

Welcome to the East of England regional webinar



Presenters...

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This webinar will:

- share Ofsted updates
- discuss overview of the annual report
- signpost to current news and publications.

Updates

- Schools – handbook updated 09/02/2022 – further due for September 2022.
- Likely to be more significant in September 2022 including transition arrangements.
- Deferral policy update.
- Multi-Academy Trust Summary Evaluations (MATSE).
- Attendance – ‘securing good attendance and tackling persistent absence’.
- Recruitment – regular recruitment of HMI

Annual report 2020/2021

OVERVIEW



Identified issues

- slower development in speech and language in early years
- physical side effects of lockdowns on school pupils
- interrupted practical learning in further education
- vulnerable children out of sight of school
- those with SEND experiencing 'particularly difficult time' although some benefited from working at home.
- Concern raised about attendance:
 - home education on the rise
 - pupils with SEND most likely to be kept away from school.
- apprentices lost work: 'the route back is proving slow.'
- prisons: 'a bad situation much worse.'

Early years



- Many statistics suggest that inspection outcomes look fairly similar to previous years, but our work took on a different shape.
- Children are recovering, but those from challenging family circumstances found it harder to adjust.
- Nearly half of providers said that children's PSED, physical and language development fell behind, although some were happier as they spent more time with their parents. Most providers have given more emotional well-being, health and self-care time.
- Financial concerns for providers, especially in the most deprived areas, is a concern. This was in part due to a reduction in children on roll and changes to patterns of attendance.
- We are concerned by some reports that disadvantaged children, and those with SEND, are less likely to be attending early years provision than before the pandemic.
- Summer born entry to Reception is more likely to be deferred than prior to the pandemic: this is a potential research area re. age of children and pandemic.

Schools



- Interim visits were helpful for school leaders in reflecting on priorities during the pandemic.
- 1/5 the number of inspections in 2020/21 than in 2018/19.
- Autumn 2020: lots of lost school time due to COVID.
- Different regions experienced different proportions of COVID related absences.
- Studies about remote learning show that children, 'did not learn as much when learning remotely.' 'The loss of in-person schooling affected children differently depending on their age and circumstances, and on the level of support they received at home and from school.'
- Primary: summer 2020 – little progress in learning, particularly in reading, including phonics, and maths.
- Secondary: home experiences, 'created greater variability in successful learning.'
- Both: SEND provision hampered due to 'bubble' arrangements.
- The quality of school assessment and curriculum planning was noticeable in summer inspections and this impacted on pupils' recovery.
- Mental health challenges increasing according to NHS.
- By summer term in good and outstanding special schools, the curriculum was usually in good shape, but the extra-curricular provision was still impacted by the pandemic.

EHE

- 38% increase in number of EHE according to ADCS.
- % of pupils movements to unknown destinations (unknown by Ofsted, not necessarily the school) increasing for all year groups.

SEND in mainstream and specialist settings (including independent specialist)

- Attendance was variable in 2020/2021 even when all restrictions were lifted.
- Nearly half of teachers surveyed said that their school provided 'additional remote learning arrangements' for pupils with SEND.
- Expectations for attendance varied for special schools.
- Impact on the curriculum.

Alternative Provision/PRUs

Unregistered schools

Independent schools

Area SEND



- ‘...SEND have been disproportionately affected by the pandemic.’ Long standing issues simply highlighted or worsened by the pandemic.
- Over half of areas inspected require a written statement of action.
- Of those re-inspected: over a third were making progress in all weaknesses, the rest were making progress in some weaknesses apart from one that was not making progress.
- While most risk assessments happened, communication wasn’t always strong with some families.
- Because some services were cancelled or cut back due to pandemic, some parents/carers reported children regressing. Some were even left in pain, immobile or unable to communicate properly.
- Schools and colleges tried to provide extra support for some children, numbers unknown.
- EHC plans were weak this year. Waiting times were also a concern in most areas, especially for ASD diagnosis.
- Government SEND review.

FES



- Inspection outcomes are roughly in line with previous years.
- Disruption to education and training programmes: apprenticeships and course linked to the sectors hit hardest by the pandemic were least likely to be running fully. Health and safety concerns and job instability in the sector were big challenges that led to interruptions in training or education... For some this prevented apprentices from finishing their course.
- Strong providers implemented assessment and support to help learners overcome 'learning loss'. Weaker providers did not support staff to design and implement effective remote learning and this meant learners had too many gaps in their learning that teachers/trainers could help them overcome.
- Mental health and safeguarding challenges increased for learners during the pandemic.
- Many placements for learners with high needs have closed during the pandemic. Similarly, online provision did not meet the needs of many learners with high needs.
- Leaders continued working with external agencies but needed to do so more flexibly.
- PMVs demonstrate some good work in CEIAG while in some providers none was evident at all.
- Adult participation rate continues to decline as before the pandemic, however, some groups increased due to flexibility of remote learning.

ITE

- *Of those inspected in the new framework: over half were judged less than Good. It was, however, a small sample though previously all providers were judged Good.*
- Too few providers have ambitious curriculum for trainees. Most had not yet incorporated the core contact framework.
- Too many relied on placements for learning the curriculum. Placements relied too often on trainee for what trainees were learning and needing work on.
- The quality of mentoring schemes varies.
- We support the government's ambition to improve training and development for teachers. We look forward to inspecting ECF and NPQs in summer 2022. Also reminded about teacher development evaluation.

Social care

- Children's social care services have worked hard through the pandemic, and we're all aware there are still long-standing problems to overcome.
- Sufficiency is a problem in many aspects of children's social care...
- There are also regional variations which means that services catering for children with particular needs are often distant from the families whose children need them.
- Some children's home providers have struggled to manage COVID restrictions – reduced activities and negative impact on education.
- Growth is largest private owners of children's homes.
- Impact of pandemic on children in care. Children spoke highly of the support of staff in our social care survey, but they struggled with school closures and being away from friends.

Social care

- The shortage of foster carers continues to be a concern, even though there was an increase in the number of fostering households.
- It is uncertain whether 25% fall of voluntary adoption agencies in England is due to the introduction of regional adoption agencies. Government will be reviewing the inspection and regulation arrangements.
- Referrals to children's social care dropped at the start of the pandemic. They remained low even after schools reopened, though not universally so.
- The family courts continue to be backlogged to make decisions for children.
- Residential special schools had patchy attendance. Many short-break settings shut during 'lockdowns', limiting enrichment and socialisation for some children.

Regional priorities

- Tackle the **significant gaps in children's and young people's experiences that affect their education and welfare**, particularly for those in more deprived circumstances.
- **Champion, include and support vulnerable children and young people** who have suffered particularly during the pandemic.
- Ensure **attendance** on site at education and other settings is high and ensure that those **electively home educated** are safeguarded and supported to achieve well.
- Ensure children and young people access the right high-quality help, care and education, in **settings which have registered appropriately**.
- **Safeguard** vulnerable children and young people, including those at risk of abuse and exploitation.
- Enable children and young people to move onto their next stage through effective **transition to enhance their life chances**.

Recent communications:



- <https://educationinspection.blog.gov.uk/2022/02/02/what-to-expect-on-a-primary-deep-dive-some-guidance-for-subject-leaders/>
- <https://www.gov.uk/government/news/good-attendance-listen-understand-empathise-and-support>
- <https://www.gov.uk/government/news/childcare-providers-no-longer-required-to-tell-ofsted-about-confirmed-covid-19-cases>
- <https://educationinspection.blog.gov.uk/2021/12/08/curriculum-keeping-it-simple/>

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