advances in technology over how music is created, recorded and produced.
- Recently, the government announced another £80 million to fund music education hubs, whereby organisations enable pupils to access to instruments and support whole classes to play together, in 2020-21. A non-statutory music curriculum is also being drawn up.

The consultation runs until March 13. The plan will be published in autumn.



# DFE updates -The Engagement Model

Following the Rochford Review, the government announced plans to introduce the engagement model.

This is a new form of assessment for pupils working below the standard of the national curriculum tests and not engaged in subject-specific study. It replaces P scales 1-4, and subject to consultation and final ministerial decision.

It will become statutory from the 2020/21 academic year.

The areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.





# DFE Updates- The Engagement Model

## **How will pupils be assessed?**

The engagement model has 5 areas of engagement: exploration, realisation, anticipation, persistence and initiation

## **How should schools use the engagement model?**

The engagement model does not replace existing planning and assessment systems and schools will have autonomy over how it will be implemented.

The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.





# DFE Updates - Multiplication Check

- From the 2019/20 academic year onwards, all state-funded maintained schools and academies (including free schools) in England are required to administer the online MTC to year 4 pupils.
- Schools will have a 3-week check window, starting on Monday 8 June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time. Further information can be found in the 2020 key stage 2 assessment and reporting arrangements ahead of the check administration guidance being published in March.



# DFE Updates - Multiplication Check

## Try it out area

- Prior to the mandatory check window, which is open between Monday 8 to Friday 26 June, schools will be able to provide their pupils with access to a ‘try it out area’ to familiarise themselves with the system. This will be available from 23 March until 26 June. (Gov.UK)
- Schools and pupils can also use the ‘try it out area’ to apply any necessary accessibility features for pupils that may need them. Pupils should try these features out ahead of the check window to ensure they work for them.



## **Accessing the system**

Schools with eligible year 4 pupils can access the MTC system via [DfE Sign-in](#). All year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England are eligible to participate. Ministry of Defence schools located outside of the United Kingdom that have state-funded year 4 pupils on roll are also eligible.

## **Use of data**

A [statistical publication of the 2020 MTC results](#) will be published by October 2020 at local authority and national level. Results will also be published to Analyse School Performance.

Schools will be able to view their results once all their pupils have completed the check or have been marked as 'not taking the check', and the MTC headteacher's declaration form (HDF) is completed.



# DFE Updates - EYFS Profile Handbook

- This statutory handbook supports EYFS practitioners in making accurate judgements about each child's attainment in 2020.
- The Early years foundation stage profile 2019 handbook has been replaced with the 2020 version.
- It should be used to help complete and moderate early years foundation stage profile judgements, so that outcomes are accurate and consistent across all early years settings.
- The guidance has also been aligned with the 2020 teacher assessment guidance for key stage 1 and key stage 2.



# DFE Updates 2020-2021

- ▶ The key stage 2 tests are timetabled from **Monday 10 May to Thursday 13 May 2021**.
- ▶ In 2021, Eid is due to begin on the evening of Wednesday 12 May. We understand that, given the significance of Eid, Muslim pupils may be absent from school.
- ▶ Schools may use timetable variations to reschedule the mathematics test for pupils who will be absent for Eid. If large numbers of pupils are absent, schools may decide it is appropriate to delay the test for the whole cohort. Schools should read the timetable variation guidance, which will be **updated in December 2020**, before applying. Schools are advised to discuss arrangements for the tests with their pupils' parents before the test period.
- ▶ **Multiplication tables check**
- ▶ Schools should administer the multiplication tables check within the 3-week period from Monday 7 June 2021.
- ▶ **Science sampling tests**
- ▶ There is no science sampling for the 2020/21 academic year

Date	Activity
May 2021	Key stage 1 test period
Week commencing Monday 7 June 2021	Phonics screening check week



# DFE Updates 2021-2022

## ▶ Key stage 2

▶ The key stage 2 tests are timetabled from Monday 9 May to Thursday 12 May 2022.

## ▶ Multiplication tables check

▶ Schools must administer the multiplication tables check within the 3-week period from Monday 6 June 2022.

## ▶ Science sampling tests

▶ Schools selected for science sampling will need to administer the tests within the 2-week period from Monday 6 June 2022.

Date	Activity
May 2022	Key stage 1 test period
Week commencing Monday 6 June 2022	Phonics screening check week



## Section 3

# Funding Issues



## Ministerial statement on school funding

### Prime Minister boosts schools with £14 billion package

- New funding delivers on pledge to level up per pupil funding across the country and includes £780 million for children with special educational needs.
- Schools across England are set for a giant cash boost as the Prime Minister announces he will invest over £14 billion in primary and secondary education between now and 2022/23.
- The funding package for 5-16 schools includes £2.6 billion for 2020/21, £4.8 billion for 21/22, and £7.1 billion for 22/23. This will bring the schools budget to £52.2bn in 22/23.
- This delivers on the Prime Minister's pledge when entering Downing Street to increase school funding by £4.6bn above inflation, levelling up education funding and giving all young people the same opportunities to succeed - regardless of where they grow up or go to school.





## Ministerial statement on school funding

- As part of this, every secondary school will receive a minimum of £5,000 per pupil next year, with every primary school getting a minimum of £4,000 from 2021/22.
- The deal includes £780 million extra for children with Special Educational Needs and Disabilities (SEND) in 2020/21, so every pupil can access the education that is right for them, and none are held back from reaching their potential. The additional funding comes ahead of next week's Spending Round, and gives schools the certainty they need to plan their budgets.



## Ministerial statement on school funding

It will:

- ensure that per-pupil funding for all schools can rise at least in line with inflation
- progress the implementation of our National Funding Formula, delivering promised gains in full for areas which have been historically under-funded
- Today's funding boost comes on top of a near £1.5 billion each year to continue to fund additional pension costs for teachers.



## Ministerial statement on school funding

- In addition to this package, schools will receive £4.4billion over three years to cover rising pension costs and ensure they can focus their resources on the front line.
- Schools will also continue to benefit from government support to ensure they can make the most of every pound of their budgets, following the launch of the Department for Education's School Resource Management Strategy last year.
- **This ranges from a free-to-use vacancy service to recruit teachers, to expert advisers who provide tailored support to individual schools that need it. (through DfE sign-in)**



# Recent Funding Announcements

## £5k for all secondary school children

- All secondary schools will from next year be given at least £5,000 per pupil, with local authorities legally required to ensure every school receives this amount, as well as £3,750 for every primary school pupil.
- It follows a pledge from Boris Johnson that schools will get an extra £14bn over three years.
- Paul Whiteman, general secretary of NAHT, said: "We are pleased to see the government making good on one of its election promises. This is a significant amount of money but against the backdrop of years and years of cuts, at best this just restores funding levels to where they were before austerity kicked in. In other words, an unprecedented 13-year funding freeze."



## “Making the cut: how schools respond when they are under financial pressure”

- An Ofsted report has determined that there is “no evidence of falling attainment” as a result of funding cuts.
- Ofsted found that there has been no decline in Year Six SATs scores or GCSEs, and that Pisa test scores for English 15-year-olds showed that they had “not changed significantly” in reading and science. Additionally, Pisa scores for mathematics have “significantly increased” since 2015.
- The report found that 91% of secondary school head teachers said that financial pressures have led to increased class sizes, leading to quieter pupils becoming “lost” in larger lessons. The survey also found that 48% of secondary schools predict that they will be in debt by the end of the current budget year.



# Section 4 - Standards



## Free RSE Training for Schools

The Catholic Education Service, in partnership with Ten Ten Resources and the Department for Education, is providing training for teachers in Catholic primary and secondary schools on the new statutory RSHE (Relationship, Sex and Health Education) curriculum. The training is FREE. The training will cover 6 modules:

RSHE Statutory Guidance

The Role of Parents

RSHE Policy and Guidance

Teaching RSHE in a Catholic Context

Breaking down the CES Model Curriculum

Resources and External Visitors There are two ways to receive the training, either online or by attending a one day course at one of the four regional hubs.

The online training can be used by SLT members, governors and class teachers, and will be available in the Summer Term 2020

For More information visit the CES website



## Summer born pupils struggle with basic literacy

- Figures from the Department for Education reveal that over a third of summer-born children are struggling with key skills including communication, maths and literacy at age five.
- Research suggests that pupils born in the summer months are less likely to be considered to have a "good level of development" in core areas than those born in the autumn, at the start of the academic year.
- The data shows that in 2019, 62% of children in England born between May and August had a "good level of development" based on teacher assessment at the end of the first year of school, meaning 38% did not reach this level. (72% GLD nat average)





## EBACC take-up shows gap between advantaged and disadvantaged pupils

- Data from the Department for Education (DfE) shows a wide divide in the number of disadvantaged and advantaged teens being entered for the English Baccalaureate (EBACC), with only 27.5% of disadvantaged teenagers being entered for the award last year, compared to 44.5% of all other students.
- Analysis also shows that 40% of pupils across England were entered for the qualification in 2019. While this is up 1.6% on 2018, it is far below the Government's target of 75% of pupils studying the EBACC by 2022 and 90% by 2025.



## What works at Key Stage 4, two or three years of study?

The Education Endowment Foundation is to launch a study investigating whether teaching GCSEs over three years is more effective than teaching them over two. Increasing numbers of schools are starting to teach GCSEs over three years, despite concern that it narrows the curriculum too early, forcing children to give up subjects such as history and music.

However, Academy chains, including the highly regarded Harris Federation, claim that disadvantaged children benefit from a longer approach to GCSE exams because they often lack the support at home to bolster their learning in the classroom.



## What works at Key Stage 4, two or three years of study?

Simon Rutt, project director of the study, said: "The length of key stage 4 in secondary schools is a topical issue in education. However, there is limited evidence about the relative impact on pupil attainment.

NFER propose to send a short survey to all secondary schools, in March 2020, to identify which schools adopt which approach, with the aim of identifying a sample of at least 300 schools for further research.

We would actively encourage as many secondary schools as possible to participate in this important project by completing the survey sent to schools.



# Native English speakers overtaken in GCSEs

- Students who speak English as a second language have outperformed native English speakers in GCSE maths and English, according to the latest figures from the DfE.
- Last year, 43.2% of native English speakers achieved grades 9-5 in the subjects, compared to 43.8% of pupils who speak English as an additional language.
- The data also shows that white pupils are the least likely to enter for the EBACC qualification, with only 38.5% of white students entering for the award.
- Meanwhile, 61.6% of Chinese students obtain the EBACC award, which represents the highest proportion of all ethnic groups, with 50.6% of Asian students, 46.5% of black students and 44.3% of mixed race students obtaining the award.,



# Section 5 - Education in the News



# Government urged to increase routes into teaching

Jo Johnson, former Conservative universities minister, and Lord Knight, former Labour schools minister, urge the Government to go further in their attempts to address a shortfall in secondary teachers, which could rise to 33,000 in 2026.

They call for a number of measures including -

- The opening up of the apprentice levy, stating it would enable passionate classroom assistants to realise their vocation
- To provide established teachers with more options to switch between school phases and subjects, noting a bulge of pupils progressing into the secondary system is creating a surplus of primary teachers.
- They state that more flexible funding for subject knowledge enhancement would make it easier for a primary teacher to move into secondary teaching.
- Finally they urge the Government to open up assessment routes for QTS, which would enable British teachers in international schools to return to work in the English education system, as well as opening a route for brilliant teachers from abroad to come to the UK.



## Balshaw and McQueen demand more investment in arts education

The boss of the Tate galleries, Maria Balshaw, has condemned the “dire” lack of arts resources afforded to state schools in England, and, alongside Oscar-winning film-maker Steve McQueen, urged the government to take immediate action. Balshaw highlighted the disparity in arts provision for private and state school pupils. She also noted that the arts remain a “core commitment” in Scotland and Wales. Meanwhile in England “hard-working teachers are too often thwarted in their aspiration to provide an arts-rich education by the restriction of the curriculum and the dire lack of resources”. Mr McQueen said: “The curriculum needs to be big enough to include all subjects and be for all children.”





# Report shows nearly half of Year 11 pupils suffer from stress every day

The My Health My School report, which studied the health and wellbeing of children in Leeds, has shown 24% of pupils suffer from anxiety and stress most days or every day, with the figure rising to 48% for Year 11 pupils. The number of children who reported feeling happy every day or most days has fallen from 82% in 2009/10 to only 62% during the 2018/19 academic year. Director of Campaigns at charity YoungMinds, Tom Madders, said: "The factors behind mental health problems are often complex, but we know that stress at school, bullying, concerns about body image, and the pressures associated with social media can all have a big impact. Young people coming up to GCSEs can face extra pressure as they approach their exams and start to make choices about their future."

*Yorkshire Post, Page: 6*





## **US teachers finding ways to lessen phone-separation stress**

Teachers in the US are developing strategies to reduce their students' anxiety over being separated from their phones in class. Some have begun putting the phones in a place where the students cannot touch them, but can still see them. One teacher has asked her students to download the Pocket Points app, which gives the students prizes when they reach a certain amount of classroom hours without using their phones.



# Section 6 - And Finally...



## And Finally... BDES Reminders

- Leadership Conference ICC Birmingham Friday 19<sup>th</sup> June 2020
- Caroline Bletso (Diocesan Communications Officer) can offer advice to school on website compliance if needed **AFTER** the school has done their own audit.
- Please complete the evaluation form at [bdes.org.uk](http://bdes.org.uk) - your comments are important to us and help to shape future briefings



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