



Schools North East

Computing in the Curriculum: Information, advice and inspiration

Inspection, computing and
e-safety

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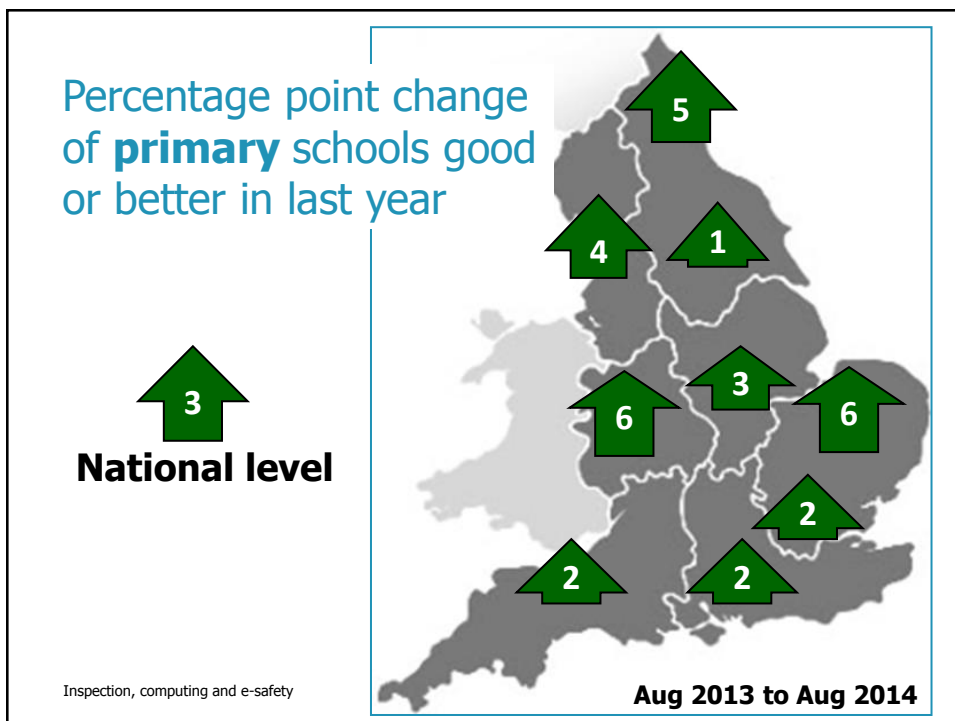
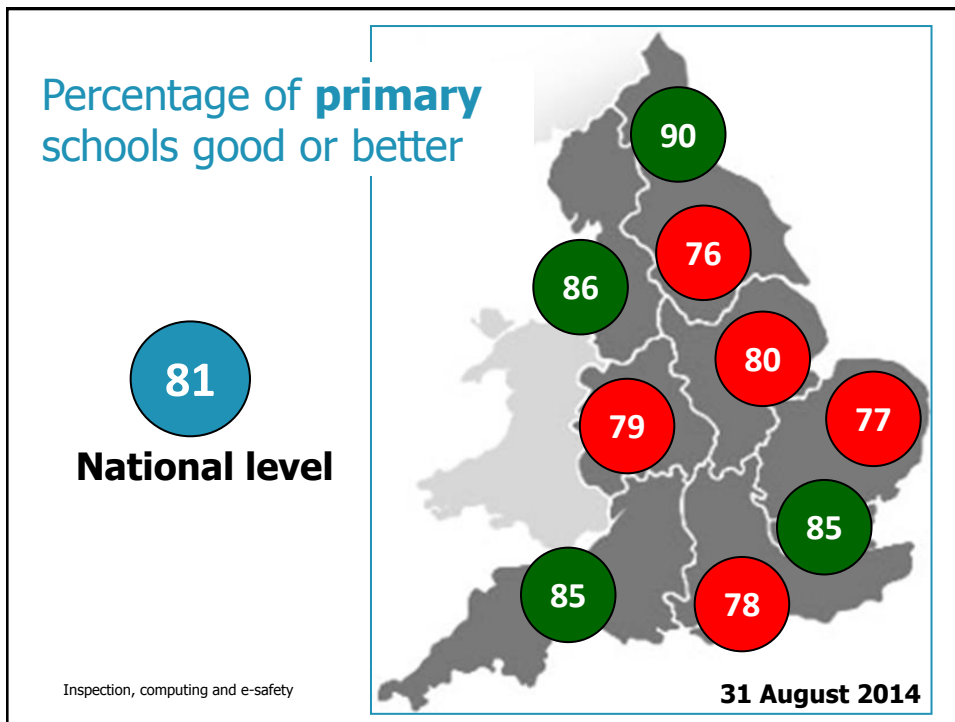
Thursday 26 March 2015

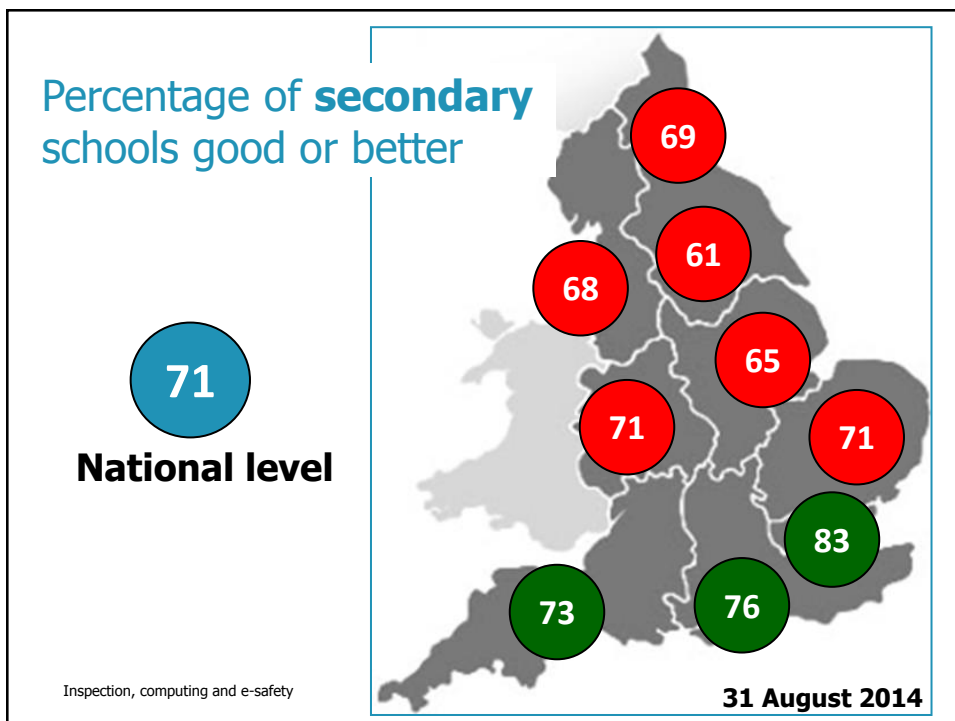
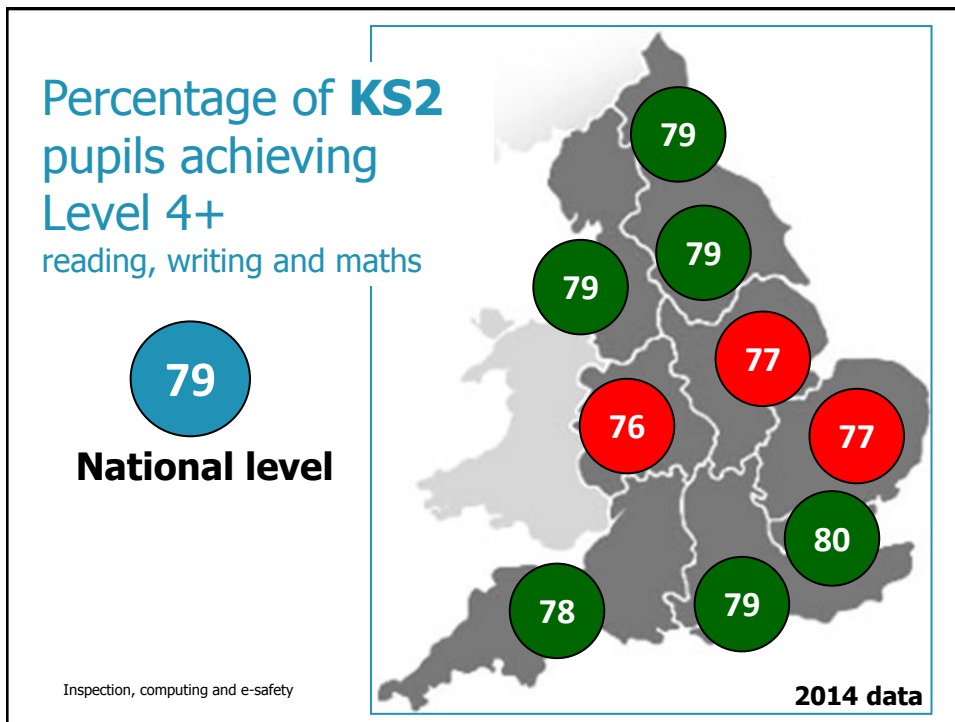
Inspection, computing and e-safety

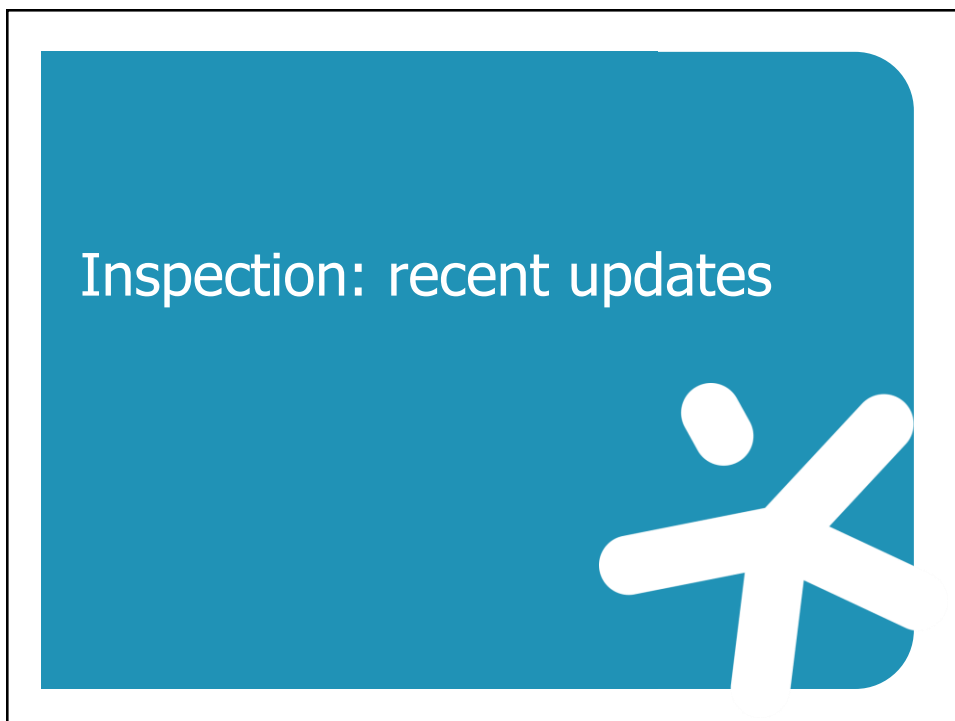
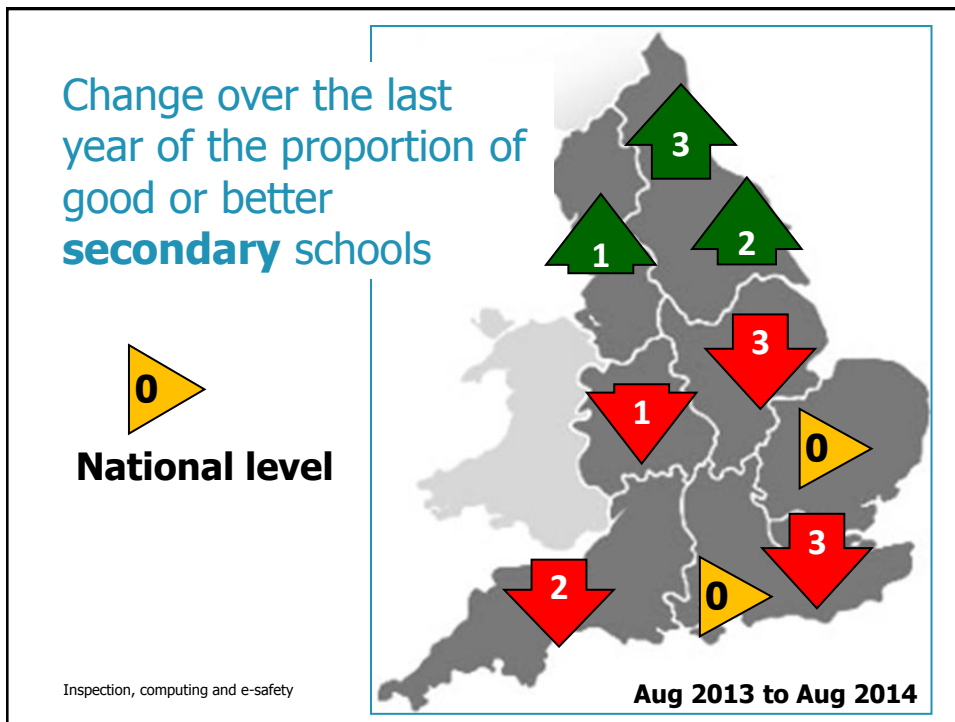


Inspection: the latest picture









Key revisions to the s5 inspection framework and guidance from September 2014



Only three key guidance documents are now published:

- **The School inspection handbook** explains how inspections are conducted and the judgements that are made by inspectors. It contains the grade descriptors used by inspectors when making their judgements.
- **The Framework for school inspection** sets out the statutory basis for section 5 inspections.
- A briefing document on **Inspecting safeguarding** is provided to support inspection.

The revised inspection handbook brings together guidance that was previously spread across a number of documents. The high importance of safeguarding is signified by the provision of a separate document.

Inspectors will continue to use their professional judgement when evaluating the quality of education provided in a school.

Inspection, computing and e-safety



Key revisions to the s5 inspection framework and guidance from September 2014



The School inspection handbook reflects four significant changes to the context in which schools operate:

- the implementation of a new national curriculum
- the removal of national curriculum levels of attainment
- the expectation of schools to prepare pupils for life in modern Britain
- changes to pupil premium funding.

Each of these themes has an impact on more than one key judgement area.

Inspection, computing and e-safety



Key revisions to the s5 inspection framework and guidance from September 2014



While there is no change to inspection methodology, inspectors will:

- make graded judgements for early years and sixth form provision
- no longer record on evidence forms a grade on the quality of teaching for individual lesson observations
- pay even greater attention to a school's curriculum to ensure it is appropriately broad and balanced to help prepare young people for life in modern Britain.

Guidance has also been revised to support inspectors in making judgements following the phased removal of national curriculum levels in September 2014.

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Key revisions to the s5 inspection framework and guidance from September 2014



Schools previously judged to be good will no longer receive an interim assessment letter in the third year after their s5 inspection to inform them that they will not be inspected in the forthcoming year. The inspection selection policy for 'good' schools remains unchanged.

The School inspection handbook sets out that the most important role of teaching is to promote learning and the acquisition of knowledge by pupils and to raise achievement. It reiterates Ofsted's stated policy that it has no preferred teaching style. It is up to schools to determine how teachers should teach.

There is clear guidance for inspectors on the duties and the responsibilities of governors (paragraph 165).

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Key revisions to the s5 inspection framework and guidance from September 2014



The four key judgement areas remain the same. Inspectors will consider them in the following order:

- behaviour and safety (each considered separately with the lower grade carrying the final judgement)
- teaching
- achievement
- evidence of any early years or sixth form provision and their impact on these judgements
- the quality of leadership and management of the school.



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Key revisions to the s5 inspection framework and guidance from September 2014



Overall effectiveness continues to be the final, overarching judgement.

Inspectors will continue to consider the effectiveness of provision for pupils' spiritual, moral, social and cultural development.

Inspectors will continue to focus on groups of pupils judging the extent to which the education provided by the school meets the needs of the range of pupils, particularly those who have a disability for the purpose of the Equality Act 2010 and pupils who have special educational needs.



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Ofsted inspections – clarification for schools (Oct 2014, updated Mar 2015)



- The purpose of this document is to confirm facts about the requirements of Ofsted and to dispel myths that can result in unnecessary workloads in schools.
- The document is intended to highlight specific practices that are not required by Ofsted. It is up to schools themselves to determine their practices and for leadership teams to justify these on their own merits rather than by reference to the inspection handbook.
- Areas covered include lesson planning, self-evaluation, grading of lessons, lesson observations, marking and pupils' work, and evidence for inspection.



Inspection, computing and e-safety

Inspection and computing



Computing

- The final programmes of study for computing for Key Stages 1-4 were published in September 2013. Maintained schools in England are legally required to follow this statutory national curriculum from September 2014.
- The national curriculum sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.
- Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.



Inspection, computing and e-safety

Computing

- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. Inspectors see a range of curricula across maintained schools, academies and free schools. Schools develop their own curriculum to respond to the particular needs of their pupils and ensure they receive a broad and balanced education. However, a school's curriculum must comply with the legislation to give pupils the opportunity to study a wide range of subjects.
- Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.
- All schools must publish their school curriculum by subject and academic year online; there is a legal requirement to make curriculum information available on a school's website.



Inspection, computing and e-safety

Computing

The computing curriculum can be considered as built from three strands:

- **Computer science:** the scientific and practical study of computation; what can be computed, how to compute it, and how computation may be applied to the solution of problems.
- **Information technology:** concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.
- **Digital literacy:** the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.



Inspection, computing and e-safety

Evaluating the curriculum (extract)

The School inspection handbook (paragraph 152) states that inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- is effectively planned and taught



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Evaluating the curriculum (extract)

- is based at Key Stage 4 on a balance between academic and vocational courses that is appropriate for the pupils
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- does not compromise pupils' achievement, success or progression by inappropriate early or multiple entry to public examinations
- fully meets the requirements of the 16–19 study programmes and takes account of course completion rates and the needs of learners.

Inspectors will be aware that, for example, a Year 7 teacher cannot currently assume that pupils have covered the full KS1 and KS2 computing programmes of study.

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Evaluating achievement (extract)

Achievement is outstanding when

- Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school.
- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.

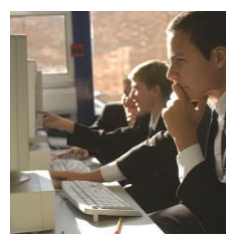
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Evaluating achievement (extract)

Achievement is outstanding when

- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.



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Evaluating quality of teaching (extract)

The quality of teaching is outstanding when

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.



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Evaluating quality of teaching (extract)

The quality of teaching is outstanding when

- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.



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Assessment and reporting

As now, inspectors will use a range of evidence to make judgements, including by looking at test results, pupils' work and pupils' own perceptions of their learning. Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach.

Inspectors should evaluate how well leaders use formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard or if they need to catch up. Inspectors should consider how well:

- assessment information, including test results, is used by leaders and governors to improve teaching and the curriculum
- leaders ensure the accuracy of assessment through internal and external standardisation and moderation



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Assessment and reporting

- schools adopt the best practice of working together to moderate assessment for year groups and the end of key stages, and come to a common understanding of attainment and share records at points of transfer.

In evaluating the effectiveness of reporting on pupils' progress and achievements, inspectors will assess the way the school reports on the progress and attainment of pupils to parents and carers. Inspectors will consider whether reports help parents to understand how well their children are doing in relation to any standards expected and how they can improve.



Inspection, computing and e-safety

Inspection and e-safety



Inspecting e-safety in schools

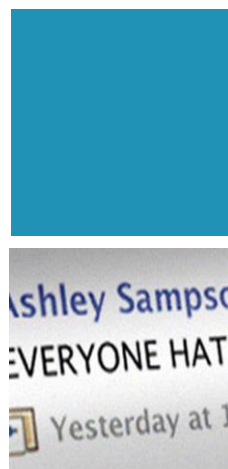
The January 2015 School inspection handbook contains the following text:

The behaviour and safety of pupils at the school

Inspectors should consider (paragraph 174 extract):

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes **cyber-bullying** and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment
- the success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, **e-safety** arrangements and action taken following any serious safeguarding incident.

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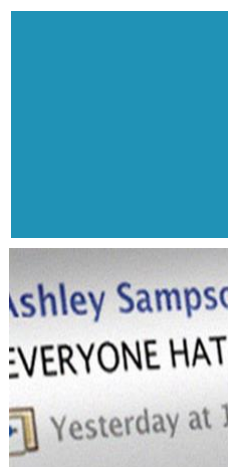


Inspecting e-safety in schools

The grade descriptor for outstanding includes:

- Pupils are fully aware of different forms of bullying, including **cyber-bullying** and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to **e-safety**.

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Inspecting e-safety in schools

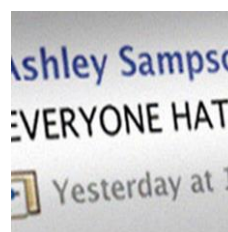
The January 2015 School inspection handbook contains the following text:

The quality of leadership in, and management of, the school

Inspectors should consider the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe (paragraph 157). This includes the:

- effectiveness of the arrangements for safeguarding pupils who are educated wholly or partly off-site at a unit run by the school or at alternative provision
- approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these
- promotion of safe practices and a culture of safety, including **e-safety**.

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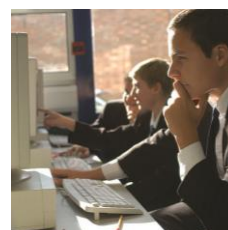
Statutory duty and leadership

'The **governing body** of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to **safeguarding** and **promoting the welfare** of children who are pupils at the school.'

section 175 Education Act 2002

The leadership and management of the school are likely to be judged to be **inadequate** if the school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident.

Inspection, computing and e-safety



Why is this important?

- 62% of children use a tablet at home (up from 42% in 2013). Among children aged between 5 and 15, 34% now have their own tablet, rather than using devices belonging to their parents or school (up from 19% in 2013).
- A sharp increase in tablet ownership among very young children means that some are using one to surf the web, play games and watch video clips before they join school. 11% of children aged 3-4 now have their own tablet (up from 3% in 2013).
- Girls appear to use their devices for social activities more than boys do. In a typical week, older girls aged 12-15 send more text messages than boys (163 versus 113) and make more mobile phone calls (23 versus 17).

[OFCOM: Children and Parents: Media Use and Attitudes Report October 2014]

Inspection, computing and e-safety



Why is this important?

- Older girls and boys (12-15) are equally active on social media (71% have a profile). However, girls are more likely than boys to use Instagram (42% versus 30%), SnapChat (33% versus 20%) and Tumblr (11% versus 3%). This perhaps reflects the importance of sharing photos and content between friends on these services.
- The majority of parents feel they know enough to help their child manage online risks (77%), but 43% of parents whose child goes online feel their children know more about the internet than they do. This rises to 62% of parents feeling less knowledgeable than their children aged 12-15.
- Pupils with special educational needs are 16% more likely to be victims of online abuse; children from lower socio-economic groups are 12% more likely.

Inspection, computing and e-safety



Why is this important?

- 36% of parents of 5-15s who go online are concerned about their child downloading viruses; 34% are concerned about their child giving out details to inappropriate people. 30% are concerned about their child being bullied, 28% about the content of the websites their child visits.
- Just because these environments are online makes them no less susceptible to potential harm compared to the physical world; this makes it vitally important that pupils and staff are fully prepared and supported to use these technologies responsibly.
- Safety campaigns do seem to be successful: although those aged 9–12 are the most likely in Europe to display an incorrect age, they are also the most likely to keep their profile private.



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E-safety issues also affect adults



MyEx.com, a 'Revenge Porn' site has already had hundreds of UK victims in 2014. It links with other social media sites (eg LinkedIn, Facebook) and will not remove any posts. Complaints are redirected to an 'independent' reputation management site which charges \$500 for removal.



Inspection, computing and e-safety

Inspecting e-safety in schools

In the context of an inspection, e-safety may be described as the school's ability to:

- protect and educate pupils and staff in their use of technology
- have the appropriate mechanisms to intervene and support any incident where appropriate.

The breadth of issues classified within e-safety is considerable, but can be categorised into three areas of risk. Common risks inspectors are likely to encounter include:



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Content

- exposure to inappropriate content, including online pornography; ignoring age ratings in games (exposure to violence, often associated with racist language); substance abuse and 'revenge porn'
- lifestyle websites, for example pro-anorexia, self-harm or suicide sites
- hate sites
- content validation: how to check authenticity and accuracy of online content.



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Contact



- grooming
- cyber-bullying in all forms
- identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords.



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Conduct



- privacy issues, including disclosure of personal information
- digital footprint and online reputation
- health and well-being (amount of time spent online (internet or gaming))
- sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)
- copyright (little care or consideration for intellectual property and ownership – such as music and film).



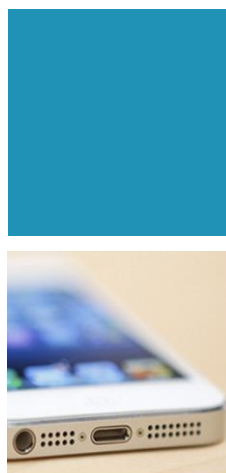
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Key features of effective practice

Whole school consistent approach:

- All teaching and non-teaching staff can recognise and are aware of e-safety issues.
- High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-safety mark).
- A high priority given to training in e-safety, extending expertise widely and building internal capacity.
- The contribution of pupils, parents and the wider school community is valued and integrated.

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Key features of effective practice

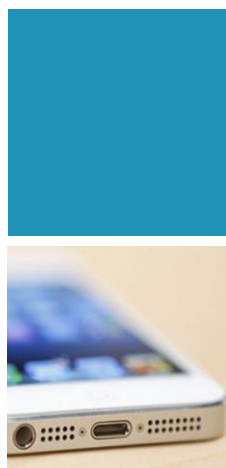
Robust and integrated reporting routines:

- School-based reporting routes that are clearly understood and used by the whole school, for example online anonymous reporting systems.
- Report Abuse buttons, for example CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.

Staff:

- All teaching and non-teaching staff receive regular and up-to-date training.
- One or more members of staff have a higher level of expertise and clearly defined responsibilities.

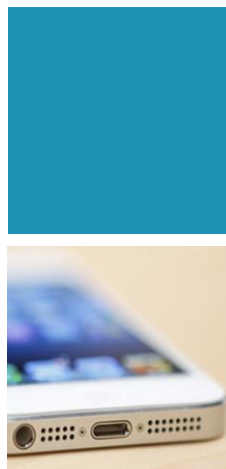
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Key features of effective practice

Policies:

- Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors.
- The e-safety policy could be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying.
- The e-safety policy should incorporate an Acceptable Usage Policy that is understood and respected by pupils, staff and parents.



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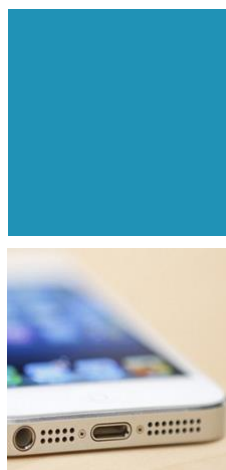
Key features of effective practice

Education:

- An age-appropriate e-safety curriculum that is flexible, relevant and engages pupils' interest; that is used to promote e-safety through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.
- Positive rewards are used to cultivate positive and responsible use.
- Peer mentoring programmes.

Infrastructure:

- Recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age-related filtering that is actively monitored.



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Key features of effective practice

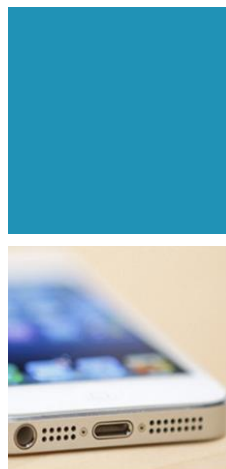
Monitoring and evaluation:

- Risk assessment taken seriously and used to good effect in promoting e-safety.
- Using data effectively to assess the impact of e-safety practice and how this informs strategy.

Management of personal data:

- The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.
- Any professional communications that utilise technology between the school and pupils/students, their families or external agencies should take place within clear and explicit professional boundaries, be transparent and open to scrutiny, and not share any personal information with a pupil.

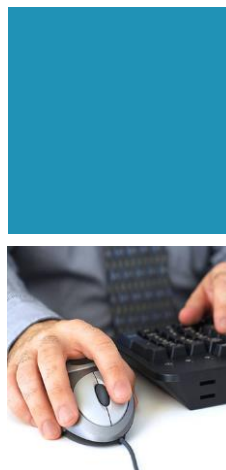
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Indicators of ineffective practice

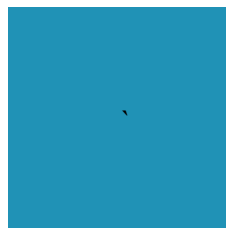
- Personal data is often unsecured and/or leaves school site without encryption.
- Security of passwords is ineffective, for example passwords are shared or common with all but the youngest children.
- Policies are generic and not updated.
- There is no progressive, planned e-safety education across the curriculum, for example there is only an assembly held annually.
- There is no internet filtering or monitoring.
- There is no evidence of staff training.
- Children are not aware of how to report a problem.

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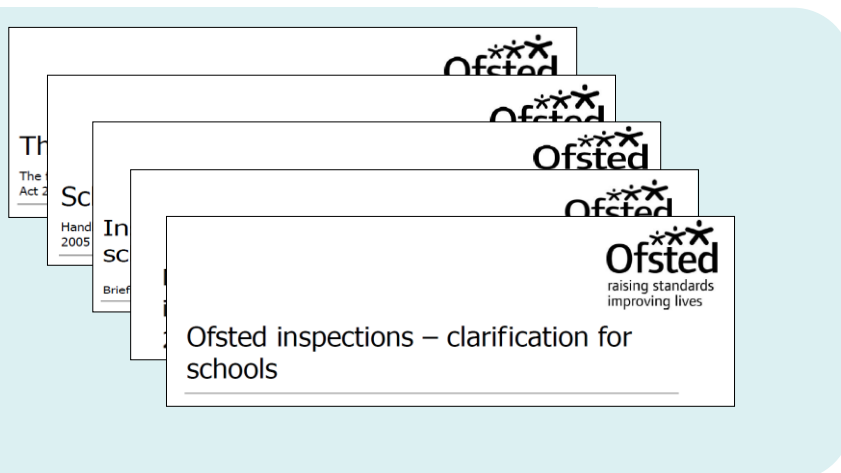
And finally

- E-safety is now considered in the inspection of all education remits including the early years sector, further education and skills, and initial teacher education.
- Social care inspectors also consider e-safety in the inspection of these remits, including in boarding and residential provision in schools and colleges, children's homes and adoption and fostering services and agencies.



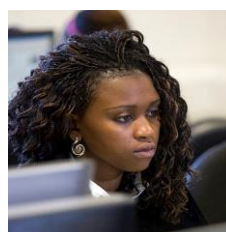
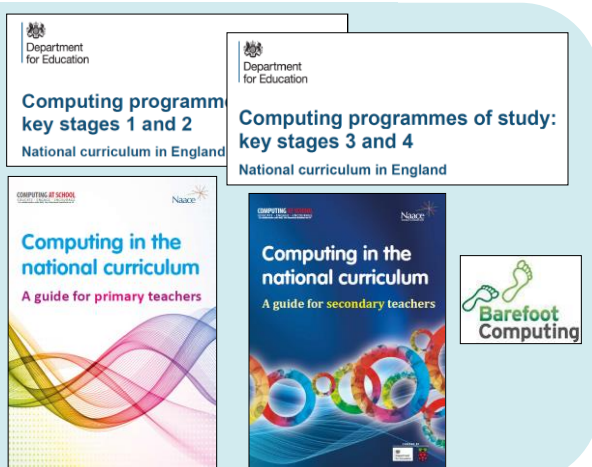
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Essential background reading



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Support available



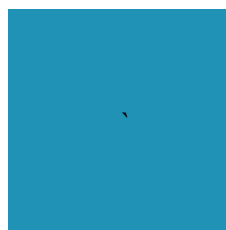
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Links

- Computing at School: www.computingatschool.org.uk
- Naace: www.naace.co.uk
- Barefoot computing: barefootcas.org.uk
- Child Exploitation and Online Protection Centre (CEOP): www.ceop.police.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Childnet International: www.childnet.com

www.ofsted.gov.uk

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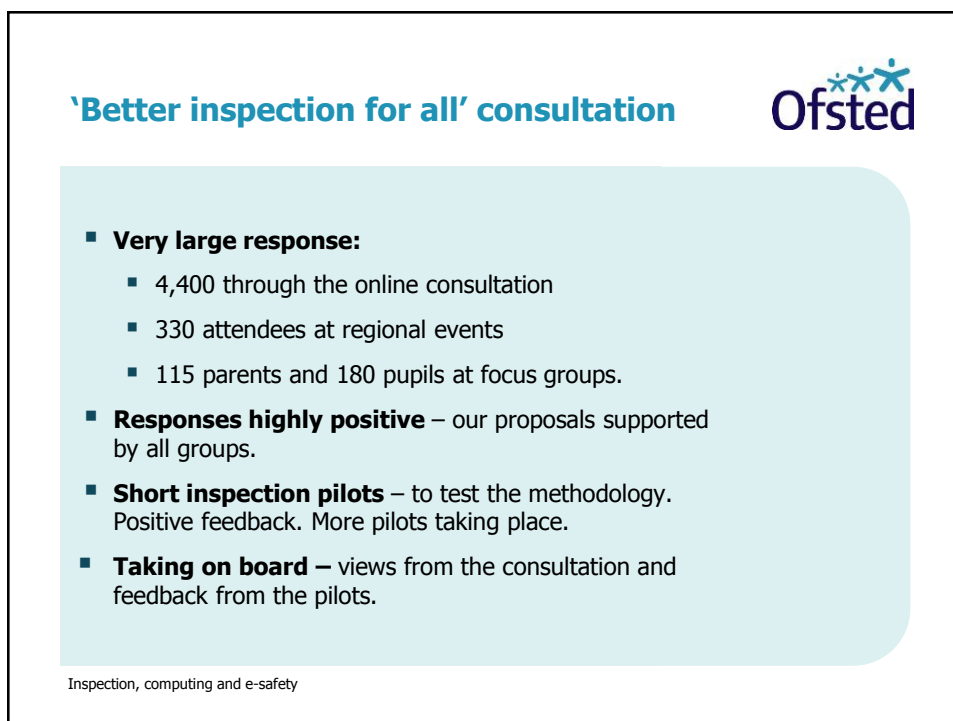
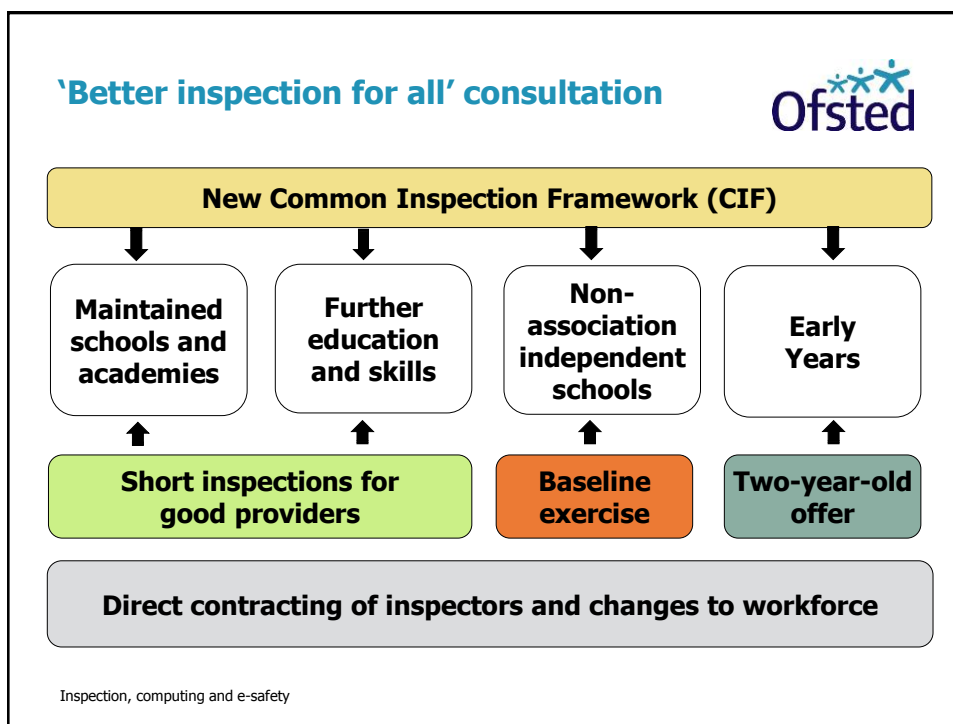
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Shaping future inspection



Principles of inspection reform

- Inspect the right things in the right way.
- Provide comparable and accurate information for parents, carers, learners and employers to inform their choices.
- Deliver timely inspections where there are signs of decline or improvement.
- Have a proportionate approach to inspections.
- Ensure rigorous quality of all inspections.



New Common Inspection Framework



- for schools, non-association independent schools, further education and skills providers and registered early years providers.
- under it – four graded judgements across all remits.
 - leadership and management;
 - teaching, learning and assessment;
 - personal development, behaviour and welfare;
 - outcomes for children and learners.
 and greater emphasis on safeguarding and curriculum.
- will provide greater clarity, coherence and comparability for users, learners, parents and employers.

Inspection, computing and e-safety

Short inspections for good providers



Frequent, shorter inspections for good schools, academies and further education and skills providers – approximately every three years.

- More proportionate: the right sort of inspections at the right time.
- Designed to check if the quality of provision is being sustained, and leaders have the capacity to drive improvement.
- Help support rising standards with greater professional dialogue.
- Regular reporting to parents, carers, learners and employers.
- Identify decline early and give schools and providers opportunity to demonstrate improvement sooner.

Inspection, computing and e-safety

Changes to the way we work



To prepare for September, we are:

- making significant changes in how we source, train, contract and manage all inspectors who deliver schools and FES inspections.
- tightening up selection criteria that all inspectors have to meet
- developing structures for closer working relationships between:
 - contracted Ofsted Inspectors (OI)
 - Her Majesty's Inspectors (HMI)
 - Senior HMI
 to share knowledge and experience of inspections.

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Commitment to quality and consistency

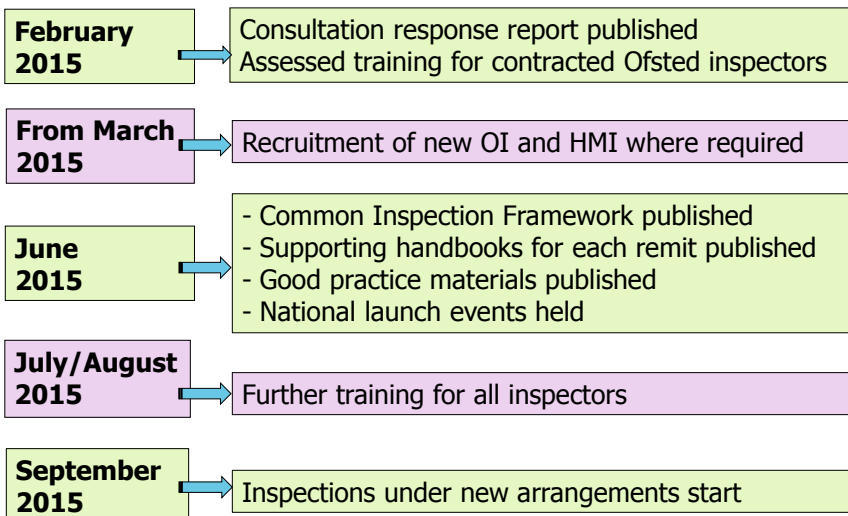


From September, we will :

- expect a higher standard of inspections and consistency among inspectors when making judgements
- place more emphasis on directly providing high-quality ongoing training, mentoring and development for all inspectors
- quickly and fairly address underperformance, putting in place training where needed or terminating contracts where performance does not improve
- invest significant time to oversee quality and consistency in regions to ensure all providers have a positive experience of inspection.

Inspection, computing and e-safety

Preparing for inspection – next steps



Inspection, computing and e-safety

Let's work together to raise standards and improve lives



- 91% satisfaction rating – 30,000 inspections annually
- We share the same commitment – to improve the life chances of all children, young people and learners.
- If you're an education professional within schools, children's centres or post-16 provision, why not join us on a basis that works for you and for us. Visit: www.ofstedhmi.co.uk or see the [Working for Ofsted](#) section on the Gov.uk website.
- The consultation response report is available at:

<https://www.gov.uk/government/consultations/better-inspection-for-all>

This September, we'll all have to be ready for inspection.

Inspection, computing and e-safety