

# School inspection update

June 2016 | Issue 7

---

## Message to inspectors from the national director, education

As we come towards the end of this academic year, I want to reflect on the positive developments since last September when we launched our common inspection framework. This is now well established in early years, maintained schools and academies, independent schools and further education and skills provisions. Additionally, the new short inspections of good schools and further education and skills providers have been well received.

So far this year, Her Majesty's Inspectors have carried out over 1,200 short inspections of previously good schools. Of these short inspections, 36% converted to a full section 5 inspection, more than a quarter of which resulted in the school being graded outstanding. We stated last year that we fully expected a proportion of schools to remain good when inspectors converted to gather additional evidence and this has indeed been the case: over half of the converted short inspections have confirmed that the school remained good.

Now that the model of short inspections is well established, we want to pilot the involvement of our Ofsted Inspectors (OIs) in leading short inspections as well as section 5 inspections. We will undertake a programme in the autumn term to train and deploy OIs with relevant inspection experience as lead inspectors. This will provide a wider pool of expertise and more flexibility for the delivery of the programme of short inspections. We will evaluate the pilot at the end of the autumn term.

The introduction of short inspections this year has brought with it lots of questions from schools about the timing of these inspections. While our intended policy is to carry out short inspections of good schools every three years or so, we are still in the transitional phase. As a result, some good schools are between three and five years on from their last inspection. Our priority has therefore been to schedule those schools closest to the maximum interval for inspections of five years from their previous inspection. Over the next academic year or so, the interval will come into line with the overall policy intention. That said, schools should bear in mind that the timing of inspections will not, and should not, be predictable. Some inspections may be scheduled very close to the three year anniversary while others may go well into



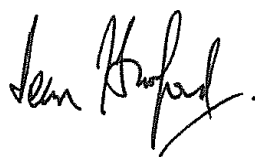
the following year before the school is notified. Schools should not be surprised if they haven't been notified at the three year point.

This final school inspection update of the year contains, among other things, important information for inspectors about the primary floor standards and on examination entry and curriculum, especially at key stage 4. Please read all of these items carefully. If you need further clarification, please, in the first instance, contact the regional business manager or senior HMI in the region.

Finally, I would like to draw your attention to HMCI's commentary from last month which focused on the importance of the wider curriculum, especially the provision for foreign languages and science in primary schools. Sir Michael's commentary can be found at [www.gov.uk/government/speeches/hmcis-monthly-commentary-may-2016](http://www.gov.uk/government/speeches/hmcis-monthly-commentary-may-2016). The key point here is that we recognise the great strides made by primary schools in English and mathematics in the last few years, on the back of much hard work by teachers across the country. However, we must not forget the importance of the broad and balanced curriculum and the crucial part that it plays in preparing our children for the next stage of their education and indeed for life in general. The subjects of the wider curriculum bring richness to pupils' learning and so must be reflected appropriately in our assessment of the quality of education provided by schools.

I wish you all a pleasant and relaxing summer break.

Best wishes

A handwritten signature in black ink, appearing to read "Sean Harford". The signature is fluid and cursive, with a large initial "S" and "H".

**Sean Harford HMI**  
**National Director, Education**

## Pay progression and pupil performance

The March 2016 edition of this update provided information for inspectors on what to consider when looking at how the school is monitoring the quality of teaching and learning and how this links to teachers' performance management and the teachers' standards.

Two of the bullet points provided for inspectors have been updated. Inspectors should follow the guidance below in their evaluations.

Inspectors should **not**:

- use evidence that governors are hands-on and getting involved in operational matters within the school as demonstrating effective governance, including, for example, some functions relating to pay determination and appeals processes
- report in any way that gives the impression that governors need to be directly involved in the performance management of individual teachers. Reports should focus on the impact of the work of governors and trustees in ensuring that appropriate arrangements are in place to ensure that pay decisions are properly and fairly linked to performance and the school's policy, rather than suggesting that they should be directly involved in the determination of individual pay decisions.

Inspectors should ensure that they are familiar with the [School teachers' pay and conditions 2015 document](#) and how it links to the teachers' standards. Inspectors should also familiarise themselves with recent guidance from the Department for Education (DfE) – [Implementing your school's approach to pay](#).

These documents can be found at:

[www.gov.uk/government/publications/school-teachers-pay-and-conditions-2015](http://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2015)

[www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay](http://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay).

## 2016 primary floor standard announcement

On 30 April 2016, at the National Association of Headteachers (NAHT) annual conference, the Secretary of State made an announcement about primary accountability. She made a commitment that, despite a higher expected standard in 2016, the proportion of schools below the floor standard will be similar to last year. In 2015, 5% of schools were below the floor standard, and in 2016 no more than 6% of schools will be below the floor standard.

When some schools receive their key stage 2 test results before the end of this term, they may be concerned that they do not meet the attainment part of the floor standard. The Secretary of State reiterated that, if a school meets the progress part of the 2016 floor standard, it is above the floor standard altogether. However, the progress scores will not be known until early September. As a result, inspectors are reminded that they should report on 2015 floor standards until the validated 2016 floor standards are published in December 2016. As for this year, the school's data dashboard will identify whether the school has met the floor standard and will be updated as soon as possible after validated results are published.

Please see the announcement at:

[www.gov.uk/government/speeches/nicky-morgan-speech-at-the-naht-annual-conference-2016](http://www.gov.uk/government/speeches/nicky-morgan-speech-at-the-naht-annual-conference-2016).

## Primary floor standard

In 2016, a school will be above the floor standard if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics, or
- the school achieves sufficient progress scores in all of English reading and English writing and mathematics.

To be above the floor standard, the school needs to meet either the attainment element or all of the progress element.

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in English reading, English writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils.

[www.gov.uk/government/publications/primary-school-accountability](http://www.gov.uk/government/publications/primary-school-accountability)

## Examination entry and curriculum

Analysis of the 2015 examination results indicates that some schools may have entered pupils for qualifications specifically to improve overall school results, although this may not have been in the best interests of the pupils. For example, sometimes, this occurred when large numbers of pupils were entered for combinations of qualifications with subject content that overlapped substantially. However, for most schools, the pattern and number of entries will reflect the best interests of the pupils and specialisms of the school.

Inspectors should note that high entry for qualifications with overlap will not directly affect the headline attainment reported in RAISE for English, mathematics or the science, languages and humanities EBacc pillars, because only one of any overlapping qualifications is counted. However, it may affect the broader measures 5ACEM, Best 8 average point score, overall value added and, for opt-in schools, Progress 8 and Attainment 8, in which both may be counted, so these should be considered carefully.

### **Implications for inspectors**

Inspectors should consider the entry policy for current key stage 4 pupils, taking into account whether:

- the curriculum meets the needs of pupils (bearing in mind any specialism of the school, breadth/narrowness and balance, time spent on studying and revising for any large number of examinations, and quality of 2015 outcomes for pupils)
- leaders have evaluated and adapted the entry policy to improve learning, provision and outcomes for pupils
- governors have considered leaders' rationale for, and evaluation of, the entry policy and its value for money.

Inspectors should consult three particular tables in the RAISEonline summary report to inform any potential lines of enquiry. They should then explore with the school whether entry patterns have been made in the best interests of the pupils. Inspectors should look at the table of entries and results by subject (KS4.21). They should:

- identify any subjects with a substantially higher percentage of entry than the national figure, taking into account any specialism of the school, and the total of all qualifications in a subject area, such as information and communication technology (ICT), or in related areas, such as ICT and computer science
- check for these subjects whether the school has poor or high results in comparison with national figures or with other subjects in the school (looking also at the relative performance indicator in table KS4.20)
- look for large possible double entry in subjects overlapping with English, such as English as a second language, shown in the languages section (also checking table KS4.2A for the number of pupils in the cohort with first language other than English) and English studies
- look for large possible double entry in subjects overlapping with mathematics, such as statistics and free standing mathematics qualification

(FSMQ), where the total entry may be masked as only each pupil's best entry for GCSE and FSMQ is shown, and consider the results.

When considering any high amount of double entry, and its impact on breadth of curriculum and time spent on examinations, inspectors may find it helpful to consider also the average number of qualifications pupils took, shown in table KS4.2A, bearing in mind that the national figure is 9.2.

## Guide to effective pupil premium reviews

The recent education white paper makes clear the commitment to achieving educational excellence everywhere, so that all pupils are able to realise their potential irrespective of their background. Pupil premium reviews form an important part of the DfE's aim to encourage a culture where all schools regularly review the effectiveness of their pupil premium strategy, drawing on expert support where necessary. The purpose of a review is to use an evidence-based approach to assess the effectiveness of the school's pupil premium strategy.

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](http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews).

The guide provides a rigorous and tested framework, which reviewers and commissioning schools can use, to 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. It asks reviewers to ensure that the needs of all disadvantaged pupils are supported, including the most able and those who are adopted from care for whom the school receives enhanced pupil premium funding. The guide also reminds schools of the potential benefits of whole-school approaches, which can have a significant impact on raising standards for disadvantaged pupils.

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, maintained schools will be required to publish their pupil premium strategy online. It should give details about how they intend to spend their allocation to address barriers to learning and the rationale and evidence behind the school's decisions. This is set out in paragraph 9 of Statutory Instrument 2016 451 at [www.legislation.gov.uk/ukSI/2016/451/made](http://www.legislation.gov.uk/ukSI/2016/451/made) and summarised at [www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online). Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interests of sharing their practice.

The guide includes an optional template to support all schools in developing and presenting their pupil premium strategy. A selection of completed primary and

secondary school examples are at: <http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews>.

Guidance on how to commission a pupil premium review and a link to the pupil premium review guide can be found at: [www.gov.uk/guidance/pupil-premium-reviews](http://www.gov.uk/guidance/pupil-premium-reviews).

### **Implications for inspectors**

Inspectors should be familiar with the pupil premium review guide, the template and with pupil premium publication requirements for maintained schools. They should consider the school's published pupil premium information, its rationale and supporting evidence. They should also consider how effectively leaders use the pupil premium to meet the needs and raise the attainment of all groups of disadvantaged pupils, including the most able and those adopted from care. Inspectors should note that the requirements for what academies must publish will be set out in their funding agreements.

## **Changes to RAISEonline and inspection dashboard for 2016**

For the 2016 results, all RAISEonline and inspection dashboard tables and charts for progress and attainment will use the new accountability measures. The 2016 summary reports and dashboards will focus on 2016 results. They will not include time series showing the previous accountability measures at key stages 1, 2 or 4, expected progress or attainment at national curriculum levels or of five GCSE grades A\* to C, including English and mathematics. The headline tables and charts will place emphasis on progress from starting points, including for low attainers and the most able, and on disadvantaged pupils. Presentation will assist users in focusing on the difference between the performance of disadvantaged pupils in the school and other pupils nationally with the same starting points. The types of pupil grouping and national comparators will reflect those used for 2015 Progress 8 opt-in schools, as shown in the anonymous summary report and dashboard in the public RAISEonline library. [www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx](http://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx).

More details of the types of RAISEonline tables and charts for 2016 results will be provided in RAISEonline latest news later this term: [www.raiseonline.org](http://www.raiseonline.org).

Further information is available on primary accountability measures at: [www.gov.uk/government/publications/primary-school-accountability](http://www.gov.uk/government/publications/primary-school-accountability) and on Progress 8 at: [www.gov.uk/government/publications/progress-8-school-performance-measure](http://www.gov.uk/government/publications/progress-8-school-performance-measure).

### **Implications for inspectors**

Before the 2016 RAISEonline and inspection dashboard have been published, and for previous results and trends, inspectors should consult the 2015 RAISEonline and

inspection dashboard. They should also use the 2016 checking exercise data, which is expected to be available for key stage 2 around the beginning of September and for key stage 4 around the end of September.

Inspectors should note that small amendments to the 'School inspection handbook' will be made to align it with current accountability measures. Inspectors should also note the details of the types of RAISEonline tables and charts for 2016 results that will be provided in RAISEonline latest news later this term. In September, inspectors will be trained on the changes to accountability measures in each key stage and the tables and charts designed to show them in RAISEonline and the inspection dashboard. Inspectors will receive online training in October using tables and charts with data just before the release of unvalidated primary 2016 RAISEonline summary reports and inspection dashboards.

## Update on key stage 1 assessment

For 2016, a new set of key stage 1 national curriculum tests replaced the previous tests and tasks. Schools were required to administer the two tests for English reading and two for mathematics (arithmetic and reasoning) during May, except where a school was selected to administer a test in April to inform standard setting. They could be administered to groups of children on different days.

On 3 June, the standards and testing agency published guidance on scaled scores at [www.gov.uk/guidance/scaled-scores-at-key-stage-1](http://www.gov.uk/guidance/scaled-scores-at-key-stage-1). This enables schools to convert each pupil's raw mark into a scaled score between 85 and 115, where 100 represents the expected standard, and gives information on using and interpreting test outcomes.

At the end of key stage 1, teachers must make their teacher assessment judgements on reading, writing and mathematics for each eligible pupil, using the interim teacher assessment framework at [www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1](http://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1). Teachers must take into account the pupil's progress and performance throughout the key stage. They must base their judgements on a broad range of evidence from across the curriculum for each pupil and use their knowledge of a pupil's work over time, taking into account the pupil's:

- written, practical and oral classwork
- results of the statutory key stage 1 tests
- homework.

The guidance on scaled scores states that, given that tests and teacher assessment are different forms of assessment, it is not necessary for the outcomes to be the same. To demonstrate that pupils have met a standard within the interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of



the 'pupil can' statements within that standard and all the statements in the preceding standard(s). It is likely that pupils who attain too few marks to reach a scaled score of 85 should be assessed using the pre-key stage standards: [www.gov.uk/government/publications/pre-key-stage-1-pupils-working-below-the-test-standard](http://www.gov.uk/government/publications/pre-key-stage-1-pupils-working-below-the-test-standard).

Local authorities will carry out moderation visits from 23 May to 30 June 2016. Headteachers must submit their key stage 1 teacher assessment outcomes to their local authority by Thursday 30 June 2016.

On 3 June, the Standards and Testing Agency also published a leaflet for parents on key stage 1 test results and teacher assessment at: [www.gov.uk/government/publications/information-for-parents-2016-national-curriculum-test-results-at-the-end-of-key-stage-1](http://www.gov.uk/government/publications/information-for-parents-2016-national-curriculum-test-results-at-the-end-of-key-stage-1).

The leaflet for parents states that the report parents receive from the school, after teacher assessments have been made, will tell them whether their child is performing at the expected standard for their age in reading, writing and mathematics. Schools are not obliged to report test results to parents in an annual report. However, parents must be allowed access to their child's test results on request. Also, schools are not required to report test results to their local authority or the next school when a pupil moves.

The 2016 key stage 1 assessment and reporting arrangements, revised in April 2016, are at: [www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions](http://www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions). They reflect the decision to make the key stage 1 English grammar, punctuation and spelling test optional and the extended date for submission of teacher assessment.

### **Implications for inspectors**

Inspectors should note the guidance for schools on using and interpreting scaled scores, including reasons that test and teacher assessment outcomes may well be different, and information in the leaflet for parents.

## **PE and sport funding**

The 2016 budget signalled the continued investment in education to equip the next generation for the future, tackling childhood obesity and investing in school sport. The primary school PE and sport premium is to be doubled from £160 million per year to £320 million per year from September 2017 and will continue until at least 2020.

### **Implications for inspectors**

Inspectors should take this into account when making their judgement whether the primary PE and sport premium is used effectively.

## Governors and DBS checks

The new [School Governance \(Constitution and Federations\) \(England\) \(Amendment\) Regulations 2016](#) were laid before Parliament on 25 February 2016. Regulations 1 and 2 came into force on the 18 March 2016 and Regulation 3 comes into force on the 1 September 2016.

Regulation 2 amends the School Governance Constitution Regulations 2012 as follows:

- a) by 1 September 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any serving governor who does not have one; and
- b) from 1 April 2016, all maintained school governing bodies to apply for an enhanced criminal records certificate for any newly appointed governor within 21 days of appointment.

Regulation 3 makes the following amendment to the School Governance Federation Regulations 2012:

- a) by 1 September 2016, the number of parent governors on the governing bodies of federations to be two.

Full details are provided in the regulations themselves.

### Implications for inspectors

Inspectors need to ensure that they are familiar with these amendments to regulations when checking the single central register.

## English as an additional language

The DfE published 'School Census 2016 to 2017: guide for schools and Local Authorities' on 4 May 2016. During the autumn 2016 census and from spring 2017 annually onwards, it will be a statutory requirement for a school to assess all of its pupils for whom English is not their first language against a five-point scale of reading, writing and spoken language proficiency. The five proficiency stages are:

- new to English
- early acquisition
- developing competence
- competent

- fluent.

The information collected will enable the DfE to identify trends and potential regional areas where there is significant increase in new arrivals who are at an early stage of learning English. The data collected will inform policy and for the first time provide national statistics on the characteristics of this group. The information on proficiency stages will not affect funding levels for schools.

The breakdown into five proficiency stages will enable schools to track different groups of learners who speak English as an additional language (EAL) to determine whether all are making similar progress and to inform decisions concerning support and provision.

Although the DfE has issued criteria and guidance for each of these five proficiency stages, there will be no single national assessment tool. Furthermore, the outcomes will not be moderated so it will be for a school to determine its own assessment arrangements and outcomes. A number of commercial EAL assessment tools exist nationally, which are being adapted to fit these five stages. As with other forms of national assessment, Ofsted has no preference as to how schools should assess pupils who speak English as an additional language.

Further information on 'Proficiency in English' can be found in the guide on pages 62–64 at: [www.gov.uk/government/publications/school-census-2016-to-2017-guide-for-schools-and-las](http://www.gov.uk/government/publications/school-census-2016-to-2017-guide-for-schools-and-las).

## Implications for inspectors

The information will enable inspectors to have a clearer overview of the characteristics of the EAL population in each school. Currently, RAISEonline groups together all pupils who speak English as an additional language, regardless of proficiency. The proficiency stages will indicate whether there is a greater proportion of pupils who are at earlier or more advanced stages of acquiring English. Consequently, inspectors can evaluate the impact this may have on outcomes for pupils and whether different groups of EAL learners are making similar progress.

It is not known yet whether the numbers of pupils at each proficiency stage will be published in future data. However, schools should have this information available if inspectors require it, for example where EAL learners form a significant proportion of the school population or where EAL is an inspection trail.

## Reporting on equalities

Ofsted inspections should provide an independent view of how schools promote equality of opportunity for all. The school inspection handbook states, at paragraph 138, that inspectors will consider 'how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths

(and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community.

Schools must not unlawfully discriminate against pupils, parents or staff with protected characteristics. Schools must not discriminate in their admission arrangements, the way in which they deliver education and other benefits to pupils, or when excluding pupils. The discrimination provisions for schools and the exceptions to them are all set out in the Equality Act 2010. The exceptions include the content of the curriculum and collective worship in faith schools and admissions to single-sex schools and schools of a religious character.

### **Implications for inspectors**

Inspectors should ensure that they are familiar with the equality duties on schools. Inspectors are reminded that, while important, groups such as disadvantaged pupils are not covered by 'equalities' legislation unless they also share a protected characteristic. When conducting inspections, inspectors should consider any equalities or accessibility policies, and other relevant information that schools may have published on their website (as referenced in the March 2016 edition of this newsletter). Inspectors should also consider the behaviour of pupils at the school, looking at pupils' behaviour towards each other and towards staff, and whether they are free from bullying, harassment and other forms of discrimination. Further information and guidance on what the legislation means for schools is set out in 'The Equality Act 2010 and schools', a guidance document published by the Department for Education (DfE). This is available at:

[www.gov.uk/government/publications/equality-act-2010-advice-for-schools](http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

In addition to the DfE guidance document, the Equality and Human Rights Commission publishes a helpful 'Technical guide to the Equality Act' for schools that inspectors will find helpful. This is available at:

[www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england](http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england).

### **Voluntary childcare register**

We are aware of a number of schools advertising additional provision run by the school that is also registered on the General Childcare Register. The Childcare Act 2006 explicitly prohibits any school registering provision on the voluntary part of the General Childcare Register. Appropriate action will be taken to ensure that schools comply with the law.

## Implications for inspectors

If, during an inspection, inspectors are made aware that a school has registered provision on the voluntary part of the register, they should seek advice from the relevant regional early years senior officer.

## Recent publications/announcements relevant to inspections

### Statutory guidance for schools and colleges on safeguarding children and safer recruitment

On 26 May 2016, the DfE published the response to the consultation and its revised guidance document, 'Keeping children safe in education – statutory guidance for schools and colleges'.

The main changes to the guidance relate to:

- reinforcing the importance of Part one of the guidance as a starting point for **all** staff in schools and colleges to read and have mechanisms in place to support understanding
- reducing the size of Part one so the more detailed additional safeguarding information can be targeted at those staff who work directly with children
- increasing the focus on the importance of a child-centred and coordinated response to safeguarding
- emphasising further the role that individual staff play in safeguarding and the fact that it is everyone's responsibility
- highlighting the importance of early help and how it sits in the wider safeguarding system
- clarifying the difference between a concern and a child in immediate danger and the required action in each case
- inserting a new requirement into the guidance to ensure that staff are regularly updated on safeguarding and child protection, as required, but at least annually
- clarifying confidentiality and moving it from Part two to Part one so that all staff will see it
- updating information on whistleblowing, in particular signposting to the new NSPCC helpline
- clarifying the role of the designated safeguarding lead and cover for the role

- inserting a new section to cover online safety, including the requirement in guidance for schools and colleges to have appropriate monitoring and filtering systems in place and an annex to support schools and colleges.

The guidance is for information until September when it will replace the version that was published in July 2015.

## Reducing teacher workload

Three review groups, established to address the biggest concerns that teachers raised in the Government's Workload Challenge in 2014, published their reports on [marking](#), [planning](#) and [data management](#) in March 2016. Inspectors should take into account the recommendations (in particular those for Ofsted) and principles in the reports to help remove unnecessary workload in schools.

The reports refer to the importance of the 'clarification for schools' section (paragraph 28) of the inspection handbook. Inspectors should ensure that their reports to schools align with the statements set out in this section. Inspectors' recommendations to schools, particularly on marking, planning and data management, should reinforce the principles set out in the three reports. [www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload](http://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload).

## Local area SEND inspection framework and guidance

On 27 April 2016, Ofsted and the Care Quality Commission (CQC) published the framework and handbook that detail how the inspectorates will jointly inspect local areas to see how effectively they fulfil their responsibilities to children and young people who have special educational needs and/or disabilities.

The framework covers the inspection principles of local area inspections and should be read alongside the handbook at: [www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors](http://www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors).

The handbook is primarily a guide for inspectors on how to carry out these local area inspections. The handbook should also support local areas in their self-evaluation and ongoing improvement. The handbook is available at: [www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors](http://www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors).

## Timelines for schools: mandatory and useful information

On 13 April 2016, the DfE published the [summer term 2016 timelines](#) to help headteachers, principals and governors plan for the term and academic year ahead.

The timelines are broken down into 'mandatory timelines' and 'useful information timelines'.

The 'mandatory' timelines help schools understand the legal requirements they must meet.

The 'useful information' timelines help schools find out about future changes, as well as identify upcoming activities that may benefit students.

These timelines cover the following types of schools: academies; free schools, UTCs and studio schools; local authority maintained schools; sixth form and further education colleges; pupil referral units; independent schools; and non-maintained special schools.

## **Inspecting boarding and residential provision in schools: framework and guidance**

On 1 April 2016, Ofsted published framework and guidance documents, which detail how Ofsted inspects boarding and residential provision in maintained, non-maintained and independent boarding and residential special schools.

The documents have been updated for the new inspection year starting 1 April 2016 and include a minor clarification to grade descriptors, an amended annex A and reference to the new children's summary.

The documents are part of the [Ofsted inspections of boarding and residential provision in schools](#) collection on Gov.uk.

## **Statutory guidance: Schools causing concern**

On 24 March 2016 the DfE published the updated [Statutory guidance for schools causing concern](#). The guidance explains the local authorities' and regional schools commissioners' responsibilities relating to schools causing concern and applies from 18 April 2016.

## **Consultation outcome: Intervening in failing, underperforming and coasting schools**

On 24 March 2016, the DfE published the [outcomes of its consultation](#) on intervention in failing, underperforming and coasting schools. It contains a summary of responses received along with the government's response outlining the next steps.

## Government proposals for Ofsted inspections

On 24 March 2016, Sean Harford, National Director, Education, updated his blog page clarifying how the government's white paper 'Educational excellence everywhere' would affect inspection. You can access the blog on this link: [educationinspection.blog.gov.uk/2016/03/24/government-proposals-for-ofsted-inspections](http://educationinspection.blog.gov.uk/2016/03/24/government-proposals-for-ofsted-inspections).



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
No.  
© Crown copyright 2016