

## THE INSPECTION FRAMEWORK FROM SEPTEMBER 2019

*Key changes in emphasis for the new inspection framework from September 2019 are written in blue font.*

The purpose of inspection is bringing about improvements in educational provision and ensuring pupils' safety. Inspection provides information for parents, the public and government about standards and use of public money. The framework lays out expectations for the conduct of inspectors and school staff. It gives an overview of the main inspection judgements which should focus on key strengths to share and weaknesses to improve. Guidance from the previous inspection framework (2015) about '*paying particular attention to the outcomes of certain pupil groups has been removed*'. However, these groups are protected by a school's duty to meet 'The Equality Act 2010' and the requirement to provide a high-quality and ambitious education for all pupils.

INSPECTION FRAMEWORK: [www.gov.uk/government/publications/education-inspection-framework](http://www.gov.uk/government/publications/education-inspection-framework)

### SECTION 5 INSPECTION HANDBOOK

The handbook confirms a number of important issues for schools. Ofsted does not:

› Ask for self-evaluation to be completed in a set format. It should be useful for school improvement and not written for Ofsted. There is **no** requirement for pupil tracking data or predictions of progress or attainment.

› *Require any specified formats to be used for curriculum planning.*

› *Expect schools to prepare documents beyond the pupil premium strategy. No data is needed about spending on individuals eligible for PP, tracking of their progress, or information about within-school attainment gaps.*

› Ask schools to use the evaluation schedule to grade teaching. Schools aren't expected to carry out a certain number of lesson observations. Inspectors don't need individual lesson plans or grade lessons. They don't expect a certain frequency or quantity of work in pupils' books, or to be provided with photographic evidence of pupils' work.

› Advocate a certain method for planning lessons, marking, feedback, assessment or recording pupil achievements. Ofsted doesn't advocate particular teaching approaches as long as it is appropriate to the circumstances and promotes learning. Schools make these decisions and senior leaders should be able to justify their reasons.

› Expect a set format for performance management. There is no requirement for a head's objectives to target the proportion of good and outstanding teaching. Evidence against sub-headings in the teachers' standards isn't needed. Schools aren't asked for appraisal targets using pupil achievement predictions. Ofsted doesn't ask for pay details of teachers being observed or anonymised lists of staff who met performance thresholds for pay progression.

› Expect schools to keep staff records in a set format as long as legal requirements are met. Schools do not need to apply retrospectively for DBS and other pre-employment checks for staff appointed before, and continuously employed since, the introduction of DBS requirements.

› Have set requirements for site security such as always expecting a perimeter fence to be in place.

› *Ofsted is aware of courses for schools about writing an 'intent statement' for new inspection framework. However, **there is no need to write new statements, adapt websites or restructure staffing to cover intent**. The inspection handbook has the following features of good intent:*

- *A broad and balanced curriculum that is ambitious for all pupils.*
- *A curriculum that is coherently planned and sequenced.*
- *A curriculum that is successfully developed for pupils with special educational needs and/or disabilities.*

*Intent is about what leaders intend pupils to learn and is reflected in the curriculum planning. It covers everything up to the point at which teaching happens. Inspectors will evaluate the curriculum leadership provided by senior, subject and curriculum leaders. If school is performing less well in a subject, it should review the curriculum. Does it contain the right knowledge in the right order? Does it provide pupils with the building blocks of what they need to know and be able to do to succeed? <https://educationinspection.blog.gov.uk/2019/07/01/busting-the-intent-myth/>*

The handbook explains the activities taking place over 2 days of a full inspection and the evaluation criteria for making judgements. The number of inspectors is based on school's circumstances. The handbook seeks a consistent approach to inspection whilst being flexible for different contexts. It isn't a set of rigid rules to follow as inspectors may use their professional judgement. Inspectors gather evidence using laptops, mobile phones and tablets, which is securely transferred to Ofsted's systems. Photos of pupils' work will not be kept by the inspector personally.

*\* Inspections can take place at any time after the first 5 school days in the autumn term; for example, if pupils return to school on a Wednesday, inspection can take place as early as the following Wednesday.*

*\* Preparing for an inspection on the school site was proposed by Ofsted but withdrawn after a consultation.*

The statutory interval between inspections is 'within 5 school years from the end of the school year in which the last full inspection took place' although most good schools and non-exempt outstanding schools will have a **two-day monitoring inspection** every 4 years roughly; (see the Section 8 handbook.) Some of these schools may have a full inspection if a significant change has occurred or they are identified by the risk assessment process.

*\* Outstanding maintained nursery schools, special schools and PRUs are not exempt from routine inspection.*

*\* Ofsted will attempt to co-ordinate inspections for groups of schools such as those in federation.*

*\* Schools are able to request an inspection from Ofsted although there may be a charge.*

*\* Schools may be inspected without notice if serious concerns arise. Ofsted calls school to inform them about 15 minutes before arriving on site; details are covered in the Section 8 inspection handbook.*

Ofsted completes a risk assessment by the start of 3<sup>rd</sup> year after an inspection to select schools and identify concerns about the performance of good and outstanding schools. Risk assessments don't influence the outcomes for schools as inspectors will not have access to the information. Risk assessments look at data for progress, attainment and **pupil mobility**, and information from the workforce census, Parent View, qualifying complaints, warning notices, survey inspections, significant concerns raised, and time since the last inspection. Senior HMIs review the details to decide if an inspection is warranted although data about cohorts with fewer than 11 pupils isn't considered. The risk assessment process is explained in the inspection handbook and at: <http://bit.ly/2MX5FIZ>

An academy is legally a new school after converting and previous Ofsted judgements don't apply or affect future outcomes. Inspectors may compare a new academy's data with the predecessor school as part of pre-inspection planning but isn't given undue weight. It may show if areas of weakness are being tackled and strengths are maintained. Most new academies have a full inspection within 3 years, although, if the predecessor school was good, it usually has a monitoring visit, and if it was outstanding, it isn't subject to routine inspection. **From Sept 2019, there is a change for some newly converted academies - where the predecessor school was good, but a monitoring visit had informed them that a full inspection would take place next due to signs of a change in the overall effectiveness. In these cases, the new academy will usually have a full inspection at least one year after opening.**

RE and collective worship: Ofsted inspects RE and collective worship in schools without a religious character. Only RE is inspected in voluntary controlled schools with a religious character. In most schools with a religious character, Ofsted's role is checking and reporting whether RE and collective worship are being inspected separately under section 48. However, Ofsted may still use evidence from any inspection activity, including RE and assemblies, in their evaluation of SMSC and personal development, behaviour and attitudes.

*\* Section 48 inspections should take place every 3-5 years. Ofsted inspectors will make themselves familiar with issues in the latest report although it won't be used as evidence. If a S48 inspection is overdue, Ofsted comment in the leadership and management section of an inspection report that school is failing in this statutory duty.*

Deferral: A school may ask for a deferral when contacted by Ofsted's administrator or the lead inspector, but the request must be made by 4.30pm on the day of notification. It is likely to succeed only in exceptional circumstances. Decision are based on Ofsted's deferral policy. [www.gov.uk/government/publications/deferring-ofsted-inspections](http://www.gov.uk/government/publications/deferring-ofsted-inspections) Schools are usually informed of the decision on the same day although it may happen by 8am the next morning.

**Before inspection:** Schools are usually called between 10.30am and 2pm on the day before a full inspection. If the headteacher is unavailable, Ofsted's administrator will speak to the most senior staff member. This call checks the number of pupils on roll, governance arrangements, and if school has extra provision for SEND or nursery places. Ofsted will email to confirm arrangements which includes a letter to notify parents, explaining Parent View and how they can contact inspectors. **The inspector will speak to the headteacher in the afternoon before an inspection for around 90 minutes which may involve 1 phone call, or 2 separate conversations with a break in-between. If the headteacher wants a colleague to join the conversation, inspectors will try to accommodate this. The headteacher isn't expected to have specific details or evidence to hand. The phone call will cover:**

1) A longer conversation about educational issues for school including its context, challenges, and progress since the last inspection. The headteacher will be asked about school's strengths and weaknesses, particularly in the curriculum, how teaching supports pupils to learn the curriculum, standards achieved, and pupils' behaviour, attitudes and personal development. The headteacher will be asked about areas they believe would be useful for the inspector team to review. This conversation informs the choice of focus areas for the inspection plan. It should help the inspector and headteacher have a common understanding of reasons for the starting points of inspection.

2) A shorter discussion about practical arrangements. Schools must inform parents about the inspection and using Parent View. Responsibilities for leadership and governance are checked and the inspector will ask about SEND and nursery provision, after-school clubs managed by school, and pupils attending off-site provision. The inspector checks for staff absences, if any teachers can't be observed, and whether there are staff in school who are usually employed elsewhere in a MAT. The headteacher and leaders will be invited to participate in some inspection activities and team meetings. Meetings will be arranged with staff, governors/trustees, and members of the MAT if relevant. A meeting or phone call is requested with a representative of the LA, diocese, sponsor or responsible body. School can ask questions or raise concerns. Information for the inspector's preparation is clarified.

**The following information needs to be available to inspectors by 8am on the first day.**

- School self-evaluation summary and any external evaluation reports.
- School improvement plan and details of a longer-term vision and strategy.
- Documents about governors/trustees' work and priorities; schemes of delegation for an academy within a MAT.
- School timetable and changes due for the inspection period. Maps and practical information; i.e. wi-fi access
- Staff list (indicating NQTs and trainees on placement, including those on School Direct).
- The single central record.
- Referrals to the designated safeguarding lead, concerns passed on to the LA and an outline of resolutions. A list of pupils with open cases and/or a multi-agency plan with LA children's services.
- Details of exclusions, incidents of poor behaviour, bullying, racism, and pupils removed from the school roll. Up to date attendance data including analysis by pupil groups.

**Preparation by the lead inspector:** The inspector may contact school again to clarify matters during preparation; for example, if details are missing on school's website. They must establish who is the responsible body for governance and overseeing school's performance; and, if school belongs to a MAT, some aspects of leadership may be performed by MAT leaders. An online check is made for incidents involving school, such as safeguarding concerns, since the previous inspection; if appropriate this will be raised with the headteacher. The inspector reviews details held about the school, including the inspection data summary report (IDSR), inspection reports, surveys or monitoring letters, complaints and warning notices, alongside inspection findings for LA children's services and the local area's SEND provision. Inspectors consider published information from the DfE. Ofsted recognises that some schools are in turn-around and may be making sustained improvements. In these situations, inspectors will consider if the historical data for school fairly reflects the current quality of education.

*\*Inspectors have been reminded to use only meaningful IDSR data as the performance of small groups can be unreliable and may raise unrealistic demands on schools to offer unnecessary interventions. SEND pupils shouldn't be treated as a single group to compare averages with national benchmarks; pupils often have very different needs.*

First day of inspection: Inspectors do not arrive on site before 8am. Discussions are held with leaders about school's curriculum, how it reflects their context and addresses typical gaps in pupils' knowledge and skills. Inspectors explore what school intends pupils to learn, end points to reach, and the order in which pupils should learn them. They will consider curriculum documents but won't ask school to provide them in any specific format. Inspectors will also ask about pupils' behaviour, attitudes and personal development at the initial meeting.

*\* A 'top-level view' explores leaders' understanding of curriculum intent, sequencing of content, and rationale for decisions. It gives an insight into clarity of vision and ambition for all pupils to succeed. 'Deep dives' check the quality of education against intentions and leaders' understanding of implementation and impact. Reading is always included and several foundation subjects depending on what is being taught at the time. Maths will often be included although other activities may be used. Inspectors observe lessons, scrutinise work and talk to pupils. Teachers are asked how the curriculum informs planning. More significance is placed on sequences of lessons, where an individual lesson fits in and reflects prior learning. Finally, inspectors 'bring it together' to look for issues from 'deep dives' which need further review. Details: [www.gov.uk/government/publications/inspecting-the-curriculum](http://www.gov.uk/government/publications/inspecting-the-curriculum)*

Inspection activities: National assessments reflect only part of what pupils have learned. Therefore, it is a priority to collect first-hand evidence and 'triangulate evidence' from different sources to reach more accurate judgements; for instance, instead of judging the quality of education based mainly on data, corroboration is sought from activities such as observations, work scrutiny, and discussions with pupils. Inspectors will not ask for internal progress and attainment data. If schools choose to present data, inspectors won't seek to verify the information. Instead, they will consider the conclusions drawn, actions taken, and how it has informed school's curriculum and teaching.

Inspectors evaluate how assessment supports teaching and refining of school's curriculum; it should help to embed learning and identify pupils' next steps. Assessment limitations should be recognised such as encouraging excessive differentiation and one-to-one teaching or lowering expectations for some pupils. Inspectors look at data collection and if it is an efficient use of staff time and sustainable. Teachers are asked how often they are expected to record, upload and review data; it is unlikely that more than 2 or 3 data collection points a year are needed to inform actions. If it is more often, schools should justify the workload for setting assessments, collating and analysing data, and having time to act on the findings. If it is disproportionate, inspectors reflect this in the school's report.

*\* Ofsted refers to learning as an alteration in long-term memory, achieved by introducing new knowledge and helping pupils make connections with existing learning. Pupils gain understanding and are able to apply their knowledge. To improve memory, pupils need the struggle of trying to retrieve information. Once pupils have studied an area of the curriculum, they need opportunities to recall prior learning. This doesn't only mean testing; pupils need to recall prior learning if they apply it in a new context or have to explain their knowledge to others.*

Curriculum views are probed over the 2 days. Inspectors talk to leaders, subject leaders and teachers about long-term planning, programmes of study, and how pupils make progress through the curriculum. Inspectors consider the extent to which leaders focus attention on the quality of education and foster consistent approaches across school. They ask about support for teachers to gain subject knowledge and pedagogical understanding. Inspectors review curriculum implementation and the impact for all pupils, including the most disadvantaged and those with SEND, for acquiring knowledge and skills. In KS1, inspectors check pupils are able to read, write and use maths to ensure they can access a full curriculum at KS2. Pupils are asked what they remember of curriculum content covered.

Inspectors invite the headteacher and leaders to take part in lesson visits which are deliberately selected to coordinate with other activities so that, together, they give a deeper insight into specific subjects or areas of focus. This approach is used to gain a clearer view of how school has acted upon its curriculum intentions, the quality of education being offered, and pupils' behaviour and attitudes. During observations, inspectors consider the intended learning and where a lesson or activity fits into the sequence of covering a topic. They talk to pupils about work and seek their views about a range of subjects and other aspects of school life.

Inspectors invite curriculum leaders and teachers to participate in scrutiny of pupils' work, usually as part of lesson visits. Work samples are deliberately chosen to gain an insight into specific aspects of the quality of education

which may mean selecting pupils' work in a particular subject or key stage. It helps to show if the intended curriculum is being covered through carefully sequenced knowledge and skills so that pupils know more and can do more. Work scrutiny isn't used to evaluate individual teachers or to judge the quality of their marking.

Inspectors have discussions with staff to gather evidence about school's culture and practice in relation to pupils' behaviour and assistance for staff. They assess the support for NQTs and teachers in the early stages of careers, particularly for managing behaviour. Inspectors meet NQTs and may observe lessons whilst taking account of their teaching experience. They look at the quality of mentoring for NQTs and guidance with areas for development from initial teacher training. Inspectors meet trainees employed on School Direct (salaried) but don't observe lessons or consider their performance when judging the overall quality of education. Inspectors meet with a selection of staff often affected by challenging behaviour such as trainees, supply staff, NQTs, administrative and catering staff. If possible, inspectors will meet with individual staff if they need to talk about a sensitive issue.

Inspectors look for behaviour policies being applied consistently and fairly by all staff. They gather evidence about pupils' typical behaviour, including those who aren't present; if pupils have been purposely removed for inspection, behaviour and attitudes and leadership and management are likely to be inadequate. Headteachers have a right to exclude, including permanently as a last resort. Inspectors review the use of exclusion and how school deals with issues such as pupils being repeatedly excluded; a strategy is needed to reintegrate pupils and manage behaviour. Schools are expected to consider safeguarding risks for pupils who may be excluded and whether other strategies are appropriate. Inspectors comment when schools are doing all they can to support pupils at risk of exclusion.

Inspectors talk to pupils with different experiences of school to evaluate personal development, behaviour and attitudes. This includes pupils who have experienced sanctions under the behaviour policy. Other evidence is gathered by observing pupils at the start and end of the day, breaktimes, lunchtimes, assemblies, extra-curricular activities, and as they move around the school. Inspectors have informal conversations, without staff present, to ask pupils about their experiences of teaching, learning, behaviour and bullying, and how school prevents and deals with incidents. Inspectors evaluate the experiences of pupils for whom referrals have been made to the LA; this includes, for a small sample, checking the follow-up to ensure pupils are receiving the support they need.

Inspectors seek more evidence about personal development by looking at the range and take-up of extra-curricular activities, the use of assemblies to promote British values, and the contribution of the wider curriculum. Inspectors evaluate school's intent to promote personal development and the quality of implementation. They do not judge the impact as it may not be seen during pupils' time at school with so many other influences on their lives. Schools will also need to follow the new curriculum requirements for relationships and health education from September 2020 when it becomes statutory. It will be evaluated as part of the personal development judgement.

Parental, staff and pupil views: Two online questionnaires are included as part of Ofsted's notification email; school is asked to encourage staff and pupils to complete them by 3pm on the first day of inspection. Inspectors review the responses to Parent View and, if necessary, may make other efforts to gather views. If serious issues are raised directly by parents, inspectors will discuss them with senior leaders. The results of parental surveys carried out by school are considered. Inspectors may hold informal meetings with staff which take place without the headteacher or senior staff present; if concerns are raised, inspectors make every attempt to protect the individual's identity but they must pass on concerns about safeguarding, serious misconduct, bullying of staff, or criminal activity.

*\* Ofsted is changing the questions on Parent View to align more closely with the new inspection framework. A replacement for Parent View is being devised to increase responses from parents during, and outside of, inspection.*

Governance: Inspectors will meet and talk by phone with those directly responsible for governance and overseeing the school's performance; this takes place without the presence of the headteacher or senior staff. Inspectors explore how governors are carrying out their core functions to enhance school's effectiveness, ensure a culture of safeguarding, and provide a high-quality education for all pupils. Governors are expected to provide strategic leadership, ensure accountability, and have effective oversight of school's educational and financial performance.

For example, a clear vision and strategic direction should be impacting on leaders' decisions about the curriculum. MAT leaders may request to meet inspectors and attend meetings at the end of each inspection day.

*\* The board of trustees is the MAT's responsible body even if some duties are delegated to local governing bodies. If duties are delegated by a MAT's managers, a local governing body is part of school's management, not governance.*

**Pupil Premium:** Inspectors review the use of pupil premium funding and its impact on the learning and progress of disadvantaged pupils. The rationale and strategy of leaders and governors for spending is evaluated.

*\* From Sept 2019, inspectors will no longer recommend that any schools carry out an external review of pupil premium and/or governance. If schools previously received this recommendation before Sept 2019, inspectors will not ask to see any outcome of this at the next inspection unless school has evidence that it wants to share.*

**Safeguarding:** Inspectors must go beyond a reviewing documents and checking statutory requirements; **they need to evaluate whether a safeguarding culture has been established across school.** Inspectors check for safeguarding incidents since the last inspection and if school has taken appropriate action in response. Ineffective safeguarding is likely to lead to an inadequate leadership and management judgement; a judgement of requires improvement may be appropriate for minor weaknesses that are easy to put right and don't leave children at risk of harm. **New guidance about inspecting safeguarding from September 2019 has been published – see the link below:**

[www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015)

*\* Inspectors and schools need to be familiar with the following safeguarding documents:*

[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (Part 1 should be read by all staff.)

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

**Early Years:** Inspectors look at children's achievements over time and the proportions reaching a GLD. They must get beyond the data to check how well the curriculum meets children's needs, so they know more and remember more. **Leaders should understand EYFS aims and ensure that the curriculum is sufficiently challenging for the children it serves. Staff need to ensure there is appropriate content, sequencing and progression in the 7 areas of learning. The curriculum must be taught systematically and explained effectively to give children the foundations for the rest of their schooling.** In Reception, staff teach children to read by systematic use of synthetic phonics and books matching their phonic knowledge. Staff develop children's communication and language by singing songs, nursery rhymes and playing games and promote a love of reading by reading aloud and telling stories and rhymes.

**Inspection team meetings** take place in the middle, and end of the first day, to review emerging findings; leaders are able to offer their own evidence in response. Issues are followed-up on day 2 through conversations with leaders, staff, governors and pupils, and by sampling other areas of education. The lead inspector meets the headteacher regularly over the 2 days to give updates including initial findings or concerns. The headteacher may raise their own concerns. If, at the end of the first day, or during day 2, the inspector thinks school may be inadequate, they must ring Ofsted's duty desk, discuss evidence with an HMI, and record the key points. At the end of day 2, if the team reaches a provisional judgement of inadequate, the inspector must ring the duty desk to give a brief explanation of the reasons and evidence before the feedback meeting with school. The headteacher is invited to meetings at the end of both days; on day 2, the purpose is listening to evidence and judgements although inspectors may ask the headteacher to clarify points for them. In a MAT, the CEO is invited to the final meeting.

*\* If the headteacher has concerns, they should be raised immediately with the lead inspector. If an issue can't be resolved during the inspection, the complaints procedure is outlined at: [www.gov.uk/complain-ofsted-report](http://www.gov.uk/complain-ofsted-report)*

**Second day of inspection:** Inspection activities continue during day 2. Time will be made to offer feedback to staff. If evidence suggests that school might be inadequate or requires improvement, the inspector will alert the headteacher. Inspectors will also set aside time to prepare for the final team at which the evaluation schedule is

used to reach judgements, identify areas for improvement, and agree the key findings. Inspection ends with a feedback meeting for school which may include the headteacher, senior leaders, the chair and governors/trustees, the CEO of a MAT, a LA representative for maintained schools, and a sponsor or member of the responsible body.

During the final feedback meeting, the lead inspector will clarify:

- Provisional grades for key judgements, how decisions were reached, and recommendations for improvement. These grades are confidential and may change after quality assurance. However, they can be shared with staff and governors. Inspection outcomes must only be shared more widely when school receives the final report.
- The procedure for making a complaint about the inspection.
- The key findings explained during feedback will be covered in the inspection report. When school receives the draft report, it must only be shared with those responsible for governance and is confidential. Schools may only comment on the factual accuracy of statements in the draft report, unless they have been judged as inadequate.
- If the judgement for overall effectiveness requires improvement, inspectors will direct school's leaders to the Section 8 handbook. This outcome does not place the school in a category of concern.
- Implications for schools judged as inadequate and, therefore, placed in a formal category of concern. When school receives the draft inspection report, they may comment on judgements. Schools which require special measures will be informed if they may appoint NQTs; this won't apply to trainee teachers already at the school.

Inspection outcomes: The handbook explains that schools requiring improvement usually have another full inspection within 30 months. Ofsted may carry out a monitoring visit during this time, but this is less likely after the first RI judgement. If, at the next full inspection, school hasn't improved to good but shows progress, the lead inspector will consider another RI judgement. Otherwise, the school may be judged as inadequate.

An inadequate judgement implies that school is failing to provide an acceptable standard of education. The next decision for inspectors is whether those responsible for leading, managing or governing the school show the capacity to bring about the necessary improvements; if they do, school has serious weaknesses, and if not, special measures. In these cases, the timescale for publishing the final inspection report is extended to allow time for school to comment on judgements within the draft inspection report.

Following an inadequate judgement, maintained schools receive an academy order, and academies are likely to be rebrokered to a new sponsor; schools usually have a monitoring inspection if changes haven't been finalised after 9 months. After conversion or rebrokering, schools become new sponsored academies. They have a full inspection within 3 years of opening although, in exceptional circumstances, may receive a monitoring inspection beforehand. Academies judged to have serious weaknesses, and not rebrokered, will be monitored by Ofsted and normally reinspected within 30 months. The process is similar for academies placed in special measures, and not rebrokered, although the timing of the next full inspection may reflect an academy's rate of improvement.

\* *DfE guidance about 'Schools causing concern': [www.gov.uk/government/publications/schools-causing-concern--2](http://www.gov.uk/government/publications/schools-causing-concern--2)*

\* *Maintained nursery schools judged inadequate have monitoring inspections but don't receive academy orders.*

After inspection: The lead inspector writes the report and findings should be consistent with feedback given to school. The report is quality assured before a draft copy is sent to school, usually within 25 working days. The draft report is confidential to members of staff, as determined by school, and those responsible for governance; it must not be shared. A school has 1 working day to comment on the factual accuracy of the draft report. Once school receives the final report, it should provide a copy for all parents of registered pupils within 5 working days. The report is published on Ofsted's website within 30 working days of the end of the inspection. [Inspection reports will become shorter with less education jargon and more focus on distinctive aspects of school. Parents have asked for more details about what it is like to be a pupil at the school, standards of behaviour and how bullying is handled.](#)

Quality assurance: Inspectors must follow Ofsted’s code of conduct and the principles of supporting improvement, being user-focused and acting independently; (as explained in the inspection framework.). Lead inspectors are responsible for the quality of their team’s work. HMI may visit schools and/or review the evidence base to quality assure inspections. Schools are invited to take part in post-inspection evaluation to help improve the process.

*\* Evidence from inspections is usually retained for 6 years although it may be kept for longer if used in research.*

## **PART 2 OF THE INSPECTION HANDBOOK – THE EVALUATION SCHEDULE**

Grade descriptors provide guidance for inspectors to judge whether school’s performance is outstanding, good, requires improvement, or inadequate. Overall effectiveness takes account of grades for the 4 key areas below:

- Quality of education
- Personal development
- Behaviour and attitudes
- Leadership and Management

and, if relevant, the quality of early years provision. Before reaching a final decision about overall effectiveness, inspectors must consider the quality of pupils’ SMSC development and how school’s provision meets the different needs of pupils including those with SEND. Inspectors must comment on the effectiveness of safeguarding pupils.

A new approach is being used to award outstanding grades in the 4 key areas. Schools will need to meet, securely and consistently, all criteria for good as well as the additional criteria for outstanding. This requires exceptional performance to be embedded in a key area across school. (Previously, outstanding judgements used a best-fit approach and inspectors considered which criteria more closely described school’s performance.) A best-fit approach will be used for judgements of good or requires improvement and an inadequate judgement will be given in a key area if any inadequate criteria apply. Comments below are based upon the grade descriptors for good:

### OVERALL EFFECTIVENESS - GOOD

The quality of education is at least good. All key judgements are good or outstanding. In exceptional circumstances, a key area may require improvement if there is strong evidence that it is improving to good. Safeguarding is effective.

### 1. QUALITY OF EDUCATION - GOOD

Inspectors review curriculum intent, implementation and impact to judge the quality of education. The main focus is how well pupils are learning the curriculum and making progress, by knowing more, remembering more and being able to do more. It takes account of connections between the curriculum, teaching, assessment and learning.

**INTENT:** Leaders have an accurate understanding of current practice and are taking steps to improve the curriculum. The curriculum is designed to be ambitious for all pupils, including those who are disadvantaged. It offers sufficient knowledge, skills and cultural capital for pupils to succeed. The curriculum is developed to meet the needs of SEND pupils to apply what they know and can do with increasing fluency and independence. The curriculum isn’t narrowed for disadvantaged or SEND pupils and a broad range of subjects is taught throughout KS2.

*\* The criteria for ‘intent’ allow schools to be in the process of curriculum design during 2019/20; i.e. if a statement isn’t met in full, it is acceptable when evidence shows leaders are in the process of bringing this about.*

*\* The evaluation schedule uses the phrase, ‘knowledge and cultural capital’, which is taken from the national curriculum: “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.”*

**IMPLEMENTATION:** Teachers have good subject knowledge, which is presented clearly, and promotes discussion. They check pupils’ understanding, identify misconceptions and give clear feedback. Teaching is adapted without excessively detailed or individualised approaches. Teaching helps pupils to remember content and make connections with new learning. Assessment informs teaching and helps pupils to embed and use knowledge.

Leaders understand assessment limitations and don't create unnecessary burdens for staff or pupils. Teaching materials reflect school's intentions as part of a planned curriculum to build knowledge and skills. Pupils' work is demanding in line with the curriculum. Reading is a priority for pupils to access the full curriculum. The reading curriculum is sequenced to develop fluency, confidence and enjoyment. Reading attainment is assessed, and gaps are addressed. Reading books connect to the phonics knowledge that is being taught. There is a focus on young children gaining phonics knowledge and language comprehension for reading, and skills to communicate. Teachers ensure their own use of English helps pupils to develop language and vocabulary.

IMPACT: Pupils gain detailed knowledge and skills across the curriculum and show understanding beyond simply memorising disconnected facts. Pupils' work is of good quality and they achieve well in national tests and meet government expectations. Pupils read widely, with fluency and comprehension, and they apply maths knowledge, concepts and procedures appropriately for their age. Pupils gain the necessary knowledge and skills for the next stage of education. SEND pupils achieve their best possible outcomes.

## 2. BEHAVIOUR AND ATTITUDES - GOOD

School has high expectations for behaviour and appropriate routines which are implemented consistently by all staff. Leaders support all staff to manage behaviour. Pupils' behaviour is positive, low-level disruption isn't accepted and doesn't disrupt learning or the running of school. A positive environment exists in which bullying, aggression, discrimination and derogatory language isn't tolerated. Incidents are dealt with quickly and fairly. Relationships among pupils and staff are respectful. Pupils are safe and say they feel safe. Attitudes to learning are positive with good work habits. Pupils are resilient to setbacks and take pride in achievements. Pupils have high attendance and are punctual; if not, school takes effective action. Pupils with additional needs make improvements in behaviour and attendance. Fixed-term and internal exclusions are used appropriately. School reintegrates excluded pupils and manages their behaviour well. Permanent exclusions are only used as a last resort.

## 3. PERSONAL DEVELOPMENT - GOOD

The curriculum supports pupils' broader development and offers high-quality provision for SMSC development. This allows pupils to develop confidence, resilience, independence and strength of character. There is high-quality pastoral support. Pupils learn to eat healthily, be active and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. Staff nurture the talents and interests of pupils who make good use of opportunities. Pupils are prepared for life in modern Britain, understanding British values of democracy, the rule of law, individual liberty, tolerance and respect. Equality of opportunity and diversity is promoted. Pupils understand and respect difference, celebrating things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views and beliefs that differ from their own. They show respect for protected characteristics and discrimination isn't tolerated. Pupils have meaningful opportunities to act as responsible citizens who contribute to society. Pupils know how to discuss and debate issues in a considered way.

*Spiritual, moral, social and cultural provision is part of the personal development judgement. (\*Statements about SMSC development in the new handbook are unchanged from the last inspection framework.) In brief below:*

*Spiritual development:* *Pupils are reflective about their own beliefs and perspectives; (religious or otherwise.) They know about, and respect other people's faiths, feelings and values. Pupils enjoy learning about themselves, others and the world. They use imagination and creativity in learning and are willing to reflect on their experiences.*

*Moral development:* *Pupils recognise the difference between right and wrong and follow this in their own lives. They understand the consequences of their behaviour and actions as well as recognising legal boundaries. Pupils offer reasoned views about moral and ethical issues and appreciate the viewpoints of others.*

*Social development:* *Pupils use social skills in various settings and with others from differing religious, ethnic and socio-economic backgrounds. They are willing to participate in social settings, working well with others, volunteering, and resolving conflicts effectively. Pupils understand fundamental British values. They gain the skills and attitudes to contribute to life in modern Britain.*

*Cultural development:* *Pupils appreciate cultural influences that shaped their own and others' heritage. They value things we have in common across different communities. Pupils know about Britain's democratic*

*parliamentary system and role in shaping our history and values. Pupils respond well to artistic, musical, sporting and cultural opportunities. They understand and respect different faiths and cultures and celebrate diversity. Pupils respect religious, ethnic and socio-economic groups in the local, national and global communities.*

#### 4. LEADERSHIP AND MANAGEMENT - GOOD

Leaders have a clear, ambitious vision to provide high-quality education and ensure all pupils succeed. They establish shared values, policies and practice. Leaders focus on developing the subject knowledge and pedagogical understanding of teachers, including NQTs, to improve curriculum delivery and use of assessment. They create an inclusive culture and don't allow 'teaching to the test'. Work with pupils, parents, community and local services is focused and purposeful. Leaders consider the main pressures on staff and protect them from bullying and harassment. They are constructive in the way they manage staff and their workload.

Those responsible for governance understand their role and carry it out effectively. They ensure school has a clear vision and strategy, resources are managed well, and leaders are held to account for the quality of education. They ensure school meets its statutory duties, for example under the Equality Act 2010 and in relation to safeguarding. School has a culture of safeguarding to ensure: identification of pupils needing early help or at risk of abuse; the risk of harm to pupils is reduced by securing the support needed or referring to others with the expertise to help; safe recruitment; allegations about adults who may be a risk to pupils are managed.

#### EARLY YEARS - GOOD

INTENT: The curriculum is ambitious for all children to succeed, particularly the most disadvantaged and children with SEND. It is designed for children to build on what they know and can do. The curriculum offers knowledge, skills, self-belief and cultural capital for future learning. A strong focus ensures children communicate effectively and gain a wide vocabulary and a secure knowledge of phonics. A systematic approach to teaching early reading and synthetic phonics ensures all children learn to read words and simple sentences fluently by the end of Reception.

*\* The use of 'teaching' in the early years section of the inspection handbook doesn't imply only a formal approach is expected. Ofsted recognises that young children learn in many other ways: by staff interacting with children during play, modelling language, demonstrating, encouraging, questioning, and setting challenges. It includes the equipment and environment provided by adults and daily routines setting expectation for children's learning.*

IMPLEMENTATION: Staff are knowledgeable about the EYFS curriculum and pedagogy to ensure children benefit from meaningful experiences across all areas of learning. Staff have expertise in teaching systematic, synthetic phonics and ensure children practise reading from books matching their phonics knowledge. Staff read to children, engaging them, introducing new ideas, and vocabulary. Staff are knowledgeable about teaching early maths, ensuring children have practice to use and understand numbers. The maths curriculum is a good basis for adding new knowledge. Staff present information clearly to children and promote discussion. They check for understanding and misconceptions, adapt teaching, and offer explanations to improve learning. Teaching helps children to remember long term what they've been taught, and this is checked by staff. Leaders recognise the limitations of assessment and avoid unnecessary burdens on staff or children.

The environment and resources support the curriculum, learning and meet children's needs. The curriculum and care promote emotional security and character development. Staff are attentive to young children's needs. They explain why it is important to eat, drink, rest, exercise and be kind. Staff teach children to take managed risks as they play and learn, supporting them to be active and develop physically. Staff provide updates for parents about their child's progress. They give information to parents about learning at home and how to help children with reading.

IMPACT: Children develop age-appropriate knowledge, skills, vocabulary and language across the 7 areas of learning. Children achieve well by the end of the EYFS, particularly those with lower starting points. Most children achieve the early learning goals, particularly in maths and literacy, and are ready to succeed in the next stage of education. Children use phonics knowledge to read accurately with increasing fluency. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs. They have gained appropriate personal, physical and social skills. Children show positive attitudes to learning through curiosity, concentration

and enjoyment. They listen and respond positively to adults and others. Children develop resilience to setbacks and take pride in achievements. They are beginning to manage their own feelings and behaviour, understanding how these impact on others. Children are developing a sense of right from wrong.

### **PART 3 OF THE INSPECTION HANDBOOK – NURSERY, INFANT, JUNIOR, MIDDLE AND SPECIAL SCHOOLS**

Pages 87 to 92 of the handbook explain how the inspection framework is adapted to the context of different schools.

Section 5 Inspection handbook: [www.gov.uk/government/publications/school-inspection-handbook-eif](http://www.gov.uk/government/publications/school-inspection-handbook-eif)

Section 8 Inspection handbook: [www.gov.uk/government/publications/section-8-school-inspection-handbook-eif](http://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif)