

School inspection handbook

Handbook for inspecting schools in England under section 5 of the
Education Act 2005

DRAFT

Published: January 2019

Reference no: 180041



Corporate member of
Plain English Campaign
Committed to clearer communication

361

Contents

Introduction	5
Privacy notice	5
Part 1. How schools will be inspected	7
What are the legal requirements for the inspection of schools?	7
How schools are selected for inspection	7
Risk assessment	8
Outstanding/exempt schools	9
Section 8 inspections of good schools	11
Schools requesting an inspection	12
Using evidence from section 5 and section 8 inspections	12
Inspection of religious education (RE) and collective worship	13
New academies	14
When can an inspection take place?	14
Before the inspection	15
Clarification for schools	15
Notification and introduction	17
On-site preparation	18
On-site preparation: lead inspector's initial conversation with school leaders	18
On-site preparation: information for inspectors to request	20
Resource bases	21
Requests for deferral or cancellation	22
No-notice inspections	22
Seeking the views of registered parents and other stakeholders	22
Pupil and staff questionnaires	23
The inspection	24
Days allocated to inspection and inspection team members	24
Concurrent inspections	24
Arrival time on the first full day of inspection	24
Gathering and recording evidence	25
Evaluating different approaches to teaching	25
Newly qualified teachers and trainees working in schools during section 5 inspections	25
Joint observation of lessons	26
Work scrutiny	27
Talking to and observing pupils outside lessons	27
Meeting those responsible for governance	28
Meeting leaders	28
Reaching final judgements	29
Providing feedback	29

Schools that are judged to require improvement	31
Schools causing concern	32
Procedures for judging a school as inadequate	32
Special measures	32
Serious weaknesses	33
Informing a school that it is deemed to be causing concern	33
Implications for a school causing concern	33
Taking a school out of a category of concern	34
After the inspection	35
Arrangements for publishing the report	35
The inspection evidence base	36
Quality assurance and complaints	36
Quality assurance	36
Handling concerns and complaints	36
Part 2. The evaluation schedule – how we will judge schools	38
Overall effectiveness	38
Grade descriptors for overall effectiveness	39
The quality of education	40
Intent	40
Curriculum flexibility	41
Curriculum narrowing	42
Cultural capital	42
Sources of evidence specific to curriculum intent	42
Implementation	43
Developing understanding, not memorising disconnected facts	44
The school's use of assessment	44
Sources of evidence specific to curriculum implementation	45
Impact	45
Inspectors will not use schools' internal assessment data as evidence	46
Sources of evidence specific to curriculum impact	47
Reaching a single quality of education judgement, drawing together intent, implementation and impact	47
Grade descriptors for the quality of education	48
Behaviour and attitudes	51
Pupils who have particular needs	52
Pupils who are not in the school during the inspection	53
Sources of evidence specific to behaviour and attitudes	53
Grade descriptors for behaviour and attitudes	55
Personal development	56
Spiritual, moral, social and cultural development	58
Sources of evidence specific to personal development:	59
Grade descriptors for personal development	60
Leadership and management	62
Leadership and management in the school	63
Leadership and management in multi-academy trusts	63
Governance	63
Evaluating the impact of external support	65

Inspecting off-site provision	65
Gaming	66
Inclusion and off-rolling	66
Safeguarding	67
The impact of safeguarding on the leadership and management judgement	69
Segregation	69
Sources of evidence specific to leadership and management	69
Grade descriptors for leadership and management	70
Evaluating the quality of early years education in schools	73
Sources of evidence	73
Inspecting provision for two- and three-year-olds	74
Grade descriptors	75
Evaluating sixth-form provision	79
Grade descriptors	80
Part 3. Applying the EIF in different contexts	84
Applying the education inspection framework to section 8 inspections of good schools	84
Quality of education	84
Behaviour	85
Pupils' wider development	86
Workload	86
Potential outcomes of a section 8 inspection of a good school	86
Applying the EIF to the teaching of early reading in infant, junior, primary and middle/lower schools	87
Applying the EIF to the teaching of mathematics	88
Applying the EIF in junior, middle and studio schools, and university technical colleges	89
Applying the EIF in special schools and SEND provision in mainstream schools	90
Applying the EIF in pupil referral units and alternative provision in free schools and academies	91
Applying the EIF when evaluating the quality of boarding and residential provision in schools	93

Introduction

1. This handbook describes the main activities undertaken during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.¹ It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.
2. This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school. This handbook should not be regarded as a set of inflexible rules, but as an account of the procedures of inspection. Inspectors will use their professional judgement when they use this handbook. It applies to school inspections to be carried out from September 2019 under the 'Education inspection framework' (EIF).²
3. The handbook has three parts:
 - Part 1. How schools will be inspected.

This contains information about the processes before, during and after the inspection.
 - Part 2. The evaluation schedule.

This contains the evaluation criteria inspectors use to make the graded judgements about schools and includes examples of the kinds of evidence and activities used by inspectors to make their judgements.
 - Part 3. Apply the EIF in different contexts.

This contains guidance on how to apply the EIF in specific contexts and provisions.

Privacy notice

4. During inspection, inspectors will collect information about staff and children at the school by looking at school records, responses to the pupil survey and responses to the staff survey where appropriate, and by observing the everyday life of the school. Ofsted uses this information to prepare its report and for the

¹ In this handbook, any reference to the Education Act 2005 includes any amendments made by the Education and Inspections Act 2006, the Education and Skills Act 2008, the Academies Act 2010 and the Education Act 2011.

² 'Education inspection framework: draft for consultation', Ofsted, 2019;
www.gov.uk/government/publications/education-inspection-framework-draft-for-consultation.

purposes set out in its privacy policy.³ Ofsted will not record any names or publish any information that identifies an individual in the report, but it may be possible for individuals to be identified from the information we publish. We may name the headteacher and the chair of the appropriate authority.

5. Individuals and organisations have legal requirements to provide information to Ofsted. The Education Act 2005 gives Ofsted inspectors the power to inspect and take copies of any relevant records kept by schools. Regulations enable the Department for Education (DfE) to provide Ofsted with individual pupils' information that relates to school inspections.⁴
6. In the vast majority of settings, Ofsted will gather evidence electronically using a range of devices, including laptops, mobile phones and tablets. All evidence is securely transferred to Ofsted's systems. Ofsted inspectors may take photographs of pupils' work. These will be stored as evidence, but not retained by the inspector personally.

DRAFT

³ Schools: Ofsted privacy notice, Ofsted, June 2018;
www.gov.uk/government/publications/ofsted-privacy-notices/schools-ofsted-privacy-notice.

⁴ Section 3(5)(b) of the Education (Individual Pupil Information) (Prescribed Persons) (England) Regulations 2009 (Amended)

Part 1. How schools will be inspected

What are the legal requirements for the inspection of schools?

How schools are selected for inspection

7. The EIF and this handbook set out the statutory basis for school inspections conducted under the Education Act 2005.
8. The handbook applies to all schools in England that are to be inspected under section 5 of the Education Act 2005.⁵ The schools subject to inspection under this section of the Act are:
 - community, foundation and voluntary schools
 - community and foundation special schools
 - pupil referral units (PRUs)⁶
 - maintained nursery schools
 - academies⁷
 - city technology colleges
 - city technology colleges for the technology of the arts
 - certain non-maintained special schools approved by the Secretary of State under section 342 of the Education Act 1996.
9. An inspection of boarding or residential provision in a boarding or residential special school will be integrated with the school inspection, where possible. Integrated inspections cannot be carried out when inspection cycles do not

⁵ There is a separate handbook for inspections conducted under section 8 of the Education Act 2005: 'School inspection handbook: Section 8', Ofsted, September 2018; www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

⁶ Paragraph 21 of Schedule 1, Part 1, to the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 (SI 2007/2979) makes Part 1 of the Education Act 2005 (School inspections and other inspections by school inspectors) apply in relation to units as if they were schools.

⁷ This includes all academy family schools: sponsor-led academies, academy converter schools, academy special schools, free schools, special free schools, alternative provision free schools, university technical colleges and studio schools. The 'Further education and skills inspection handbook' applies to 16 to 19 academies; www.gov.uk/government/publications/further-education-and-skills-inspection-handbook.

coincide. In such cases, only an inspection of the boarding or residential provision will be conducted.⁸

10. All schools have a unique reference number (URN). Any institution with its own URN that Ofsted inspects will receive an inspection report.⁹ Ofsted may seek to coordinate the inspection of certain groups of schools, where this is possible.
11. Ofsted is required to inspect at prescribed intervals all schools to which section 5 applies.¹⁰ The regulations set the interval for section 5 inspections as 'within five school years from the end of the school year in which the last section 5 inspection took place'.¹¹ The exceptions to this requirement are schools that are, by regulations,¹² exempt from section 5 inspection (known as 'exempt schools').

Risk assessment

12. Ofsted uses risk assessment to ensure that its approach to inspection is proportionate, so that it can focus its efforts on where it can have the greatest impact. Risk assessment combines an assessment of each school, based on analysis of official national data, with a more in-depth desk-based review of a wider range of available information.
13. The outcomes of the risk assessment are used according to the previous inspection grade of the school. Ofsted uses a broad range of indicators to select schools for inspection. The risk assessment process normally takes place in time for the start of the third school year after the most recent inspection.¹³
14. In conducting a risk assessment, Ofsted analyses:
 - pupils' academic/vocational/technical achievement over time, taking account of both attainment and progress

⁸ The boarding/residential provision will be inspected under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools or residential special schools, as appropriate. The inspection will follow 'Social care common inspection framework (SCCIF): boarding schools and residential special schools', Ofsted, March 2018; www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools.

⁹ Schools that work in partnership with other schools, through federations, managed groups, chains or other collaborative activities, but that have a separate URN will be inspected as individual schools and separate inspection reports will be published.

¹⁰ Under section 5(1) of the Education Act 2005.

¹¹ Education (School Inspection) (England) Regulations 2005 as amended by Regulation 2(3) of the Education (School Inspection) (England) (Amendment) Regulations 2015 (SI 2015/170).

¹² <http://www.legislation.gov.uk/ukxi/2012/1293/made>

¹³ 'Methodology note: the risk assessment of good and outstanding providers', Ofsted, April 2018; www.gov.uk/government/publications/ofsted-standards-for-official-statistics.

- pupils' attendance
- rates of exclusion
- pupil mobility within the year¹⁴
- the outcomes of any inspections, such as survey inspections, carried out by Ofsted since the last routine inspection
- the views of parents and carers,¹⁵ including those shown by Parent View,¹⁶ an online questionnaire for parents
- qualifying complaints¹⁷ about the school referred to Ofsted
- any other significant concerns that are brought to Ofsted's attention.

15. Ofsted may also conduct unannounced inspections and monitoring visits under section 8 of the Education Act 2005 at any time.

Outstanding/exempt schools

16. Maintained primary and secondary schools and academies that were judged to be outstanding in their overall effectiveness at their most recent section 5 inspection are exempt from inspection under section 5. They can only be inspected under section 8 of the Education Act 2005. This exemption also applies to academy converter schools¹⁸ where the overall effectiveness of the predecessor school was outstanding at its most recent section 5 inspection.

17. Certain types of schools that were judged outstanding for overall effectiveness at their most recent section 5 inspection are currently not prescribed as exempt schools and must be inspected within the prescribed interval. These are special schools (including maintained special schools, special free schools, alternative provision academies and non-maintained special schools), PRUs and maintained nursery schools.

18. If Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by section 5), HMCI has power to inspect it at any time under section 8(2) of the Act. Under section 8(1), the Secretary of State may require HMCI to conduct an inspection of an exempt school (or any other school covered by section 5). under

¹⁴ This measures the amount of pupils leaving the school before the normal leaving age, or joining after the normal joining age, for that school.

¹⁵ From now on in this handbook, 'parents' will refer to mothers, fathers and/or carers.

¹⁶ <https://parentview.ofsted.gov.uk>.

¹⁷ Ofsted has specific powers (under section 11A–C of the Education Act 2005) to investigate certain complaints about schools, known as qualifying complaints. Further guidance is available in 'Complain about a school or childminder'; www.gov.uk/complain-about-school.

¹⁸ Academy converter schools are schools that have been approved by the Secretary of State to convert to become an academy.

section 9(3) of the Act. , the Secretary of State may also require HMCI to treat the section 8 inspection of an exempt school as if it were carried out under section 5.

19. Exempt schools are subject to risk assessment. If the risk assessment process raises concerns about the performance of an exempt school, it may be inspected under section 8 of the Act at any time after the completion of the risk assessment. The length of time since the last inspection will be a factor considered in the risk assessment. If no concerns arise from the risk assessment, the school will not be informed.
20. If a risk assessment identifies sufficient concerns about a decline in the performance of pupils' academic/vocational/technical achievement and an overall decline in performance, these outstanding schools will receive a section 8 no formal designation inspection (see paragraph 23). If, during the course of the inspection, the lead inspector finds that the school's overall effectiveness may be lower than outstanding, then the lead inspector may deem the section 8 inspection as a section 5 inspection.¹⁹
21. If an exempt school makes structural changes, such as adding a new key stage or amalgamating with another school, the school will receive a section 8 no formal designation inspection.
22. In addition, exempt schools may be inspected between risk assessments if:
 - safeguarding concerns, including a decline in the standards of pupils' behaviour and the ability of staff to maintain discipline and/or welfare concerns, suggest that it should be inspected
 - a subject or thematic survey inspection raises more general concerns
 - Ofsted has received a qualifying complaint about a school that, taken alongside other available evidence, suggests that it would be appropriate to inspect the school
 - concerns are raised about standards of leadership or governance
 - concerns are identified about the curriculum (including where the statutory requirement to publish information to parents is not met)
 - HMCI or the Secretary of State has concerns about a school's performance.

¹⁹ Section 9 of the Education Act 2005 states that these section 8 inspections can be treated as section 5 inspections.

23. If any of the concerns listed above are identified in exempt schools, these schools will usually be inspected under the section 8 no formal designation procedures set out in the separate section 8 handbook.²⁰

Section 8 inspections of good schools

24. The EIF provides for inspection to be proportionate to the performance and circumstances of schools. Consequently, good schools will normally receive a two-day section 8 inspection approximately every four years.

25. Some good schools will be subject to a full section 5 inspection instead of a section 8 inspection, for example where a school has undergone significant change, such as in its age range, or where the quality of provision may have deteriorated significantly. Ofsted will select these schools through its risk assessment process. The separate section 8 handbook explains how these inspections will be carried out.

26. As is the case for all schools, a good school may still receive a 'no formal designation' inspection carried out under section 8 at any time if, for example:

- safeguarding issues, including a decline in the standards of pupils' behaviour and the ability of staff to maintain discipline and/or welfare concerns, suggest that it should be inspected earlier than its next scheduled inspection
- a subject or thematic survey inspection raises general concerns that suggest that it should be inspected earlier than its next scheduled inspection
- Ofsted has received a qualifying complaint about the school that, taken alongside other available evidence, suggests that it would be appropriate to bring forward the school's inspection
- concerns are raised about standards of leadership or governance that suggest that it should be inspected earlier than its next scheduled inspection
- concerns are identified about the breadth and balance of the curriculum (including where the statutory requirement to publish information to parents is not met) that suggest that it should be inspected earlier
- it is part of any sample selected to ensure that HMCI's annual report reflects evidence from a cross-section of schools of different types, phases and effectiveness
- HMCI or the Secretary of State has concerns about the school's performance that suggest that it should be inspected earlier than its next scheduled inspection.

²⁰ www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

27. PRUs, special schools (including maintained special schools and non-maintained special schools) and maintained nursery schools that were judged good or outstanding at their previous section 5 inspection will normally receive an inspection under section 8 approximately every four years, to confirm that the quality of education remains good or outstanding.²¹ These settings are not exempt from routine inspections if they are judged outstanding.
28. A section 8 inspection will not result in individual graded judgements. It cannot change the overall effectiveness grade of the school. If the inspection is converted to a section 5 inspection, then inspectors will make the full set of graded judgements, using the four-point grading scale required under section 5.²²
29. Usually, a section 8 inspection of a good school will be followed by a further section 8 inspection after approximately a four-year interval. However, where there is evidence that the school has improved towards outstanding or may no longer be good, inspectors will specify that the next inspection is a section 5 inspection, with the full range of graded judgements available.
30. Paragraphs 267-279 set out what is considered by inspectors on a section 8 inspection.

Schools requesting an inspection

31. Schools are able, via the appropriate authority (normally the school's governing body²³), to request an inspection. Such an inspection will be treated as an inspection under section 5. If Ofsted carries out such an inspection, HMCI may charge the appropriate authority for its cost.

Using evidence from section 5 and section 8 inspections

32. Ofsted may use the evidence that inspectors gather during section 5 and section 8 inspections to inform other work, such as national reporting.

²¹ Some of these good schools will automatically receive a section 5 inspection instead of a section 8 inspection when evidence shows that the quality of provision may have deteriorated significantly.

²² Immediate conversion happens in only around 1% of cases, where inspectors believe a section 5 inspection may find the school to be inadequate in one or more of the graded judgements or where there are serious concerns about safeguarding, pupils' behaviour or the quality of education.

²³ The term 'governing body' is used to define the accountable authority for the school. In the case of an academy, including schools within a MAT, this will be the board of trustees.

Inspection of religious education (RE) and collective worship

33. The Secretary of State designates certain schools as having a religious character.²⁴ In schools without a religious character, Ofsted inspects RE and collective worship as part of inspections under section 5 of the Education Act 2005. This is different in schools with a religious character. In these schools, denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.²⁵
34. If a school has been designated as having a religious character, Ofsted is not able to comment on the content of collective worship or on denominational RE. Inspectors may, however, gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes. The fact that the school has been designated as having a religious character must be referenced in the 'Information about this school' section of the inspection report.
35. Section 48 inspections (or the equivalent inspection of an academy) are carried out every three to five years²⁶ (and usually within two to three years of a new voluntary-aided school or academy/free school opening). Ofsted's lead inspector will check the section 48 arrangements, including when the next inspection is due, and will write about this in the 'Leadership and management' section of the inspection report. They will ensure that the required consultation has taken place with the prescribed faith body when a school has a prescribed faith body, and decides not to use that body's inspection service but appoint its own inspector.
36. Inspectors will familiarise themselves with any issues raised in any section 48 inspection (or equivalent) held since the last Ofsted inspection. Inspectors will not, however, use that evidence in an Ofsted inspection.²⁷ The lead inspector will report if the section 48 inspection (or equivalent inspection of an academy) is overdue and that, therefore, the school is failing in its statutory duty. They will do this in the 'Leadership and management' section of the inspection report.
37. If a section 48 inspection (or equivalent inspection of an academy) happens at the same time as an Ofsted section 5 inspection, inspectors will mention this in the 'Information about this school' section.

²⁴ A school with religious character – often called a faith school – is designated under section 69(3) of the School Standards and Framework Act 1998; www.legislation.gov.uk/ukpga/1998/31/contents. In a faith school, pupils are educated in the context of the principle of a religion. It is normal for there to be a formal link with a religious organisation.

²⁵ Regulation 9 of The Education (School Inspection) (England) Regulations 2005: www.legislation.gov.uk/uksi/2005/2038/regulation/9/made.

²⁶ Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009: www.legislation.gov.uk/uksi/2009/1564/made.

²⁷ Protocol between Ofsted and signatory faith group inspectorates.

New academies

38. When a school becomes an academy, the predecessor school is, or schools are, closed and the new academy is legally a new school. Judgements made in any predecessor school's report are not judgements about the new academy. Inspectors may look at the performance of any predecessor school as part of pre-inspection planning. Inspectors can look at this data to consider whether the new academy has improved on or declined from its predecessor's performance and whether it has tackled any areas of weakness or built on strengths from the predecessor school. However, inspectors must take care not to give undue weight to any progress or attainment compared to those of the predecessor. Inspectors must not take account of the predecessor's key judgements or areas for improvement when reaching their judgements about the new academy. Inspectors will make clear to the new academy the extent to which they have taken account of the performance data from its predecessor school/s.
39. Maintained schools that become sponsor-led academies (including maintained schools whose predecessor schools were most recently judged good or outstanding) are treated as new schools for inspection purposes and are subject to a section 5 inspection as their first inspection. This will normally take place within three years of the school becoming a sponsor-led academy. New converter academies whose predecessor schools were most recently judged good are eligible for an inspection under section 8 of the Education Act 2005²⁸, as described in the section 8 handbook. New academies whose predecessor school (or one of whose predecessor schools) was judged outstanding are not subject to routine section 5 inspection.
40. The first section 5 report inspection of a new sponsor-led academy will state 'not previously inspected as an academy'.²⁹ The first section 5 inspection of a converter academy will include, in the context section, a statement that follows the example below:

'Piccadilly Gate Academy converted to become an academy school on 1 September 2012. When its predecessor school, Piccadilly Gate Secondary School, was last inspected by Ofsted, it was judged to be good overall.'

When can an inspection take place?

41. Inspection can take place at any point from five school days after the first day pupils attend that term. For example, if pupils return to school on a Wednesday, inspection can take place as early as the following Wednesday.

²⁸ This also applies to outstanding special schools and PRUs that convert to academy status, as these schools are not exempt from routine inspection.

²⁹ This will not apply where an existing academy is re-brokered and receives a new URN.

Before the inspection

Clarification for schools

42. The information below confirms Ofsted's requirements. This is to dispel myths about inspection that can result in unnecessary workload in schools. It is intended to highlight specific practices that Ofsted does not require.

43. Ofsted **will**:

- take a range of evidence, including that held in electronic form, into account when making judgements. This will include official national data, discussions with leaders, staff and pupils, questionnaire responses and work in pupils' books and folders
- judge schools that take radically different approaches to the curriculum fairly. They will assess a school's curriculum favourably when leaders have built a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively
- report on any failure to comply with statutory arrangements when they form part of the inspection framework and evaluation schedule, including those relating to the workforce (Part 2 of this handbook)
- allow the school to invite as many governors or trustees as possible to meet inspectors during an inspection
- in academies, meet those directly responsible for management and governance, including the chief executive officer (CEO) or their delegate (or equivalent), the chair of the board of trustees and other trustees
- talk to the chair of governors/board of trustees by telephone if they are unable to attend a face-to-face meeting with the inspector in the school
- in academies, invite the headteacher and CEO or their delegate (or equivalent) to observe the inspectors' final team meeting
- expect schools to maintain, as they are required to, the single central record detailing checks carried out. We expect Multi Academy Trusts (MATs) to maintain this in each of its academies and ensure that the information is recorded in a way that allows for details of each individual academy to be provided separately and without delay.

44. Ofsted **will not**:

- grade individual lessons
- provide evidence from any lesson observation that should be used in capability/disciplinary proceedings or for the purposes of performance management
- create unnecessary workload for teachers through its recommendations
- routinely check personnel files, although it may look at a small sample

- advocate a particular method of planning, teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.

45. Ofsted **does not** require schools to provide:

- evidence in any specific format, as long as it is easily accessible for inspectors
- evidence for inspection beyond that set out in this handbook
- photographic evidence of pupils' work (although inspectors may request to take photographs of pupils' work)
- any written record of teachers' oral feedback to pupils
- individual lesson plans
- previous lesson plans
- predictions of attainment and progress scores
- assessment or self-evaluation, other than that which is already part of the school's business processes
- performance and pupil-tracking information
- monitoring of teaching and learning and its link to teachers' professional development and the teachers' standards, other than that which is already part of the school's normal activity
- specific details of the pay grade of individual teachers who are observed during inspection
- evidence about each teacher from each of the bulleted sub-headings in the teachers' standards
- anonymised lists of teachers' meeting or not meeting performance thresholds for pay progression
- processes for the performance management arrangements for school leaders and staff.

46. Ofsted **does not** require schools to:

- do additional work or to ask pupils to do work specifically for the inspection
- carry out a specified amount of lesson observation
- use the Ofsted evaluation schedule to grade teaching or individual lessons
- ensure a particular frequency or quantity of work in pupils' books or folders
- include targets relating to the proportion of good or better teaching in headteacher objectives
- set teachers' performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which it would then hold teachers to account

- retrospectively apply for references for staff appointed before and continuously employed since the introduction of the Disclosure and Barring Service requirements
- take any specific steps with regard to site security; in particular, inspectors do not have a view about the need for perimeter fences
- carry out assessment or record pupils' achievements in any subject, including foundation subjects in primary schools, in a specific way, format or time
- use any particular format for policies relating to staff behaviour or have a separate code of conduct document
- be at similar stages of EBacc implementation as other schools, or provide additional information outside of their normal curriculum planning
- produce a self-evaluation document or summary in a particular format. Any assessment that is provided should be part of the school's business processes and not be generated solely for inspection purposes.

47. Ofsted **does not** specify:

- how planning should be set out, the length of time it should take or the amount of detail it should contain
- that tutor groups/form time must include literacy, numeracy or other learning sessions
- the frequency, type or volume of marking and feedback
- the content of, or approach to, headteacher and staff performance management
- the format in which staff records should be maintained, beyond existing legal requirements.

Notification and introduction

48. Ofsted will normally contact the school by telephone to announce the inspection before 10am on the school day before the inspection. This will be before inspectors arrive on site for on-site preparation.

49. If the headteacher is unavailable when the notification call is made, Ofsted will ask to speak to the most senior member of staff available. Once Ofsted has informed the school by telephone that the inspection will take place, it will send confirmation to the school by email.

50. During the initial notification phone call, the inspection support administrator will check the number of pupils on roll at the school, the governance arrangements for the school and whether the school has any special educational needs or additional resource provision.

On-site preparation: information that inspectors will consider

51. On the afternoon prior to inspection, the lead inspector will review and consider the following information:
- all relevant information held by Ofsted, including:
 - data from our Inspection Data Summary Report (IDSR)³⁰
 - inspection reports on the school
 - any surveys or monitoring letters
 - any complaints made about the school³¹
 - replies to questionnaires
 - information on our provider information portal³², including any warning notices³³
 - relevant publicly available information, such as the school’s website³⁴
 - information published by local authorities, the DfE (including Education and Skills Funding Agency and regional school commissioners) and the police
 - a summary of any school self-evaluation or equivalent
 - the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust’s strategy.

On-site preparation: lead inspector’s initial conversation with school leaders

52. On the afternoon prior to inspection, the lead inspector will have a conversation with school leaders.
53. The purpose of the lead inspector’s conversation with school leaders is to:

³⁰ Inspection Data Summary Report; <https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard>.

³¹ Further internal guidance is available to inspectors on obtaining information on complaints in preparation for inspections.

³² The provider information portal (PIP) provides a high-level view for Ofsted inspectors of information about providers that Ofsted inspects and regulates.

³³ Warning notices for academies are listed at www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance. Inspectors should also note that they can locate individual warning notices by conducting a search on GOV.UK by typing the name of the academy followed by the words ‘warning notice’ into the search facility.

³⁴ Guidance for schools about information required on a maintained school’s website is available at www.gov.uk/guidance/what-maintained-schools-must-publish-online. Non-statutory guidance for academies and free schools about information on their websites is available at www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online.

- make the school aware of its statutory duty to inform parents of the inspection and that Parent View is the main method for gathering the views of parents at the point of inspection; inspectors will remind the school that Ofsted's letter to parents containing the link to Parent View may be sent electronically, or as a paper copy via pupils
- discuss the nature of the special educational needs resource base, where applicable
- establish whether the school has any pupils who attend off-site alternative provision, either full time or part time. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for five or more pupils of compulsory school age, or one such pupil who is looked after or has an education, health and care (EHC) plan
- discuss any off-site units that cater for pupils with behaviour or attendance difficulties, run either by the school or in partnership with other schools
- make arrangements for the inspection; these include an invitation to the headteacher to participate in observations of teaching and learning and to observe the main inspection team meetings
- make arrangements for meetings with relevant staff
- establish what the governance structure of the school or academy is,³⁵ with reference to the range of functions delegated to local governing bodies or other committees
- establish whether the school has received support from other schools or services, including schools or services within the same MAT
- make arrangements for a meeting with the chair of the governing body or, where appropriate, the chair of the board of trustees and as many governors as possible. Inspectors will also ask the school to invite as many governors as possible to attend the final feedback meeting
- request either a face-to-face meeting or a telephone call with a representative from the local authority, diocese, academy chain, MAT board, sponsor or other relevant responsible body as appropriate

³⁵ This must be checked with the headteacher as part of the call. Where MATs have delegated responsibility to local governing bodies, this should be set out in a scheme of delegation. Academies should also set out their governance structure in their annual financial statements, which can generally be found through the DfE performance tables' site. Inspectors should clarify where responsibility lies and who they should talk to during the inspection, especially where a school is part of a MAT.

- request that a representative from the local authority, diocese, academy chain, MAT board, sponsor or other relevant responsible body is present at the final inspection feedback meeting as appropriate
- request that, where appropriate, the CEO of the MAT or their delegate is present at the final team meeting and at the final feedback to the school
- request that relevant school documents are made available as soon as possible from the start of the inspection (see paragraph 55)
- make the school aware of Ofsted's privacy notice
- inform the school that inspectors will be using a range of technology to gather evidence electronically, including mobile devices, tablets and laptops
- inform the school that inspectors may request to take photographic evidence, for example of pupils' work and displays (inspectors will not take photographs of pupils)
- provide an opportunity for the school to ask any questions or to raise any concerns, such as perceived conflicts of interest.

54. The lead inspector will confirm arrangements for meetings with the school and, where appropriate, MAT leaders, representatives of those responsible for the governance of the school and anyone else they think relevant. If any issues arise, the lead inspector may also need further clarification from the school, for example where information is not available on the school's website or there are anomalies with the single central record that may be resolved.

On-site preparation: information for inspectors to request

55. The lead inspector will request certain information from the school to help plan the inspection. This will include:

- the single central record for the school
- a list of staff and whether any relevant staff are absent
- whether any teachers cannot be observed for any reason (for example, where they are subject to capability procedures)
- whether there is anyone working on site who is normally employed elsewhere in the MAT (where relevant)
- maps and other practical information
- access to the provider's Wi-Fi, where it exists, so that inspectors can connect to the internet.

56. Inspectors will also request that the following information is available by 8am the next day, at the formal start of the inspection:

- the school timetable, current staff list and times for the school day
- the pupil premium strategy

- any information about previously planned interruptions to normal school routines during the inspection
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils
- documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT
- any reports from external evaluation of the school, including any review of governance or use of the pupil premium funding.

Resource bases

57. If the school has a special educational needs resource base delegated to it or the local authority maintains direct responsibility for the period when the pupils in the provision are in mainstream classes at the school being inspected, the resource base must be inspected. Inspectors must consider evidence about the resourced provision when making judgements about the school overall.

58. During the initial contact with the school, Ofsted will obtain specific information about any resource base, including:

- the number of pupils and the range of the needs catered for by the specially resourced provision, together with pupils' timetables, including when they are taught in mainstream classes (with and without support) and when they receive specialist support in separate resourced provision
- the type(s) of language/communication systems used. If the specialist provision is for deaf pupils, it is important to establish, where British sign language is used, whether a British sign language interpreter will be provided by the school when inspectors are meeting with the pupils. The lead inspector will contact the inspection support administrator as soon as possible if this support is needed. Details will be available in the team room
- staffing arrangements and details of any outreach services provided by the resourced provision.

Requests for deferral or cancellation

59. A school may request a deferral of its inspection. It may make a request to the inspection support administrator when it is notified of the inspection, or to the lead inspector until 12.30pm on the day it is notified of the inspection. The inspection support administrator or lead inspector must immediately make Ofsted aware by contacting the Ofsted regional duty desk. Ofsted will decide whether this should be granted in accordance with its deferral policy.³⁶
60. Normally, if pupils are receiving education in the school, an inspection will go ahead. In exceptional circumstances, however, an inspection might be cancelled or deferred after the school has been notified, following a request made by the school. Ofsted will aim to let the school know whether a request is granted on the same day it is made, but in some cases (particularly when the request for deferral comes later) this may happen by 8am the next morning.
61. If a school is within six months of confirmed closure, but the school does not request a cancellation when the inspector makes contact, the inspection support administrator will call the regional duty desk to highlight this and get advice about whether the inspection should still be carried out. Decisions will be made case by case.
62. In the case of unannounced inspections, any requests for a deferral will be passed to the Ofsted regional director, who will decide whether the request can be granted.

No-notice inspections

63. Ofsted may conduct inspections without notice.³⁷ When this happens, the lead inspector will normally telephone the school about 15 minutes before arriving on site. In these cases, the inspector will make the initial call simply to inform the school that the inspection is about to begin and will leave all other arrangements until arriving at the school.

Seeking the views of registered parents and other stakeholders

64. When a school is notified of a section 5 inspection, it is required to take such steps as are reasonably practicable to notify all registered parents of registered

³⁶ 'Deferring Ofsted inspections', Ofsted, June 2016; www.gov.uk/government/publications/deferring-ofsted-inspections.

³⁷ Inspection without notice will be considered where there are serious concerns about one or more of the following: the breadth and balance of the curriculum; rapidly declining standards; safeguarding; a decline in standards of pupils' behaviour and the ability of staff to maintain discipline; and standards of leadership or governance.

pupils³⁸ at the school, including those who have been excluded, attend alternative provision or are away from school. Schools are also required to notify relevant bodies, including providers of alternative provision.³⁹

65. Inspectors have a statutory duty to have regard of the views of parents and other relevant persons⁴⁰ at the point of a section 5 inspection. Ofsted's email confirming the inspection includes a letter that formally notifies parents. It also explains how to use Parent View and how parents can contact inspectors. Schools will encourage parents to complete Parent View by placing a link on their website to the Parent View website.⁴¹ In addition, inspectors will encourage the school to notify parents using its own electronic systems (such as SMS messages), where these are available.
66. Inspectors will review the evidence from Parent View throughout the inspection to ensure that all online responses received during the inspection are taken into account. If the response rate for Parent View is low, inspectors may take steps during the inspection to gather further evidence of parents' views.
67. Inspectors will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned. If individual parents raise serious issues, inspectors will follow these up with the school and record its response.
68. During integrated inspections of boarding or residential special schools, social care regulatory inspectors will take account of the views that parents have given on Parent View about the school's boarding or residential provision. Views of children and young people who are boarders or residential pupils and boarding staff will have been gathered through Ofsted's annual point-in-time surveys.⁴²

Pupil and staff questionnaires

69. The views of pupils and staff in schools are gathered through online questionnaires. The inspection coordinator sends online links to the school with the formal notification of inspection. The school is asked to encourage staff and pupils to complete the online questionnaires, apart from those pupils in any boarding provision, whose views will have already been sought through the point-in-time survey. Pupils should complete their questionnaire by 11am on the first

³⁸ Under section 6(1) of the Education Act 2005.

³⁹ Under regulation 4 of the Education (School Inspection) (England) Regulations 2005.

⁴⁰ Prescribed under section 7 of the Education Act 2005.

⁴¹ <https://parentview.ofsted.gov.uk>

⁴² 'Point-in-time survey for boarders or residential pupils about a school's boarding houses or residential provision', Ofsted, October 2018; <https://www.gov.uk/government/publications/social-care-online-questionnaires-guidance-for-providers>

day of the inspection. Staff should complete their questionnaire by 11am on the second day of the inspection, where practicable.

70. As well as through online questionnaires, inspectors may gather evidence from parents or other stakeholders in person. This may include informal meetings at the start and/or end of the day. These meetings must take place without the presence of the headteacher or senior staff. In drawing on evidence from such meetings, every attempt must be made to protect the identity of individuals. There may be circumstances, however, in which it is not possible to guarantee the anonymity of the interviewee. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where there are concerns about serious misconduct, bullying of staff or criminal activity.

The inspection

Days allocated to inspection and inspection team members

71. Inspections do not normally last longer than two days, not including on-site preparation. The size of the inspection team will vary according to the size and nature of the school.

Concurrent inspections

72. Ofsted may schedule inspections at the same time for one or more schools that have arrangements to share important aspects of their provision, such as 16 to 19 study programmes or an inclusion unit. Inspectors will make sure that they communicate with each other before and during the inspections. They will also share evidence electronically. Inspectors will ensure that they give sufficient consideration to the emerging judgements of the linked provision.
73. The inspection of boarding or residential provision in a school is undertaken by one or more social care regulatory inspectors. Contact between the education and social care regulatory inspectors will take place before the inspection. Guidance on pre-inspection activity for integrated inspections is set out in the 'Social care common inspection framework (SCCIF): boarding schools and residential special schools'.⁴³

Arrival time on the first full day of inspection

74. On the first day of the inspection (which follows the half-day on-site preparation), inspectors will not arrive before 8am.

⁴³ www.gov.uk/government/publications/inspecting-boarding-and-residential-provision-in-schools-guidance-for-inspectors.

Gathering and recording evidence

75. Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence.
76. Inspectors will observe lessons, scrutinise pupils' work, talk to pupils about their work, gauging both their understanding and their engagement in learning, and obtain pupils' perceptions of the typical quality of education in a range of subjects.
77. Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).⁴⁴ Inspectors will give specific attention to the acquisition of knowledge, understanding and skills in lessons and on-site separate provision and evidence of learning in off-site alternative provision.
78. Other evidence gathered by inspectors will include discussions with pupils and staff, listening to pupils read and looking at examples of pupils' work for evidence of progress in knowledge, understanding and skills towards defined endpoints. Inspectors will also scrutinise the school's records and documentation relating, for example, to the welfare and safety of pupils in alternative provision.

Evaluating different approaches to teaching

79. Ofsted does **not** advocate that any particular approach should be used exclusively in teaching. Different approaches to teaching can be effective. What is appropriate will depend on the aims of a particular lesson or activity, and its place in the sequence of teaching a particular topic. Nevertheless, any approach used has features that must be present to ensure that it is delivered effectively. Ofsted has published a research commentary alongside this handbook, and that document sets out our understanding of those factors⁴⁵.

Newly qualified teachers and trainees working in schools during section 5 inspections

80. When the lead inspector requests a copy of the current staff list, they must ask whether this includes:

⁴⁴ 'Most disadvantaged pupils' refers to those pupils who are included in the calculation of government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route; www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings. Additionally, in line with government policy, other pupils who may also face educational disadvantage are those who are Children in Need of help and protection, and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

⁴⁵ 'Education inspection framework: overview of research', Ofsted, January 2019; www.gov.uk/government/publications/education-inspection-framework-overview-of-research.

- any newly qualified teachers (NQTs)
- any trainees on placement, including those on School Direct or School Direct (salaried) training routes.

81. Inspectors will meet as many NQTs as possible and, where feasible, see their practice. Inspectors may wish to observe lessons given by NQTs. In doing so, inspectors should give consideration to the fact that NQTs have less experience than other teachers, but must assess the effectiveness of the support and professional development put in place for NQTs and other teachers who are in the early stages of their careers, particularly in dealing with pupil behaviour. This must include the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training providers.
82. Inspectors will meet any trainees employed by the school on the School Direct (salaried) route to assess their support, mentoring and induction. Inspectors will **not** observe lessons given by trainees.
83. When assessing the strengths and weaknesses of the quality of education, inspectors will take into account the stage of trainees' development. The teachers' standards state that providers will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the awarding of qualified teacher status (QTS).⁴⁶ Inspectors will **not** take trainees' performance into account when assessing the quality of education.

Joint observation of lessons

84. The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint observations of lessons.
85. Inspectors will **not** take a random sample of lesson observations. Instead, they will connect lesson observation to other evidence: discussions with curriculum leaders, teachers and pupils, and work scrutiny. Inspectors will select subjects that are relevant to the focus of the inspection and observe lessons in which this subject is being taught. Lesson observation is **not** about evaluating individual teachers; there will be no grading of the teaching observed by inspectors. Instead, inspectors will view lessons across a faculty, department, subject, key stage or year group and aggregate insights from those observations to provide part of the evidence for an overall view of quality of education or behaviour and attitudes.

⁴⁶ Teachers' standards, Department for Education, July 2011;
www.gov.uk/government/publications/teachers-standards.

86. Lesson observation is primarily useful for gathering evidence about **'implementation'** and how lessons contribute to the quality of education. Inspectors can use observations to gather evidence about how well the curriculum is implemented by looking at teaching of one or more subjects, and by triangulating observations with evidence collected through discussions with staff and pupils, and through work scrutiny.
87. Lesson observation is also useful for gathering evidence that contributes to the behaviour and attitudes judgement by providing direct evidence about how behaviour is managed within individual classrooms and how pupils respond to this management. This evidence will complement the other evidence that inspectors gather about behaviour during inspection.

Work scrutiny

88. The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils' work.
89. Inspectors will **not** take a random sample of books. Instead, they will scrutinise pupils' books and other work across a faculty, department, subject, key stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education, primarily around the **'impact'** of the education provided. Inspectors will **not** evaluate individual workbooks or teachers. Inspectors will connect work scrutiny to lesson observation and, where possible, conversations with pupils and staff.
90. Work scrutiny is useful primarily for gathering evidence about the **'impact'** of the quality of education. Inspectors can use work scrutiny to evaluate pupils' progression through the curriculum. Work scrutiny will show whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally. Inspectors will synthesise what they find in order to contribute to their overall assessment of the quality of education across a faculty, department, subject, key stage or year group.

Talking to and observing pupils outside lessons

91. Inspectors must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and attitudes, for example:
- at the start and finish of the school day
 - during lunchtime, including in the dining hall, and breaktimes or playtimes
 - during assemblies and tutor periods
 - when moving between lessons
 - during enrichment activities (including clubs and activities outside of the normal timetabled curriculum).

92. Inspectors must take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, inspectors must ask them about their experiences of teaching, learning and behaviour in the school, including the prevention of bullying and how the school deals with discrimination and prejudiced behaviour, if they happen. Inspectors will ensure that all questions are appropriate. We would not expect any school staff to be present.

Meeting those responsible for governance

93. Inspectors will always seek to meet those responsible for governance during the inspection.

94. In a maintained school or standalone academy, this will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist).

95. In a school that is part of a MAT, the board of trustees is the governance body. Often, local governing bodies can appear responsible for governance, when in reality it is trustees who are accountable for the academy trust. Local governing bodies are committees to which trustees have often chosen to delegate some specific responsibilities, but in some cases they may act purely as advisory bodies and engage with the community. Their responsibilities will normally be set out in the trust's scheme of delegation. Sometimes, their powers are delegated from the managers of the MAT; in this case, they are part of the school's management, not its governance. Inspectors will therefore need to be careful to establish who has overall responsibility for governance. Inspectors will also ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

96. The role that governors and trustees play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain a separate paragraph that addresses the governance of the school.

97. As with the meetings between inspectors and pupils, parents and staff, meetings or telephone discussions with those responsible for governance should take place without the headteacher or other senior staff being present.

Meeting leaders

98. The lead inspector will meet the headteacher regularly throughout the inspection to:

- provide an update on emerging issues, including initial general findings about the quality of education and to enable further evidence to be provided
- allow the headteacher to raise concerns, including those related to the conduct of the inspection or of individual inspectors

- alert the headteacher to any serious concerns.

99. The inspection team will meet at different points during the course of the inspection. In particular, the team should:

- meet briefly in the middle of day one
- meet at the end of day one to discuss and record emerging findings; the headteacher should be invited
- meet at the end of day two to finalise judgements and identify areas for improvement
- draw together the key inspection findings and write up the evaluation for team meetings.

100. The lead inspector will invite the headteacher to the final team meeting at the end of day two. It is important that the lead inspector makes it clear that observers who are invited to attend the final team meeting are there to listen to the scrutiny of evidence and agreed judgements made by the inspection team. As appropriate, the lead inspector may request that observers clarify key points during the meeting.

101. In a MAT, the headteacher (or equivalent) may report to a CEO (or equivalent) who is, in turn, accountable to the board of trustees. The CEO is part of the executive staff (and may be a trustee). They should be invited to the final meeting or be allowed to send a delegate.

102. If, by the end of day one or during day two, there is evidence that the school might be judged as inadequate or requires improvement, the lead inspector will alert the headteacher to this possibility. It must be emphasised that final judgements are not made until the final team meeting at the end of day two.

Reaching final judgements

103. Inspection activity, including lesson observations, will continue during day two. The team will also ensure that time is set aside to complete any feedback to staff and to prepare for the final team meeting and the final feedback. During the final team meeting, an electronic summary evaluation form will be completed. The main points for feedback to the school will be recorded as the meeting progresses.

Providing feedback

104. The on-site inspection concludes with a final feedback meeting with the school. Those connected with the school who may attend include (please note, due to the diverse nature of school governance, in some schools a single individual may have more than one of the following roles):

- the headteacher and other senior leaders, agreed by the lead inspector and headteacher

- for maintained schools, the chair of the school's governing body and as many governors as possible
- for academies, including academies that are part of a MAT, the chair of the board of trustees and as many trustees as possible
- in an academy that is part of a MAT, the CEO or their delegate or equivalent
- a representative from the local authority (for maintained schools) sponsor and/or the designated responsible body
- in an aligned or integrated inspection, social care regulatory inspectors and education inspectors will feed back together to both education and residential staff.

105. During this meeting, the lead inspector will ensure that the headteacher, those responsible for governance and all attendees are clear:

- about the provisional grades awarded for each key judgement. Sufficient detail must be given by the lead inspector to enable all attendees to understand how judgements have been reached and those responsible for the governance of the school to play a part in beginning to plan how to tackle any areas for improvement
- that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school). They may be shared with school staff and all those responsible for the governance of the school, so long as they are clearly marked as provisional and subject to quality assurance. Information about the inspection outcomes should be shared more widely only when the school receives a copy of the final inspection report
- that the main findings of the inspection and the main points provided orally in the feedback, subject to any change, will be referred to in the text of the report, although the text of the report may differ slightly from the oral feedback
- about any recommendations for improvement
- that, on receipt of the draft report, they must ensure that the report is not shared with any third party or published under any circumstances
- that the headteacher is invited and encouraged to complete the post-inspection survey
- about the implications of the school being placed in a category of concern if the school is judged to be inadequate

- where a school requires special measures, whether NQTs may be appointed⁴⁷
- about the procedure for making a complaint about the inspection
- if the school is being placed in a category of concern, that they may make comments on the judgements in the draft report. That is, they are not limited to factual accuracy comments.

106. Regulations governing the induction of NQTs provide that induction may not be served in a maintained school that has been judged to require special measures, unless HMCI has given permission in writing.⁴⁸ Where the lead inspector has informed a maintained school that it may not appoint NQTs, the school must seek approval if it later wishes to appoint NQTs, by writing to the relevant Ofsted regional director, giving supporting reasons. The restriction on the appointment of NQTs does not extend to trainee teachers who joined employment-based training programmes⁴⁹ at the school prior to the notice.

Schools that are judged to require improvement

107. A school that is judged as requires improvement (overall effectiveness grade 3) is a school that is not good but overall provides an acceptable standard of education. The judgement of requires improvement is not a formal category of concern, but the school may be subject to monitoring by Ofsted, although this will not normally apply to a school that has been judged as requires improvement for the first time. The school will be inspected again under section 5, usually within 30 months of the publication of the previous section 5 report.

108. Where the school is judged as requires improvement, inspectors will direct the school to Ofsted's section 8 handbook.

109. If, at the next section 5 inspection, the school has not demonstrated that it has improved to good, the lead inspector will need to consider whether the school continues to require improvement or may be inadequate. If the school has demonstrated improvement in some areas and there is a general upward trend, but key aspects of performance remain less than good, the school may be judged as requires improvement again, in which case there will normally be monitoring before another section 5 inspection takes place within 30 months of the publication of the previous section 5 report. These considerations will be made at each section 5 re-inspection of a school that was previously judged as requires improvement.

⁴⁷ In the case of an academy made subject to special measures, the lead inspector will make a recommendation on whether the academy may appoint NQTs.

⁴⁸ www.legislation.gov.uk/uksi/2012/1115/regulation/6/made.

⁴⁹ A scheme established, or having effect as if established, by the Secretary of State for the purposes of paragraph 10 of Schedule 2 to the Qualifications Regulations 2003.

Schools causing concern

110. Schools whose overall effectiveness is judged to be inadequate (grade 4) will be deemed to be in a formal category of concern.

Procedures for judging a school as inadequate

111. If, by the end of the first day of the inspection or during day two, the lead inspector thinks it is possible that the school's overall effectiveness is inadequate and that it might be judged to have serious weaknesses⁵⁰ or to require special measures, they **must** ring Ofsted's regional duty desk.

112. The lead inspector will be asked for their name and the name and URN of the school, and will then be put through to one of Her Majesty's Inspectors (HMI) on duty. In this call, the lead inspector **must** talk through the evidence used by inspector(s) in reaching an emerging provisional judgement of inadequate. The overall effectiveness judgement is not confirmed at this point. The lead inspector must record the main points of the conversation on an evidence form.

113. During the second day of the inspection, the lead inspector may contact the regional duty desk again to discuss emerging findings. If the inspection team has made the provisional judgement that the school is inadequate and has serious weaknesses or requires special measures, the lead inspector **must** telephone the regional duty desk before the final oral feedback meeting with the school. The lead inspector will be prepared to explain briefly the reasons and underpinning evidence for the inadequate judgement.

Special measures

114. A school requires **special measures** if:

- it is failing to give its pupils an acceptable standard of education; and
- the persons responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school.⁵¹

115. When the evidence indicates that one or more of the key judgements is inadequate, inspectors must consider whether the school is failing to give its pupils an acceptable standard of education. If this is confirmed by the evidence, inspectors must consider whether leaders, managers and governors are failing to demonstrate the capacity to improve the school. If both of these conditions are met, then the school requires special measures.

⁵⁰ In law, this is referred to as requiring significant improvement.

⁵¹ As set out under section 44 of the Education Act 2005.

Serious weaknesses

116. A school is judged to have serious weaknesses if it requires significant improvements but meets only one, or neither, of the conditions for special measures. A school with serious weaknesses will have one or more of the key judgements graded inadequate (grade 4) and/or have important weaknesses in the provision for pupils' spiritual, moral, social and cultural development.

Informing a school that it is deemed to be causing concern

117. If a school is provisionally judged to require special measures or to have serious weaknesses, inspectors **must** use the following words **during the final feedback to the school**, indicating that the overall effectiveness judgement is subject to moderation by HMIs and, in the case of special measures, agreement by HMCI.

Where the school has serious weaknesses:

'In accordance with section 44 of the Education Act 2005, Her Majesty's Chief Inspector is likely to be of the opinion that this school has serious weaknesses because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.'

Where the school requires special measures:

'In accordance with section 44 of the Education Act 2005, Her Majesty's Chief Inspector is likely to be of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.'

Implications for a school causing concern

118. If a school is judged to be causing concern, the timescale for publishing the report is extended so that the school can make comments on the inspection judgements. Judgements can be moderated in light of those comments and, in the case of schools judged to require special measures, confirmed either by HMCI or a regional director on HMCI's behalf.

119. Maintained schools and PRUs that are judged to be causing concern will be subject to an academy order. The Secretary of State has a duty to make an academy order for all maintained schools (except maintained nursery schools) and PRUs judged to have serious weaknesses ('requiring significant improvement') and those that require special measures. For academies that are causing concern, the Secretary of State has a power to terminate the funding agreement, and the academy may become part of a trust or be rebrokered to another trust.

120. Maintained schools or PRUs that have been issued with an academy order and academies that are being brokered or rebrokered to new sponsors following termination of their funding agreements will normally receive monitoring inspections if they have not been brokered or rebrokered after nine months.
121. There is still a requirement for the local authority, proprietor or trust to prepare a statement of action, even though these schools will become new sponsored academies once the new funding agreements are in place. However, with the exception of any safeguarding concerns, which the statement of action must address, the purpose of the statement will be to set out how the relevant authority and the school will facilitate the transition to the new academy or trust.
122. Whether becoming a new academy or being brokered or rebrokered, these schools will become new sponsored academies and will subsequently be inspected as new schools within three years of operation and normally in the third year. However, in exceptional circumstances, schools that are becoming new academies or being rebrokered may receive a section 8 inspection before their next section 5 inspection.
123. Academies judged to have serious weaknesses, and which are not brokered or rebrokered, will be subject to monitoring by Ofsted.⁵² They will normally be re-inspected within 30 months of the publication of the inspection report in which they were judged to have serious weaknesses.
124. Academies judged to require special measures, and which are not rebrokered, will be subject to monitoring by Ofsted. The timing of the next section 5 inspection will be determined by the academy's rate of improvement. However, it will normally take place within 30 months of the publication of the inspection report that judged it to require special measures.
125. Maintained nursery schools and non-maintained special schools judged inadequate are not subject to academy orders and will be monitored by Ofsted as set out in the 'School inspection handbook – section 8'.⁵³

Taking a school out of a category of concern

126. When an inspection team judges that a school that has been subject to special measures no longer requires special measures, inspectors must use the following words during the final feedback to the school:

⁵² As set out in the 'School inspection handbook: Section 8', Ofsted, September 2018; www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

⁵³ As set out in the 'School inspection handbook: Section 8', Ofsted, September 2018.

'In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.'

127. When an inspection team judges that a school previously judged to have serious weaknesses no longer has serious weaknesses, inspectors must use the following words during the final feedback to the school:

'In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.'

After the inspection

Arrangements for publishing the report⁵⁴

128. The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report will explain the judgements and reflect the evidence.
129. Inspection reports will be quality assured before Ofsted sends a draft copy to the school. The draft report is restricted and confidential to the relevant personnel (as determined by the school), including those responsible for governance, and will not be shared more widely or published.
130. The school will be invited to comment on the draft report and informed of the timescales in which to do so. Except in the case of schools causing concern, comments must be limited to the factual accuracy of the report. Ofsted will notify the school of the lead inspector's response.
131. Ofsted may share a draft of the inspection report with the DfE, funding bodies or regional schools commissioners, where HMCI considers it necessary to do so. This will only take place following moderation.
132. Typically, schools will receive an electronic version of the final report within 14 working days of the end of the inspection. In most circumstances, the final report will be published on Ofsted's website within 19 working days.
133. If Ofsted decides that a report should be subject to further quality assurance, the school will usually receive an electronic version of the final report within 23 working days. In these circumstances, the final report will usually be published within 28 working days.

⁵⁴ The term 'report' is used to describe the formal written outcome from the inspection.

134. Once a school has received its final report, it is required to take such steps as are reasonably practicable to ensure that every registered parent of a registered pupil at the school receives a copy of the report within five working days.⁵⁵ After that time, the report will normally be published on Ofsted's website. However, Ofsted may publish the report at any time after the report has been received by the school.
135. Ofsted will notify the DfE and/or the relevant funding body before final publication. In all cases, the inspection process should not be treated as complete until all inspection activity has been undertaken and the final version of the inspection report has been sent to the school.

The inspection evidence base

136. The evidence base for the inspection will be retained in line with Ofsted's retention and disposal policy. This is normally for six years from when the report is published. Ofsted may decide that retaining it for longer is warranted for research purposes.

Quality assurance and complaints

Quality assurance

137. All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the Ofsted code of conduct.
138. Ofsted monitors the quality of inspections through a range of formal processes. HMI/Senior HMI visit some schools, or monitor remotely to quality assure inspections, and Ofsted may also evaluate the quality of an inspection evidence base. The lead inspector will be responsible for feeding back to team inspectors about the quality of their work and their conduct.
139. All schools are invited to take part in a post-inspection evaluation in order to contribute to inspection development.

Handling concerns and complaints

140. The great majority of Ofsted's work is carried out smoothly and without incident. If concerns do arise during an inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection

⁵⁵ Under section 14(4)(c) of the Education Act 2005.

is completed. The lead inspector will seek advice where necessary. Any concerns raised and actions taken will be recorded in the inspection evidence.

141. If it is not possible to resolve concerns during the inspection, the school may wish to lodge a formal complaint. The lead inspector will ensure that the school is informed that they are able to make a formal complaint and that information about how to complain is available on Ofsted's website.⁵⁶
142. Complaints must be submitted no more than 10 working days after the publication of any inspection report. Ofsted does not normally delay publication of an inspection report while complaints are investigated. Complainants should not wait for the outcomes of any related Freedom of Information (FOI) request before making a complaint.
143. Any complaints received during the moderation process will be considered as part of moderation, not as a separate process.

DRAFT

⁵⁶ 'Complaints about Ofsted', Ofsted, 2018; www.gov.uk/government/publications/complaints-about-ofsted.

Part 2. The evaluation schedule – how we will judge schools

144. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret the way that grades are described according to pupils' age, stage and phase of education.

145. Inspectors will make judgements on the following:

- overall effectiveness

and the four key judgements:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management.

146. Inspectors use the following four-point scale to make all judgements, including, where applicable, judgements on the effectiveness of the early years provision and the 16 to 19 study programmes:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.

Overall effectiveness

147. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making their judgements about a school's overall effectiveness, inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate.

148. In judging the overall effectiveness, inspectors will take account of the four key judgements.

149. In coming to each of these key judgements, inspectors will also draw on evidence from the inspection of any early years provision or sixth-form provision and consider its impact in the wider context of the school.

150. Inspectors will judge the effectiveness of any early years provision or sixth-form provision. For either case or both, inspectors must give a grade and write sections in the report that summarise the key findings and explain the effectiveness grading. However, inspectors may decide not to give a grade and a written section in the report on the provision in early years or in 16 to 19 study programmes if there is the risk that it is possible to identify individual pupils

because numbers are so small. Typically, this will be when there are fewer than five pupils.

151. The grade for early years and/or the grade for the sixth-form provision may be the same as, or higher or lower than, the overall effectiveness grade. Inspectors will take into account the size of the early years and sixth-form provision in relation to the size of the school when considering the impact of these judgements on the overall effectiveness grade. Inspectors will explain any difference between the early years and/or sixth-form provision grade(s) and the overall effectiveness grade in the report.
152. Inspectors will always make a written judgement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.
153. Before making the final judgement on overall effectiveness, inspectors must consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

Grade descriptors for overall effectiveness

Outstanding (1)

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding.
- Safeguarding is effective.

Good (2)

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, when the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.

- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.

The quality of education

154. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils⁵⁷, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total, and in each subject.

155. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (**intent**). They will also consider the way that the curriculum selected by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (**impact**).

Intent

156. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school and subject leaders.

157. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to pupils receiving an effective education that enables them to achieve highly. These factors are that:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

⁵⁷ 'Most disadvantaged pupils' refers to those pupils who are included in the calculation of government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route; www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings. Additionally, in line with government policy, other pupils who may also face educational disadvantage are those who are Children in Need of help and protection, and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

- It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible, and pupils are able to study a strong academic core of subjects, such as those offered by the English Baccalaureate (EBacc).
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Curriculum flexibility

158. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge, skills and understanding to be gained at each stage. It enables the evaluation of pupils' knowledge and understanding against those expectations.

159. All pupils in maintained schools are expected to study the national curriculum subjects, religious education and age-appropriate sex education.⁵⁸ Academies are expected to offer all pupils a curriculum that is similar in breadth and ambition to the national curriculum, including the requirements to teach English, mathematics, science, and religious education.⁵⁹

160. Schools taking radically different approaches to the curriculum will be judged fairly. The inspectorate recognises the importance of schools' autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing and are able to show that it has been implemented effectively, then inspectors will assess a school's curriculum favourably.

⁵⁸ Subject to parliamentary approval, the requirement to provide sex education will be replaced by relationships education (key stages 1 and 2), relationships and sex education (key stage 3 and 4) and health education (all key stages 1-4) from September 2020.

⁵⁹ See the Education Act 2002 for maintained schools and section 1A of the Academies Act 2010 for academies. All state-funded schools are required to teach a balanced and broadly based curriculum which promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Curriculum narrowing

161. Ofsted's research into the curriculum has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research shows that this has a disproportionately negative effect on the most disadvantaged pupils.⁶⁰ It is appropriate that, in key stage 1, teachers focus on ensuring that pupils are able to read, write and use mathematical knowledge, ideas and operations. From key stage 2 onwards and in secondary education, however, inspectors will expect to see a broad, rich curriculum. Inspectors will be particularly alert to signs of narrowing in the key stage 2 and 3 curriculums. If a school has shortened key stage 3, inspectors will look to see that the school has made provision to ensure that pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.

162. At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc. The government's response to its EBacc consultation, published in July 2017, confirmed that the large majority of pupils should be expected to study the EBacc. It is therefore the government's ambition that 75% of Year 10 pupils in state-funded mainstream schools should be starting to study EBacc GCSE courses nationally by 2022 (taking their examinations in 2024), rising to 90% by 2025 (taking their examinations in 2027). It is important that inspectors understand what schools are doing to prepare for this to be achieved, and they should take those preparations into consideration when evaluating the intent of the school's curriculum.

Cultural capital

163. As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches that found in the aims of the national curriculum.⁶¹ It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Sources of evidence specific to curriculum intent

164. Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition

⁶⁰ See our curriculum commentary phase 1: <https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>.

⁶¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>.

- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how they have planned the curriculum accordingly. This includes consideration of how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
- how leaders have ensured that the subject curriculum contains content which has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- how the curriculum has been designed and taught so that pupils read at an age-appropriate level.

165. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum. Where leaders have an accurate evaluative understanding of current curriculum practice in their school and have identified appropriate next steps to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate 'intent' favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are best fit.

166. Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request materials to be produced or provided in any specific format for inspection.

Implementation

167. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

168. Research and inspection evidence suggest that the most important factors in how the curriculum is taught and assessed are that:

- teachers have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching
- teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion
- teachers check pupils' understanding effectively, identifying and correcting misunderstandings
- teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- the subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is

sequenced so that new knowledge and skills build on what has been taught before and towards defined end points

- teachers use assessment to check pupils' understanding in order to inform teaching
- teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.

Developing understanding, not memorising disconnected facts

169. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. **This must not be reduced to, or confused with, simply memorising facts.** Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

The school's use of assessment

170. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

171. Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

172. The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate and represent an efficient use of school resources, and are sustainable for staff. The report of the Teacher Workload Advisory Group, 'Making data work',⁶² recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

⁶² <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

173. Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection, and the time that is taken to set assessments, collate, analyse and interpret the data created from this, and then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.⁶³

Sources of evidence specific to curriculum implementation

174. The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum
- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them
- discussions with classroom teachers about how often they are expected to record, upload and review data
- observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutiny of the pupils' work
- reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

175. In order to allow the effective triangulation of evidence, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of pupils. Inspectors will also ensure that the samples of pupils they choose are sufficient to allow them to reach a valid and reliable judgement on the quality of education offered by the school overall.

Impact

176. When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

177. Inspection experience and research show that the most important factors to consider are that:

⁶³ <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response>

- a well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests
- what the school has in place to ensure that the most disadvantaged pupils⁶⁴ and pupils with SEND are given the knowledge and cultural capital they need to succeed in life
- national assessments and examinations are useful indicators of the outcomes pupils achieve, but they only represent a sample of what pupils have learned. Inspectors will balance these with their assessment of the standard of pupils' work from the first-hand evidence they gather on inspection
- learning must build towards a goal. At each stage of pupils' education, they are being prepared for the next stage of education, training or employment. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend
- inspectors will also consider whether pupils at ages 16 and 18 are ready for the next stage and are going to appropriate, high-quality destinations
- if pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers. (See paragraphs 280-282.)

Inspectors will not use schools' internal assessment data as evidence

178. While they will consider the school's use of assessment (see paras 170 to 173 above), inspectors will not consider schools' internal assessment data during an inspection. Rather, they will want to use the official IDSR as the starting point and get to see at first hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school. This is because:

- internal data has its limitations and may not be an accurate representation of the education of pupils at the school. The time pressure of inspection does not allow for inspectors to validate the accuracy of the data as presented by leaders
- inspectors will gather evidence of the quality of education in schools

⁶⁴ 'Most disadvantaged pupils' refers to those pupils who are included in the calculation of government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route; www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings. Additionally, in line with government policy, other pupils who may also face educational disadvantage are those who are Children in Need of help and protection, and are receiving statutory support from local authority social care; www.gov.uk/government/publications/review-of-children-in-need.

- inspectors will have meaningful discussions with leaders about how they know that the curriculum is having an impact.

179. Inspectors will, however, ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

Sources of evidence specific to curriculum impact

180. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- nationally generated performance information about pupil progress and attainment. This information is available in the IDSR, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team
- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')
- nationally published information about the destinations to which its pupils progress when they leave the school⁶⁵
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied.

181. Inspectors will recognise that some schools are in turn-around, including when they have been brokered into a MAT or rebrokered from one to another. In these schools, the quality of education may have been poor and may now be showing significant and sustained improvement. In these situations, nationally generated performance data may lag the current quality of education in the school and so inspectors will view the national data in this context.

Reaching a single quality of education judgement, drawing together intent, implementation and impact

182. Inspectors will **not** grade intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered, using their professional judgement.

⁶⁵ <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2017>

Grade descriptors for the quality of education

In order for the quality of education provided by the school to be judged **outstanding**, it must meet the following criteria:

Outstanding (1)

- The school meets **all** the criteria for a good quality of education securely and consistently. In **addition**, the following applies.

Intent

- The school's curriculum intent is strong. Across the school, it is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.

Implementation

- The school's implementation of the curriculum is consistently strong. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Impact

- The impact of the taught curriculum is strong; pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.

183. In order to judge whether a school is good, requires improvement or is inadequate, inspectors will adopt a 'best fit' approach, relying on the professional judgement of the inspection team.

184. * [The sections of criteria in square brackets, below, are included in recognition that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully by September 2019. The bracketed sections are transitional only, and Ofsted will review the handbooks before September 2020 to identify whether they should be deleted.]

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.*]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9, [or is in the process of transitioning to such arrangements.*] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that allows pupils to focus on learning. The textbooks and other teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations, which meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)
The quality of education is likely to be inadequate if any one of the following applies:

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- Teaching is frequently of poor quality.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for pupils with such complex or severe SEND that this would be impossible.)
- Pupils' progress is consistently low and shows little or no improvement, indicating that pupils are underachieving considerably.
- The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.
- Pupils with SEND do not benefit from a good-quality education. Staff's expectations of them are low, and their needs are not accurately identified and/or being met.
- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Behaviour and attitudes

185. This judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

186. The judgement focuses on the factors that research and inspection evidence⁶⁶ indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- a calm and orderly environment in the school and the classroom as an essential factor for pupils to be able to learn
- the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- a strong focus on attendance and punctuality so that disruption is minimised
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils
- pupil motivation and positive attitudes to learning as important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- a positive, respectful, school culture in which staff know and care about pupils
- an environment where pupils feel safe, in which bullying and discrimination are not accepted and in which they are dealt with quickly, consistently and effectively whenever they occur.

187. Ofsted's evidence for the importance of each of these factors is drawn from its inspection experience, areas of agreement in academic research and its own research. A full note of how the criteria relate to the available research can be found here in our research commentary.⁶⁷

Pupils who have particular needs

188. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, 'behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation' are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.

⁶⁶ <https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>

⁶⁷ 'Education inspection framework: overview of research', Ofsted, January 2019; www.gov.uk/government/publications/education-inspection-framework-overview-of-research.

189. Some pupils, or groups of pupils, with particular needs may have low attendance or display challenging behaviour. When this is the case, inspectors will evaluate the impact of schools' high expectations, the consistent, fair implementation of policies, and their impact on the demonstrable improvement of the attendance and behaviour of these pupils.

Pupils who are not in the school during the inspection

190. Inspectors will gather evidence about the typical behaviour of all the pupils who attend the school, including those who are not present on the day of inspection. If there is evidence that a school has deliberately removed pupils from the school site on the day of inspection, or has arranged for them to be absent, and inspectors reasonably believe that this was done in order to have an impact on the inspection, then inspectors are likely to judge behaviour and attitudes and leadership and management to be inadequate.

Sources of evidence specific to behaviour and attitudes

191. Inspectors will hold discussions with pupils and staff to gather evidence about school culture and practice in relation to pupils' behaviour, support for staff and other systems. In setting up discussions, inspectors will select a sample of staff who research suggests are most affected by pupils' challenging behaviour: trainees, supply staff, NQTs, administrative support staff and catering staff, as well as other members of staff. This will provide inspectors with valuable information that includes the views of those who most urgently require the school's support in managing pupils' behaviour. The interviews should be carried out with individuals, not groups, to allow those members of staff to give clear evidence without being influenced by the views or expectations of others in the group when talking about a sensitive issue.

192. Inspectors will speak to pupils from a range of different backgrounds and who have different experiences of the school's approach to behaviour. This should include pupils who have experienced sanctions under the school's behaviour policy. Inspectors will take into account the views of a varied sample of pupils, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of positive behaviour in school and beyond school.

193. Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (and check how the referral was made and the thoroughness of the follow-up), pupils with SEND, children looked after, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils.

194. If a school uses fixed-term and internal exclusion, inspectors will evaluate its effectiveness, including the rates, patterns and reasons for exclusion, any differences between groups of pupils and whether any pupils are repeatedly

excluded. Inspectors will consider how well the school is recognising and acting to address any patterns that exist.

195. Inspectors will consider whether the school is developing the use of alternative strategies to exclusion, and inspectors will also recognise where schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.

196. The pupil and staff surveys used in inspection contain questions about safeguarding, behaviour and discipline, bullying, how respondents feel about the school and how well supported and respected they feel they are in the school. Inspectors will meet school leaders to account for the results of the pupil and staff interviews and surveys.

197. Inspectors will carry out other evidence-gathering activities that include, but are not limited to:

- observing pupils' behaviour in a range of different classes at different times of the day
- observing pupils at breaktimes, lunchtimes and between lessons
- observing pupils' punctuality in arriving at school and at lessons
- observing pupils' respect for and courtesy and good manners towards each other and adults, and pride in themselves and their school
- evaluating the school's analysis of, and response to, pupils' behaviour over time, in whatever format the school already has these
- analysing absence and persistent absence rates for all pupils, and for different groups in relation to national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- evaluating the prevalence of permanent exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is a last resort
- evaluating the effectiveness of fixed-term and internal exclusion, including the rates and reasons for exclusion
- assessing the school's work to follow up and support fixed-term excluded pupils
- gathering the views of parents, staff, those with responsibility for governance and other stakeholders
- gathering evidence about the typical behaviour of pupils who are not in school during the inspection, for example whether they have had fixed-term exclusions or internal exclusions in the two years prior to inspection
- balancing evidence seen during the inspection and also evidence of trends over time

- visiting any off-site unit that the school runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils' behaviour, learning and attendance. For more information, see the 'Off-site provision' section (paragraphs 226-229).

Grade descriptors for behaviour and attitudes

198. In order for the behaviour and attitudes of a school to be judged **outstanding**, it must meet the following criteria:

Outstanding (1)

- The school meets **all** the criteria for good in behaviour and attitudes securely and consistently. In **addition**, the following applies.
- Pupils behave with consistently high levels of respect for others.
- Pupils consistently have highly positive attitudes and commitment to their education. They are persistent in the face of difficulties. When pupils struggle with this, the school takes intelligent, swift and highly effective action to support them.
- Schools in challenging circumstances consistently take intelligent, fair and highly effective action to create a positive learning environment. Pupils are safe, feel safe, behave consistently well and have consistently positive attitudes to their education.

199. In order to judge whether a school is **good, requires improvement** or is **inadequate**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in pupils' behaviour and conduct. Staff make sure that pupils adopt appropriate routines.
- Bullying, aggression, discrimination and derogatory language are rare and, when they occur, they are dealt with quickly and effectively.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come on time to school and are punctual to lessons.

- Fixed-term exclusions are used appropriately.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

- Behaviour and attitudes in the school are not good.
- Pupils are safe and they feel safe.

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies:

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.
- Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes towards the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying and/or discriminatory behaviour successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Personal development

200. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. This judgement evaluates the school's intent to provide for the personal development of pupils, and the quality with which the school implements this

work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

201. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot determine how well young people draw on this. Similarly, schools cannot make children active, engaged citizens, but they can help pupils understand how to engage with society and provide them with plentiful opportunities to do so. Schools are able to take effective action to prepare pupils for many aspects of life, but the impact of this work may not be seen until many years later. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides, but will not attempt to measure the impact of the school's work on the lives of individual pupils.
202. This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant:
- developing responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults
 - developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
 - promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
 - promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
 - developing pupils' character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
 - developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
 - developing pupils' understanding of how to keep physically healthy and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
 - developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
 - providing an effective careers programme that offers advice, experience and contact with employers to encourage pupils to aspire, make good choices

and understand what they need to do to reach and succeed in the career to which they aspire⁶⁸

- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition to the next stage successfully.

Spiritual, moral, social and cultural development

203. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.⁶⁹ This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

204. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- interest in, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

205. Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

206. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

⁶⁸ The government's statutory guidance on careers guidance can be found at 'Careers guidance and access for education and training providers', <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>.

⁶⁹ Section 5 of the Education Act 2005

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

207. Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Sources of evidence specific to personal development:

208. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school
- how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development
- how well leaders promote British values through assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the quality of education that they provide
- where appropriate, the quality of debate and discussions that pupils have

- pupils' understanding of the protected characteristics and how equality is promoted, and diversity and how the things we have in common are celebrated.
- the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps.

Grade descriptors for personal development

209. In order for personal development to be judged **outstanding**, it must meet the following criteria:

Outstanding (1)

- The school meets **all** the criteria for good in personal development securely and consistently. In **addition**, the following applies.
- The school consistently goes 'the extra mile' to promote the personal development of pupils, so that they have access to a rich set of experiences.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The school ensures that participation in extra-curricular activities is consistently very high, including among those from disadvantaged backgrounds, so that all can benefit from these opportunities and experiences.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

210. In order to judge whether a school is **good, requires improvement** or is **inadequate**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development, including their spiritual, moral, social and cultural development.
- The curriculum and the school's wider work support pupils to develop character.
- The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.

- The school prepares pupils for life in modern Britain by developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and respect.
- By promoting equality of opportunity and diversity, the school ensures that pupils understand, appreciate and respect difference in the world and its people, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens, who contribute positively to society.
- Secondary schools prepare pupils for future success in education, employment or training by providing: unbiased information to all about potential next steps and high-quality careers guidance and opportunities for encounters with the world of work.

Requires improvement (3)

- Personal development in the school is not good.

Inadequate (4)

Personal development is likely to be inadequate if any one of the following applies:

- A significant minority of pupils do not understand how to and why they should live healthy, positive lives, either physically or emotionally.
- Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
- Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.
- The school does not ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work.
- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.

Leadership and management

211. This judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

- leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils
- the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils
- the alignment of continuing professional development for teachers and staff with the curriculum, and the extent to which it develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils
- the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school
- whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education, and whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
- the extent to which leaders take into account the workload and well-being of their staff in order to deliver a high-quality education, while also developing and strengthening the quality of the workforce
- the extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence
- whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

212. Ofsted's evidence for the importance of each of these factors is drawn from its inspection experience, areas of consensus in academic research and Ofsted's own research. A full note of how the criteria relate to the available research can be found here in our research commentary.⁷⁰

⁷⁰ 'Education inspection framework: overview of research', Ofsted, January 2019; www.gov.uk/government/publications/education-inspection-framework-overview-of-research.

213. Paragraphs 236-244 set out the importance and place of safeguarding.

Leadership and management in the school

214. Research suggests that leadership and management can be highly effective when it is shared by different individuals and distributed across different levels in a school. Inspectors will look at the work of headteachers, senior leaders, subject leaders and others with leadership and management roles when reaching this judgement.

Leadership and management in multi-academy trusts⁷¹

215. When a school is part of a MAT, it is important for inspectors to remember that the trust is one entity, and that leaders and managers of the MAT are responsible for the quality of education provided in all the schools that make up the MAT.

216. It is highly likely that parts of some of the leadership functions described in the grade criteria are performed by MAT leaders and not solely by individual leaders of the school. It is the responsibility of school leaders to give inspectors accurate and appropriate information about those roles and responsibilities. If it is the case that leadership functions are performed by MAT leaders, then inspectors will consider whether they need to meet MAT leaders to gather evidence.

217. MAT leaders (for example, the CEO or an education director) may request to meet inspectors as part of the inspection or to attend feedback meetings. These are appropriate requests and should be accommodated. These individuals, however, should abide by the same code of conduct as all others involved in the inspection⁷².

Governance

218. Inspectors will seek evidence of the impact of those responsible for governance.

219. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.

220. In a MAT, the trustees are responsible for governance. Inspectors will ask to speak to one or more of the trustees. It may be that, on occasion, the trustees have chosen to delegate some of their powers to the members of the 'academy

⁷¹ In this handbook a reference to a MAT should be considered to include Multi-Academy Companies.

⁷² <https://www.gov.uk/government/publications/conduct-of-inspectors-during-ofsted-inspections>.

committee' or 'local governing board' at school level.⁷³ If inspectors are informed that a local governing body has delegated responsibilities, they should establish clearly which powers reside with the trustees, which reside with the leaders of the MAT and which reside locally, and ensure that their inspection activities reflect this. They should also reflect this clearly in their inspection report.

221. Inspectors will need to bear in mind, when inspecting academies that are part of a MAT, that governance functions can be quite different from those in a maintained school. Some functions that would be carried out by a governance body in a maintained school may be carried out by management or executive staff in a trust. Where this is the case, it will still be important for inspectors to ascertain the trust board's role in that process and how it ensures that these functions are carried out properly.

222. The 'school governance handbook'⁷⁴ sets out the purpose of governance, which is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

223. The 'school governance handbook' sets out the three statutory functions of all boards, no matter what type of schools or how many schools they govern. There are three core functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing the financial performance of the organisation and making sure that its money is well spent, including the pupil premium.

224. In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equalities Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Inspectors will explore how governors carry out this responsibility. Please note, inspectors are **not** expected to construct or review a list of duties.

225. Inspectors will report separately and clearly on governance in the leadership and management section of the inspection report.

Use of the pupil premium

⁷³ All MATs should have, and publish, a scheme of delegation clearly setting out everything that has been delegated by the board of trustees to the local governing board or any other person or body. Advice on how this should work can be found in the DFE guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/576240/Multi-academy_trusts_good_practice_guidance_and_expectations_for_growth.pdf.

⁷⁴ <https://www.gov.uk/government/publications/governance-handbook>

226. Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

Evaluating the impact of external support

227. If the school has received support, for example from the local authority, inspectors will not evaluate and report on the quality and the impact of the support and challenge on improvement in the school. Instead, they will comment on the action that the school has taken and the impact that this has had on the quality of the school's work.

228. Where a school is part of a MAT, and is receiving support from within the MAT, inspectors will be clear about whether this is internal, not external, support.

Inspecting off-site provision

229. Inspectors must evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' pastoral, academic/vocational/technical and, if appropriate, SEND. Inspectors will do everything they can within reason to speak to a representative from the alternative provider(s) and to a selection of pupils who attend that provision, where available.

230. Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned
- whether leaders have made the appropriate checks on the registration status of the provision
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that their pupils will benefit from a well-taught, broad and balanced curriculum
- the extent to which pupils make progress and attain
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development.

231. If a school uses a provider that is not registered, the duty desk must be contacted so that staff can notify Ofsted's unregistered schools team and take appropriate action. An inspector will make a visit to that provider to check the suitability of the provision. If this requires an additional inspection time or additional inspectors for it to be carried out effectively, the lead inspector will contact the regional duty desk.
232. A school is likely to be judged inadequate for leadership and management if:
- it is making ineffective or inappropriate use of alternative provision
 - it is using inappropriate alternative provision
 - leaders have not taken the necessary steps to assure themselves of the suitability of a provision
 - leaders are not aware of how many of their pupils attend alternative provision
 - leaders are not taking responsibility for their pupils who attend alternative provision.

Gaming

233. Inspectors will challenge leaders and managers about unusual patterns of examination entry that appear to 'game the system', for example if they are entering pupils for courses that are not in their educational best interest. The IDSR will provide inspectors with areas to investigate where nationally available data may suggest that gaming is taking place. If inspectors uncover evidence that deliberate, substantial gaming is taking place, leadership and management are likely to be judged inadequate.

Inclusion and off-rolling

234. Schools should have an inclusive culture that facilitates arrangements to:
- identify early those pupils who may be disadvantaged or have additional needs or barriers to learning
 - meet the needs of those pupils, drawing, where necessary, on more specialist support, and help those pupils to engage positively with the curriculum
 - ensure pupils have a positive experience of learning, and achieve positive outcomes.
235. There is no legal definition of 'off-rolling'. However, Ofsted defines 'off-rolling' as:
- The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.

236. When an inspection finds evidence of off-rolling taking place, by Ofsted's definition it should always be addressed in the inspection report, and may (depending on scale and impact) need to be considered when reaching the judgement. If the off-rolling is lawful, inspectors must be careful to consider the context of the off-rolling and be clear about what impact the off-rolling has had on pupils involved and on the school. There are many different activities that can constitute off-rolling, so there can be no hard and fast rules as to how it should be addressed. However, if inspectors determine the school to be off-rolling according to Ofsted's definition, then the leadership and management of the school are likely to be judged to be inadequate.
237. There are other reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides, without encouragement or coercion by the school, to home educate their child. This is not off-rolling. Similarly, if a school appropriately removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling. Headteachers have the right to exclude pupils and there are legitimate reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to use.
238. Inspectors will be interested in high numbers of pupils moving on and off roll, but this may not in itself mean that off-rolling is taking place.

Safeguarding

239. Inspectors will not grade this key aspect of a school's work. However, inspectors will always make a written judgement under 'Leadership and management' in the report about whether the arrangements for safeguarding children and pupils are effective.
240. Inspectors must evaluate the safeguarding culture that has been established in the school and move away quickly from simple reviews of documents beyond those statutorily required.
241. Inspectors should be familiar with the statutory guidance in relation to safeguarding:
- 'Keeping children safe in education: statutory guidance for schools and colleges'⁷⁵

⁷⁵ 'Keeping children safe in education', Department for Education, 2018; www.gov.uk/government/publications/keeping-children-safe-in-education--2.

- 'Working together to safeguard children'.⁷⁶
242. On all inspections, inspectors need to ascertain whether there have been any safeguarding incidents or allegations since the last inspection, and whether they are now resolved or are ongoing.⁷⁷
243. On a very small number of occasions, inspectors may come across, during an inspection, evidence or allegations of child abuse. Inspectors must not attempt to investigate any incident of child abuse but will satisfy themselves that concerns about a child's safety are referred on, as appropriate, to the children's services department of the relevant local authority. The referral will normally be made by the safeguarding lead for the school.⁷⁸
244. If a child discloses to an inspector on site that they are suffering or at risk of abuse, the inspector will stop all other activity and focus on ensuring that the child receives the help they need. Specific guidance on what to do in this situation can be found in 'Safeguarding concerns: guidance for inspectors'.⁷⁹
245. The guidance 'Inspecting safeguarding in early years, education and skills settings' explains how incidents will be covered in the inspection report.
246. Safeguarding is ineffective when there are serious or widespread failures in the school's/setting's safeguarding arrangements that give cause for concern because children are not protected and statutory requirements are not being met, **or** because insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements.
247. Examples of what ineffective safeguarding might include:
- safeguarding allegations about staff members are not being handled appropriately
 - children, pupils and students or particular groups of children, pupils and students do not feel safe in school/the setting
 - children, pupils and students have little confidence that the school/setting will address concerns about their safety, including risk of abuse

⁷⁶ 'Working together to safeguard children', Department for Education, 2018;

www.gov.uk/government/publications/working-together-to-safeguard-children--2.

⁷⁷Section 5.6 of 'Inspecting safeguarding in early years, education and skills settings', Ofsted, September 2018; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings.

⁷⁸ 'Safeguarding concerns: guidance for inspectors', Ofsted 2018;

www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors.

⁷⁹ 'Safeguarding concerns: guidance for inspectors', Ofsted 2018;

www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors.

- for schools: pupils are frequently missing from school (including for part of the school day), but this is not addressed appropriately by staff
- incidents of bullying or prejudiced and discriminatory behaviour are common.

The impact of safeguarding on the leadership and management judgement

248. When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, there may be circumstances when it is appropriate to judge a setting as requires improvement, rather than inadequate, if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Segregation

249. It is unlawful for schools to segregate pupils on the basis of any protected characteristics such as sex, race or faith, while at school, unless permitted by the Equality Act 2010 for the purposes of:

- positive action to alleviate a disadvantage associated with a certain characteristic. This could, for example, include pupils of one race or sex getting additional work experience in a sector in which they are under-represented (section 158)
- competitive sport, games or other competitive activities in which physical strength, stamina or physique are significant factors in determining success or failure. A school is allowed to organise separate events for boys and girls (section 195).

250. If an inspector believes that a school may be segregating pupils, they will contact the duty desk. If segregation is taking place, inspectors will report this in the leadership and management section of the inspection report.

- A school is unlikely to be judged as good or outstanding in leadership and management if it is segregating pupils unlawfully.
- If the school has genuine and imminent plans to reintegrate pupils, a judgement of requires improvement will normally be appropriate.
- In other cases, the grade will likely be inadequate for leadership and management.

Sources of evidence specific to leadership and management

251. Evidence used to evaluate the impact of leaders' work, both currently and over time, includes, but is not limited to:

- meetings with leaders, including MAT senior staff if appropriate, to discuss how well they know the school and the quality of education that it provides for pupils

- meetings with those responsible for governance as appropriate to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding
- documentary evidence provided by the school that demonstrates the effectiveness of the school's provision
- interviews with staff and pupils to evidence how well leaders have created a positive culture
- first-hand evidence gathered during the course of inspection
- responses to the staff and pupil questionnaires and Parent View; these will be particularly useful for judging the culture that has been established in the school by leaders and managers
- any evidence the school has from regularly surveying the staff and the way in which leaders and managers have responded to concerns raised by staff or parents, for example about how teachers are supported by senior leaders to tackle low-level disruptive behaviour.

252. Inspectors will always report on the school's activity to gather the views of staff, whether through the school's internal procedures or through its use of the Ofsted questionnaire. They will do this in the 'Information about this inspection' section.

Grade descriptors for leadership and management

253. For the leadership and management of a school to be judged **outstanding**, it must meet the following criteria.

Outstanding (1)

- The school meets **all** the criteria for good in leadership and management securely and consistently. In **addition**, the following applies.
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

254. In order to judge whether a school is **good**, **requires improvement** or is **inadequate**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.
- The school has a culture of safeguarding that facilitates effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)**Leadership and management are likely to be inadequate if one or more of the following applies:**

- The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour/attitudes of pupils is poor or leaders are overly dependent on external support.⁸⁰
- Leaders are not doing enough to tackle weaknesses in the school.
- The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.
- The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest.
- There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.
- There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident.

⁸⁰ MAT support within a trust is not considered external.

Evaluating the quality of early years education in schools

255. Inspectors are required to grade the standards of education and care in the early years provision and write a section in the inspection report that summarises its effectiveness.
256. Inspectors must use all their evidence to evaluate what it is like to be a child in the early years provision, taking account of the ages of the children and whether they attend part time or full time.
257. The effectiveness of the arrangements for safeguarding children is reflected in the main judgement for the school.
258. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:
- the extent to which leaders and providers plan, design and implement the curriculum
 - how effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children's outcomes
 - the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND
 - the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
 - children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.

Sources of evidence

259. Inspectors will particularly consider the intent, implementation and impact of the school's early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged and those with SEND.
260. Inspectors will look at the achievement of children at the end of Reception over time, by the proportions reaching a good level of development. However, inspectors need to get beyond the data as quickly as possible to ascertain how well the curriculum is meeting children's needs. This will be evident in how well children know and remember more. Inspectors need to make careful inferences about children's current progress by drawing together evidence from a range of sources.
261. Inspectors will consider how well:

- leaders assure themselves that the aims of the early years curriculum are met and that it is sufficiently challenging for the children it serves
- staff ensure that the content, sequencing and progression in the areas of learning, particularly in the specific areas of reading, writing and number, and shape, space and measure, are secured
- staff teach children to read systematically by using synthetic phonics⁸¹ and books that match the children’s phonics knowledge
- staff develop children’s love of reading, through reading aloud and telling stories and rhymes
- children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning
- children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
 - playing and exploring
 - active learning
 - creating thinking and thinking critically
- the content of the curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling.

Inspecting provision for two- and three-year-olds

262. Schools that take two- and three-year-olds as part of their early years provision do not need to register that provision with Ofsted. The provision for two- and three year olds will be inspected under section 5. Inspectors should ensure that the written judgement on the effectiveness of early years provision includes evaluation of the provision for two- and three-year-olds. Inspectors should also note whether they are in receipt of funding.

263. When observing provision for two- and three-year-olds, inspectors will assess whether staff are:

- knowledgeable about the typical development and characteristics of learning for two- and three-year-olds, including their emotional and physical dependence on adults

⁸¹ Synthetic phonics teach children to recognise the sounds that individual letters and combinations of letters make. Pupils learn to blend these sounds together to read words. They go on to use this knowledge when writing. A systematic approach starts with the easiest sounds, progressing to the most complex.

- aware of the large difference in development between children who are 'just two' and those approaching their fourth birthday
- aware when children need comforting, and respond in an appropriate way that provides that comfort
- focused on teaching children through the three prime areas of learning
- attentive to children's care needs and use times caring for them as an opportunity to help children's learning
- giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play
- patient and attentive, and allow two- and three-year-olds to express their ideas
- listening to children and responding to children's verbal and non-verbal communication rather than interrupting children
- gently talkative with children and are not put off when there is no response
- not reactive when children display a tantrum.

264. Inspectors will be aware that two-year-olds typically:

- continue to develop the language to communicate verbally. They may often use single words, they may string single words together or use language that is hard for adults to discern
- show interest in others and are learning to play cooperatively. Children may play 'side by side', although they may be less willing to share resources
- watch others and copy others as ways of learning
- have conflict with other two-year-olds
- ask 'what?' and 'where?'
- begin to develop their independence; children may often state 'me do it' and 'no'
- use physical means to express themselves.

Grade descriptors

Outstanding (1)

- The effectiveness of early years meets **all** the criteria for good securely and consistently. In **addition**, the following applies.
- The curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

- The sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- Over time, children consistently achieve highly, particularly those children from disadvantaged backgrounds. Those with SEND also achieve their full potential. Children successfully acquire the necessary foundations for the rest of their schooling.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for the necessary foundations for the rest of their schooling.
- The school's approach to teaching early reading and phonics is systematic and effective in ensuring that all children learn to read words and sentences accurately.
- The same academic ambitions for almost all children are held by all staff. Where this is not practical, for example for some children with high levels of SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation⁸²

⁸² Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

- Children have the opportunity for meaningful learning across the intended curriculum.
- Staff are knowledgeable about how to teach systematic synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. They provide information to parents about how to help their children to read.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of mathematics and ensure that children have sufficient practice to gain fluency in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on.
- Leaders provide effective support for less experienced or skilled staff.
- Over the early years foundation stage (EYFS), teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports an ambitious, coherently planned curriculum, sequenced towards cumulatively sufficient knowledge for future learning. The available resources meet the children's learning needs and promote their focus and opportunities to learn.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They ensure that the youngest (two-year-old) children's needs are met.

Impact

- Children use their knowledge of phonics to read accurately. They read with increasing speed and fluency.
- Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children develop their vocabulary and understanding of language across the seven areas of learning. They achieve well, particularly those children with lower starting points.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They are beginning to manage their own feelings and behaviour, and understand how these have an impact on others.
- Children have the necessary foundations for the rest of their schooling.

Requires improvement (3)

- The effectiveness of the early years is not yet good.

Inadequate (4)

The effectiveness of the early years is likely to be inadequate if one or more of the following applies:

- A poorly designed and implemented curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.
- Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.
- Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.
- Children cannot communicate, read, spell phonically decodable words as well as they should, and do not have basic fluency in number and shape, space and measure.
- The attainment and progress of children, particularly those children who are disadvantaged, are consistently low and show little or no improvement, indicating that children are underachieving considerably.

Evaluating sixth-form provision

265. Inspectors are required to grade the quality of education in the sixth form and write a section in the inspection report that summarises its effectiveness. Inspectors must use all their evidence to evaluate what it is like to be a young person in the sixth form.
266. The effectiveness of the arrangements for safeguarding young people is reflected in the main judgement for the school.
267. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:
- how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of 16 to 19 provision for all young people, including the most disadvantaged and young people with high needs
 - how leaders and teachers develop or adopt a curriculum that provides progression, stretch, mathematics and English for those young people without GCSE grades 9 to 4 (or legacy grades A* to C), as well as work experience or industry placements and non-qualification activities
 - how high-quality impartial careers guidance enables all young people to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so.
268. Through observations of teaching and training activities, and in discussions with students, teachers, support staff and employers, inspectors will consider how well:
- students develop personal, social and independent learning skills
 - students achieve high levels of punctuality and attendance
 - students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study.
269. Inspection of apprenticeships training is **not** in the scope of section 5 or section 8 inspections of schools.

Grade descriptors

Outstanding (1)

- The effectiveness of sixth-form provision meets **all** the criteria for good securely and consistently. In **addition**, the following applies.
- The school's curriculum is strong. Throughout the school, teachers have a firm and common understanding of the intended curriculum and what it means for their practice.
- The school's implementation of the curriculum is consistently strong. Across all parts of the school, teaching and training are of a high quality, and training activities contribute well to delivering the aims of the curriculum.
- The work that students do over time reflects consistently demanding curriculum goals and matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.
- The impact of the taught curriculum is strong: students acquire and develop high-quality skills and produce work of a consistently high standard.
- Students demonstrate consistently highly positive attitudes and commitment to their education and/or training. They have consistently high levels of respect for others.
- The school consistently goes 'the extra mile' to promote the personal development of students, so that teachers have access to a rich set of experiences that teach students why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the school's offer.

Good (2)

- Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities, and designed to give students, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The school is ambitious for all its students, including those with special educational needs, and this is reflected in the curriculum. The curriculum remains ambitious and is tailored where necessary to meet individual needs.

- Students study the intended curriculum. Schools ensure this by teaching all components of the full programmes of study.
- Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. Where relevant, teachers have extensive and up-to-date vocational experience.
- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to presenting content.
- The work that teachers give to students is demanding and ensures that students build knowledge and acquire skills, improving what they already know and can do.
- Teachers encourage students to use subject-specific, professional and technical vocabulary well.
- Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and leaders use assessment well, for example to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers and trainers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Students develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Students make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate, this is reflected in results from national examinations that meet Government expectations, or in the qualifications or apprenticeship standards obtained.

- Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Students with SEND/high needs have greater independence in making decisions about their lives.
- Students have high attendance and are punctual. Their attitudes to their education or training are positive. They improve their attitudes over time.
- The school prepares students for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.

Requires improvement (3)

- The quality of education is not yet good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The design, coverage or teaching of the curriculum does not provide adequately for all students.
- The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in modern Britain.
- Weak assessment practice means that teaching fails to meet students' needs.
- Students do not develop or improve the English and mathematical skills they need to succeed in the next year or stage of education, or in training or employment.
- The attainment and progress of students are consistently low and show little or no improvement over time, indicating that students are underachieving considerably.
- Students have not attained the qualifications, skills or behaviours appropriate for them to progress to their next stage of education, training or employment.
- Students' attendance is consistently low and shows little sign of sustained improvement. Their lack of engagement, motivation or enthusiasm inhibits their progress and development.

- The school does not ensure that students get access to unbiased information about potential next steps, high-quality careers guidance, or opportunities for encounters with the world of work.

DRAFT

Part 3. Applying the EIF in different contexts

Applying the education inspection framework to section 8 inspections of good schools

270. The purpose of a section 8 inspection of a good school is to confirm whether a school remains good under the definition of overall effectiveness set out in paragraph 153 of this handbook. Inspectors will have two days on-site to reach this conclusion.

271. In order to confirm whether the school remains good, inspectors will refer closely to the criteria set out in Part 2 of this handbook. However, they will not be expected to carry out a full section 5 inspection within a reduced timeframe. Instead, they will focus on particular aspects of the school's provision. These are drawn principally from the quality of education judgement, but also include specific elements of pupil behaviour, personal development and safeguarding.

Quality of education

272. Inspectors will focus primarily on the quality of education during a section 8 inspection of a good school. They will not be expected to cover all the criteria in the quality of education judgement. Instead, they will focus on a few key areas. Inspectors will:

- always consider and evaluate all aspects of the aims of the school's curriculum, including the degree to which the school's overall curriculum is coherently sequenced and structured.
- always consider whether there is any evidence that the school's curriculum has been narrowed inappropriately
- in primary schools, explore how well a broad range of subjects (exemplified by the national curriculum) is taught throughout each and all of Years 3–6. In primary schools where reading is weak, inspectors will focus first and foremost on reading
- in secondary schools, explore how well the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7–9, or whether the school is in the process of transitioning to such arrangements. Inspectors will also explore whether the school is either working towards, or has achieved, the EBacc as the foundation for its key stage 4 curriculum.

273. Inspectors will gather evidence in relation to the implementation of the curriculum in order to form an impression of the degree to which series of lessons contribute to the school's curriculum, as well as to the degree to which they are

well sequenced within the intended curriculum and provide purposeful opportunities for pupils' progression through it.

274. Inspectors will be clear that they are not able to gather the same depth of evidence on a section 8 inspection as a full team conducting a section 5 inspection, and they will not aim to do so. Nevertheless, they will always:
- observe a sample of lessons, following the guidance set out in Part 1 of this handbook (paragraphs 84-87). This will be a smaller sample than that gathered on a section 5 inspection
 - scrutinise a sample of pupils' work, following the guidance set out in Part 1 of this handbook (paragraphs 88-90). This will be a smaller sample than that gathered on a section 5 inspection
 - interview teachers, pupils, leaders and those responsible for governance, following the guidance in paragraphs 91–102
 - explore how well pupils read, enabling them to access the full curriculum.
275. Inspectors will also review nationally generated performance information about pupils' progress and attainment, but they will not use schools' performance data of current pupils as evidence (see paragraph 178).
276. When conducting these inspection activities, inspectors will be particularly alert to any evidence that suggests that the school may be:
- gaming – entering pupils for courses or qualifications that are not in their educational best interest in order to achieve apparently better performance for the school (as per paragraph 233)
 - off-rolling – removing a pupil or pupils from the school roll without a formal, permanent exclusion when the removal is primarily in the interests of the school rather than in the best interests of the pupil (as per paragraph 234-238).
277. Where inspectors uncover any evidence that narrowing, gaming or off-rolling may be taking place, they will address it according to the sections at paragraphs 161-162 and 233-238 of this handbook.

Behaviour

278. Inspectors will consider how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. They will not make a judgement on all the criteria contained in the 'behaviour and attitudes' judgement.

Pupils' wider development

279. Inspectors will consider the extent to which the curriculum extends beyond the academic, vocational or technical and whether the school goes the extra mile to give pupils a rich set of experiences. They will not make a judgement on all the criteria contained in the 'personal development' judgement.

Workload

280. Inspectors will consider the extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively. They will consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens. They will also consider the extent to which leaders protect staff from bullying and harassment.

Potential outcomes of a section 8 inspection of a good school

281. There are four possible outcomes for a section 8 inspection of a good school:

- **Outcome 1** – the school continues to be a good school. This is the most common outcome.

or

- **Outcome 2** – the school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged outstanding if it were to receive a section 5 inspection now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within one to two years of the publication of the section 8 inspection report.

or

- **Outcome 3** – the lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out now. For example, inspectors may have uncovered concerns about curriculum narrowing, gaming, off-rolling, behaviour, workload or safeguarding. The school will be informed that its next inspection will be a section 5 inspection within the statutory timeframe, which will typically take place within one to two years after the publication of the section 8 inspection report.

or

- **Outcome 4** – the lead inspector has gathered evidence that suggests the school may be inadequate in one or more of the graded judgements under

section 5 inspections, and there are serious concerns about the quality of education, pupils' behaviour or safeguarding. The inspection will be converted to a section 5 inspection, usually within 48 hours.

282. Inspectors will **always** report on whether safeguarding is effective. If safeguarding is not effective, the lead inspector **will always** convert the section 8 inspection to a section 5 inspection.

Applying the EIF to the teaching of early reading in infant, junior, primary and middle/lower schools

283. During all inspections of infant, junior, primary and lower middle schools, inspectors will focus on how well pupils are taught to read as a main inspection activity. They 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.

284. Inspectors will listen to several low-attaining pupils in Year 1 to Year 3 read⁸³ from unseen books appropriate to their stage of progress. They should also draw on information from the school's policy for teaching reading, phonics assessments, phonics screening check results and lesson observations.

285. In reaching an evaluation against the 'Quality of education' judgement, inspectors will consider whether:

Intent

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities
- the school's phonics programme matches or exceeds the expectations of the English national curriculum and early learning goals
- the school has clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and the school's phonics programme aligns with these expectations
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

Implementation

⁸³ Wherever possible, inspectors should listen to children read in a classroom or in an open area with which pupils are familiar. The length of time a pupil has attended the school should be taken into consideration.

- the school has developed sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next
- the assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- teachers have a clear understanding of how pupils learn to read
- teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.

Impact

- all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

Applying the EIF to the teaching of mathematics

286. Inspectors will evaluate the quality of a school's mathematics education through lesson observations, discussions with pupils and scrutiny of their work, reviewing curriculum plans, discussions with curriculum leaders and examining any published data.

287. Inspectors will consider what steps the school has taken to ensure that:

- pupils understand and remember the mathematical knowledge, concepts and procedures, including knowledge of efficient algorithms, appropriate for their starting points, and which ensure readiness for the next stage, whether that is the next lesson, unit of work, year or key stage, and including post-16 mathematics
- the school's curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas
- the curriculum divides new material into manageable steps lesson by lesson
- the school's curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or anticipate practical problems they

are likely to encounter in adult life. Pupils have sufficient understanding of and unconscious competence in prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set

- within the curriculum, there are planned opportunities for sufficient revisiting of previously learned knowledge, concepts and procedures to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories. This allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, considering the application of their mathematical knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability
- there is flexibility in curriculum planning so that the school can address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers
- there are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content
- teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning
- the school has taken steps to ensure that all teachers of mathematics, including non-specialist teachers of mathematics, have sufficient mathematical and teaching content knowledge to deliver the topics they teach effectively
- pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum.

Applying the EIF in junior, middle and studio schools, and university technical colleges

288. There are some schools that start and stop at non-standard ages for pupils, where national expectations are to be taken into account differently.

289. Pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average, they also have lower progress scores. This may be for a variety of reasons, and inspectors will take this into account when comparing their results to those pupils in schools that start educating their pupils from the beginning of key stage 1.

290. Pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Due to the age range of pupils at

middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. This will be taken into account when comparing their results to those of schools that start educating their pupils from the beginning of key stage 1.

291. The government's ambition for all secondary schools is for 75% of pupils to be entered for the EBacc by 2021. However, this ambition specifically does not apply to university technical colleges (UTCs) and studio schools because they provide a specialist technical and professional education.

292. The progress 8 accountability measure is not the most appropriate performance indicator for UTCs and studio schools. These establishments typically start educating pupils at age 14 and have a focus on preparing pupils for their future careers. Inspectors will pay attention to other measures, particularly pupil destinations.

Applying the EIF in special schools and SEND provision in mainstream schools

293. Pupils with SEND have a range of different needs and starting points. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points as high as other pupils of their age, for instance pupils with sensory impairments.

294. All parts of the education inspection framework apply to state-funded and non-maintained special schools provision and to SEND provision in mainstream schools. However, as with all provision, SEND provision has some specific factors that should be taken into account. Inspectors will gather and evaluate evidence about:

- how well leaders identify, assess and meet the needs of pupils with SEND
- how well leaders develop and adapt the curriculum so it is coherently sequenced to all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils
- whether leaders are ambitious for all pupils with SEND
- how well leaders include pupils with SEND in all aspects of school life and will give particular emphasis to how well they are prepared for their next steps in education, employment and training, and adult lives
- how well the learning and development of pupils with SEND are assessed, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in:

- communication and interaction
- cognition and learning
- physical health and development
- relevant findings from any inspection of the relevant local area's arrangements for identifying, assessing and meeting the needs of children and young people with SEND⁸⁴ ('LASEND inspection').

295. Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

Applying the EIF in pupil referral units and alternative provision in free schools and academies

296. All parts of the education inspection framework apply to PRUs and other alternative provision free schools and academies. However, in the same way that all school contexts are different, so are PRU and other alternative providers. Inspectors will gather and evaluate evidence about:

- how well leaders identify, assess and meet the needs of pupils when they first begin to attend the PRU or other alternative provider, including pupils with SEND
- how well leaders develop and adapt the curriculum so it is coherently sequenced to all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils
- whether leaders are ambitious for all pupils, and the extent to which those responsible for governance understand the particular context of the provision
- how well leaders include pupils in all aspects of school life, giving particular emphasis to how well they are prepared for their next steps in education, employment and training, and adult lives
- how well pupils' learning and development are assessed, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes for pupils with SEND.

⁸⁴ 'Handbook for inspecting local areas in England under section 20 of the Children Act 2004', Ofsted, April 2016.

297. Pupils in PRUs and other alternative providers often have significant, complex vulnerabilities. In the same way as with other schools, inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils in the light of their higher vulnerability to safeguarding risks.
298. Where pupils in PRUs and other alternative providers attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors must visit a sample of the alternative providers used by the PRU, alternative provision free school or alternative provision academy.
299. PRUs and other alternative providers may have different objectives in their work related to the reasons why a child is placed in alternative provision, the needs of the pupil, the duration of placements and the proportion of time that pupils stay with the provider each week. For instance, in a pupil referral unit that provides short-term placements for excluded pupils or those at risk of exclusion, the core work may emphasise specific improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or be aiming to reintegrate pupils into mainstream schools. Alternative providers may also offer services to schools and other educational settings to help them support children with additional needs in their settings. An alternative provision setting may be the permanent destination for some pupils, especially when they are close to key examination times. Inspectors will evaluate schools' success in these areas while bearing in mind that Ofsted expects high academic/vocational/technical aspirations for all pupils.
300. Inspectors will take the school's official records as a starting point for discussions about attendance. They must evaluate pupils' attendance as a percentage of a full-time timetable, even where temporary part-time arrangements are in place. Leaders may have a range of ways of evaluating pupils' attendance given that pupils often join and leave the school roll at various times of the year. Inspectors will take into account pupil turnover in the provision when considering evidence for attitudes and behaviour.
301. Often, pupils attending PRUs and other alternative providers have had poor attendance in the past. Inspectors will evaluate the improvement in pupils' attendance from their starting points where this is relevant. Inspectors will also evaluate the ways in which leaders take account of pupils' weak attendance in their safeguarding systems and the clarity of their attendance recording. Where schools use part-time timetables, and pupils are not attending other provision or placements in addition, inspectors will evaluate the extent to which they are well monitored, aspirational and effective in getting pupils into the education full-time, quickly, in line with DfE guidance. These timetables should not be open-ended and should result in swift full-time education for the pupils.

302. Transitions into PRU and alternative providers are often complex, involving dual registration, periods of non-attendance and meetings with a range of services and families. When evaluating pupils' attainment and progress, inspectors will consider the ways in which leaders have identified, assessed and met the needs of pupils. They will evaluate the progress that pupils have made since they began to attend the alternative provision. Where pupils have left the PRU or other alternative provider, inspectors will consider how well the progress they made at the PRU or other alternative provision enabled them to move on to suitable destinations and, post 16, to take courses at an appropriately demanding level. They will also look closely at the effectiveness of liaison with other schools to ensure that there are appropriately high expectations, and as far as reasonably possible, continuity in pupils' education programmes. Inspectors will also look at whether the provider works closely with families, schools and other agencies to ensure a smooth transition to and from alternative provision, and look at whether it sets expectations that reintegration back into mainstream education is a key component of a placement.

Applying the EIF when evaluating the quality of boarding and residential provision in schools

303. When the full inspection of a school's education provision and the full residential inspection are both due at the same time, they are usually combined into one inspection of the whole school. These are integrated inspections and are undertaken by one team, leading to one published report.

304. Integrated inspections take place:

- in a boarding or residential special school when both inspections are due during the same year
- when Ofsted carries out an emergency or monitoring inspection of both the boarding/residential and education provision
- when the education provision at a school is being inspected under section 5 of the Education Act 2005.

305. In integrated inspections, lead inspectors will consider the timing of team meetings so that the social care regulatory inspector is available to join them. It is important that the findings of the social care regulatory inspector contribute to judgements about the school.

306. Inspectors must work closely together to plan sufficient time to discuss their findings throughout the inspection. The lead education inspector will join the social care regulatory inspector on some inspection activities so that they can gain a full picture of provision at the school. This is particularly important in assessing personal development, behaviour and attitudes and the strength of the links between the day school and boarding provision.

307. The inspection of education in a school that is also registered as a children's home may take place as a stand-alone inspection of the education provision or be aligned with the full inspection of the children's home.⁸⁵ When possible, Ofsted will attempt to align both inspections so that inspectors may work together and share evidence.
308. When the education inspection takes place as a stand-alone event, inspectors must read the most recent education and children's home reports on the preparation day. They must make themselves aware of any current issues concerning children's welfare that may affect aspects of the school inspection and ensure that they take these into consideration during the inspection.
309. When the education and children's homes inspections are aligned, the education and social care regulatory inspectors will work together to share evidence.
310. If the school provides boarding or residential provision, inspectors will make the three key judgements on that provision. These judgements are made in accordance with the guidance and grade descriptors in the 'Social care common inspection framework (SCCIF): boarding schools and residential special schools'.⁸⁶
311. If the provision does not meet one or more of the national minimum standards, the following standard phrase must appear as one of the recommendations in the report:
- 'The school must ensure that it meets the national minimum standards for boarding schools that have not been met.'
 - or
 - 'The school must ensure that it meets the national minimum standards for residential special schools that have not been met.'
312. Inspectors must consider the impact of the judgements on the boarding/residential provision on the judgements for the whole school. In order to do this, they will need to take account of the proportion of boarders/residential pupils in the school and the seriousness of the issues found.

⁸⁵ All registered children's homes will undergo at least two inspections in a year. At least one of these will be a full inspection and the children's homes may also be subject to an interim inspection. All inspections are conducted in line with the 'Social care common inspection framework (SCCIF): children's homes, including secure children's homes' Ofsted, May 2018; www.gov.uk/government/publications/inspecting-childrens-homes-framework.

⁸⁶ 'Social care common inspection framework (SCCIF): boarding schools and residential special', Ofsted, April 2018; www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools.

313. For the effectiveness of leadership and management, the grades for the school and boarding should either be the same as or within one grade of each other. The report will clearly state the reasons for any differences.

DRAFT

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 children looked after, 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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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
W: www.gov.uk/ofsted
No. 180041

© Crown copyright 2019