

Ofsted Readiness Assessment: 2026

This self-assessment is designed to help providers reflect on their readiness for inspection under the current Ofsted framework. It is not an Ofsted document, nor is it intended as a compliance checklist.

The purpose of this tool is to support honest discussion about confidence, consistency and understanding across your organisation. A “Yes” should mean you can clearly explain and evidence practice; a “No” or “Don’t know” highlights an area for further exploration.

This assessment can be completed individually or used as a basis for leadership and quality discussions. The most valuable outcomes often come from the conversations it prompts.

Organisation Name:

Date:

1. Leadership & Governance

A. Do leaders have a clear and communicated vision for quality and improvement?

Yes No Don't Know

Comments/Evidence:

B. Can leaders clearly explain strengths and areas for development?

Yes No Don't Know

Comments/Evidence:

C. Is your self-assessment accurate, evidence-based, and up to date?

Yes No Don't Know

Comments/Evidence:

D. Is your quality improvement plan active, measurable, and reviewed regularly?

Yes No Don't Know

Comments/Evidence:

E. Can leaders confidently respond to inspector questioning?

Yes No Don't Know

Comments/Evidence:

2. Quality of Education / Training

F. Is your curriculum clearly structured and aligned to learners' needs?

Yes No Don't Know

Comments/Evidence:

G. Can staff clearly explain curriculum intent, implementation, and impact?

Yes No Don't Know

Comments/Evidence:

H. Is teaching, learning, and assessment consistent across the organisation?

Yes No Don't Know

Comments/Evidence

I. Is learner progress tracked effectively and used to inform decisions?

Yes No Don't Know

Comments/Evidence:

3. Achievement & Outcomes

J. Do learners achieve their intended outcomes?

Yes No Don't Know

Comments/Evidence:

K. Can you clearly explain achievement data and trends?

Yes No Don't Know

Comments/Evidence:

L. Are gaps in performance identified and addressed quickly?

Yes No Don't Know

Comments/Evidence:

4. Inclusion

M. Do you have a clear strategy for SEND and disadvantaged learners?

Yes No Don't Know

Comments/Evidence:

N. Can staff explain how inclusion is embedded in practice?

Yes No Don't Know

Comments/Evidence:

O. Are outcomes for different learner groups monitored and improved?

Yes No Don't Know

Comments/Evidence:

5. Behaviour, Attendance & Engagement

P. Are expectations for behaviour clear and consistently applied?

Yes No Don't Know

Comments/Evidence:

Q. Is attendance monitored and acted upon effectively?

Yes No Don't Know

Comments/Evidence:

R. Are learners engaged and able to explain their learning?

Yes No Don't Know

Comments/Evidence:

6. Safeguarding & Compliance

S. Are safeguarding policies current and embedded?

Yes No Don't Know

Comments/Evidence:

T. Do staff understand safeguarding responsibilities and procedures?

Yes No Don't Know

Comments/Evidence:

U. Is compliance documentation complete, accurate, and accessible?

Yes No Don't Know

Comments/Evidence:

7. Staff Wellbeing & Capacity

V. Is staff workload manageable and monitored?

Yes No Don't Know

Comments/Evidence:

W. Do staff feel supported and valued?

Yes No Don't Know

Comments/Evidence:

X. Is CPD relevant, ongoing, and improving performance?

Yes No Don't Know

Comments/Evidence:

Your Results

1. How many 'No' answers did you select?

What does this tell you about your overall readiness and confidence?

2. Which areas present the greatest risk?

Consider where gaps relate to leadership understanding, consistency of practice, or the ability to clearly explain and evidence what you do.

3. What needs immediate attention?

Identify the issues that would be most difficult to explain or evidence during inspection.

4. What evidence or action is needed next?

For the areas above, note what needs to change, be clarified, or be strengthened.