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Guidance
School inspection handbook
Updated 1 September 2021

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This guidance applies from 1 September 2021.

Introduction

1. This handbook describes the main activities carried out during inspections of maintained schools and academies in England, including those in scope of the section 48 inspection framework.[footnote 1] It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.

2. This handbook is primarily for inspectors to inspections on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they can see what inspectors are expected to do and what they are looking for. It also provides a basis for the work for participating in inspections with the flexibility required to respond to individual circumstances. It is not a set of rules that must be followed in every case or as a set of inflexible rules, but as an account of the procedures of inspection. Inspections will be carried out in accordance with the principles and the handbook for inspection of maintained schools and academies from September 2019 under the education inspection framework (EIF).

3. The handbook has 5 parts:

- Part 1. How schools will be inspected. This contains information about the processes before, during and after the inspection
- Part 2. The evaluation schools. This contains the evaluation criteria inspectors use to make judgements about the quality of education, behaviour and attitudes, personal development, leadership and management, and sixth form provision
- Part 3. Assessing the EYFS in different schools. This contains guidance on how to apply the EYFS assessment requirements

Privacy notice

4. During inspection, inspectors will collect information about staff and children or the pupils attending at school inspections, respective to the pupil concerned for the purpose of, where appropriate, and by observing the everyday life of the school. We use this information to make judgements about the quality of education, behaviour and attitudes, in most cases, and not solely based on records. However, some of this information may be provided to identify a particular individual. We will not publish any information that identifies a particular individual. We will not publish any information that identifies a particular individual.

5. Individuals and organisations have legal requirements to provide information to Ofsted. We will use the information we collect during inspection to make judgements and to inform our statutory duties to schools. Regulations made under the Department for Education (DfE) to provide Ofsted with individual pupils' information that relates to inspection are available. footnote 2

6. In the vast majority of schools, we will gather evidence electronically using a range of information that we collect before and during inspection. We will use this information transmitted to Ofsted's systems. Our inspectors may take photographs of some These will be stored on evidence, but not retained by the inspector personally.

Inspection and the COVID-19 (coronavirus) pandemic

7. We will work with our approach to routine inspections resume. It covers how we will inspect schools and how we will support schools to prepare for and respond to cases, to all education providers when making judgements. It also covers the information we will need to collect, and how we will report our inspection judgements and circumstances change and we carry out inspections.

8. We outline here the additional considerations for inspectors when inspecting schools during the COVID-19 pandemic and the transitional period. This section should be read alongside the other parts of the inspection handbook.

Preparation and planning

9. During the preparation phone call with the headteacher, the lead inspector will seek information and discuss with the school the impact of the pandemic on the school, school's leaders responsible for the education, including any specific plans for the transitional period.

10. This discussion will also explore how the school implemented the curriculum and how it has been adapted since the school closed to pupils in March 2020.

11. In this conversation, the headteacher and lead inspector will agree safety protocols that the inspection team will follow to ensure that the implementation of the COVID-19 secure way.

12. Given these additional discussions, the conversation may take longer than 90 minutes.

Curriculum

13. Inspectors recognise that most schools will have been unable to implement the curriculum as they had planned. Ofsted's research shows that the curriculum offer was not impacted by the DfE guidance requiring schools to all pupils from March 2020 to the 2020 due to COVID-19, and may not have been doing so. Throughout the inspection, the lead inspector will explore how the school adapted and implemented the curriculum from September 2020.

14. To understand the content of the school's current curriculum, inspectors will discuss with leaders the school's curriculum intent, implementation and impact. Inspectors will also explore how leaders have made sure that they remain aware of the subject leaders and teachers have identified pupils' learning gaps and new starting points, and how they have responded to this in their curriculum planning.

15. Where the school is directly deploying tutors to support education recovery from the impact of the pandemic, inspectors will also discuss how this has impacted on the school curriculum. Use of tutors will be integrated into the evaluation of quality of education and leadership and management and will not be inspected in its own right.

Remote education

16. Inspectors will consider available external data. However, they will be mindful of the age of this data especially around statutory assessment and qualifications, and interpreting it with caution.

17. Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

18. Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.

Leadership

19. Inspectors will seek to understand how school leaders have adapted their school development plans as a result of the COVID-19 pandemic, including the rationale for any new or modified school improvement priorities.

Safeguarding and attendance

20. The COVID-19 pandemic has created challenging risks. Inspectors will consider how the school's safeguarding arrangements are safeguarding during the pandemic to make sure that:

- vulnerable pupils, including those with special educational needs and/or disabilities (SEND), were prioritised for face-to-face education in school
- the school's safeguarding arrangements were effective for those remaining remote education, as well as those attending school

Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how school leaders have made sure that they remain safe.

21. Inspectors will discuss attendance patterns with school leaders to understand how pupils have been attending school since it reopened in March 2020 and how this attendance has or the circumstances. We will also expect the lead inspector to discuss the impact on pupils eligible to attend in person. Attendance between March 2020 and March 2021 will not impact on our judgement of the school.

22. Inspectors recognise that the context in which schools operate has changed as a result of the pandemic. Inspectors will take into account the impact on the school when school leaders have taken the decision that best provide state of attendance since the school opened to all pupils in March 2021.

Personal development

27. When forming judgements about personal development, inspectors will seek to understand how school leaders have adapted their school offer to ensure that pupils currently and what's for future plans are. Inspectors recognise that many aspects of personal development that were in place before the pandemic may have been affected. For example, school trips, visitors to the school, and pupils' ability to travel to other schools and wider personal development opportunities since the school opened to all pupils in March 2021.

Remote elements of the inspection

28. Inspectors will be carried out on site and face-to-face meeting with leaders and staff. However, some aspects of the inspection may be conducted remotely, or partly remote through videoconference call. This will be agreed with the headteacher at the start of the inspection. Inspectors will be mindful of the impact of the pandemic on school staff's leadership responsibilities in inspection who are unable to attend the school site.

EYFS requirements and previous disapplication and/or modifications of the EYFS

29. To support early providers and schools across the country during the COVID-19 outbreak, in April 2020 the DfE disapplied and modified certain requirements of the early years foundation stage (EYFS) statutory framework. This included detail on where providers could be flexible in their assessment of children's learning and development, and how they could use their qualifications to undertake disapplications.

30. Disapplications and on 31 August 2021 inspectors will consider any circumstances where providers were relying on disapplications to and/or disapplications of EYFS requirements (where applicable).

31. We recognise that the disruption to learning caused by the pandemic may have impacted on what children have learned. This could result in some children having a different, and in some cases, more extensive range of learning than would be the case in any year otherwise in how we make judgements and address any of the impact on children.

32. When determining inspection judgements, the inspector will take account of all relevant evidence, including the extent to which providers have met the requirements of the EYFS and the extent to which they have made reasonable adjustments to the EYFS in early years provision not to have an acceptable standard of care and/or quality of education. The specific impact on judgement and the overall effectiveness will be inadequate.

33. When evaluating the quality of early years education, using the judgement criteria set out in paragraphs 224 to 229, inspectors will consider the extent to which the curriculum has been designed as ambitious and well-sequenced curriculum. When considering the impact of the curriculum, inspectors will take into account the extent to which early years practitioners have made reasonable adjustments to the curriculum and how they are using to address any disruption to learning to ensure that children are well prepared for their next stage of education.

34. EYFS assessment arrangements may have been altered as a result of the pandemic. Inspectors will need to understand where providers may have previously relied on the EYFS profile data to inform their assessment of children's learning. The DfE has made clear that whether providers are meeting relevant assessment requirements. They will also check how providers are supporting staff with any additional workload expectations as a result.

35. Inspectors will also consider how schools adapted approaches to safeguarding and welfare during the pandemic.

- vulnerable children, including those with SEND, were encouraged to attend the provision
- safeguarding procedures remained effective both for those at home and those attending in person

36. Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how schools have made sure that they remain effective.

Part 1. How schools will be inspected

What are the legal requirements for the inspection of schools?

How schools are selected for inspection

37. The EIF and this handbook set out the statutory basis for school inspections carried out under the Education Act 2005.

38. The handbook applies to all schools in England that are to be inspected under section 5 of the Education Act 2005. footnote 3 The schools subject to inspection under section 5 are:

- community, foundation and voluntary schools
- community and foundation special schools
- maintained nursery schools
- academies footnote 4
- alternative provision academies
- 16-19 academies
- 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
- pupil referral units (PRUs) footnote 5

38. An inspection of boarding or residential provision in a boarding or residential special school will be integrated into the inspection, where possible (see section 2 of Part 2. Assessing the EIF in different contexts.). footnote 6 Integrated inspections will be carried out by inspectors who are suitably qualified to inspect both the school and the residential provision. footnote 7

40. All schools have a unique reference number (URN). Any institution with its own URN that we inspect will receive a separate report. footnote 8 We will coordinate the inspection of each group of schools, where this is possible.

41. Section 48 of the Education Act 2005 sets out the duties of the Chief Inspector of schools in England. footnote 9 The regulations and orders that accompany section 48 of the Act apply to schools in scope from the end of the academic year following the school's last section 48 inspection. The section 48 inspection framework (section 48 EIF) came into effect on 4 May 2012 (the relevant date), instead, for 3 years. footnote 10 See also the section below on outstanding schools.

Risk assessment

42. We use risk assessment to ensure that our approach to inspection is proportionate, targeted and focused on those areas that need to be inspected. We use risk assessment continuous an assessment of each school, with a more in-depth formal review of a wider range of evidence information.

43. We use a broad range of information to select schools for inspection. The risk assessment process includes data given in time for the date of the third school year after the school last inspected.

44. In a risk assessment, we analyse:

- progress and attainment data from the DfE (see footnote 11)
- school workforce census data
- the views of parents and carers, including those given by Ofsted Parent View, our online questionnaire for parents and carers
- qualifying complaints about the school collected by Ofsted footnote 12
- pupil mobility footnote 13
- the outcomes of any inspections, such as survey inspections, that we have carried out since the last routine inspection
- previous inspection reports
- any other significant concerns that we brought to our attention

45. We may also carry out unannounced inspections and monitoring visits under section 8 of the Education Act 2005 at any time.

Outstanding schools that were formerly exempt from routine inspections

46. Between 15 May 2012 and 31 November 2020, maintained primary and secondary schools that were judged outstanding at their last inspection were exempt from routine most recent section 5 inspection were exempt from routine inspection. Academies are now once again subject to routine inspection under section 5. The date subsequent to the last section 5 inspection, we will carry out a section 48 inspection to evaluate the effectiveness of their provision which was outstanding at its last section 5 inspection. footnote 14

47. All formerly exempt schools must receive an initial inspection under section 5 or section 8 before 1 August 2026. The remaining schools will be inspected under section 5 the first assessment process set out in the section. These schools that were not inspected under section 5 or section 8 before 1 August 2026 will be subject to inspection. These last inspections under section 5 after the date will be under section 8 inspection. If an initial section 8 inspection indicates that outstanding provision is no longer in place, we will carry out a section 5 inspection. We will carry out inspection within the next academic year or as soon as possible thereafter, or in any event, before 1 August 2027. Beyond these initial inspections, future inspections for these schools will take place as set out in the next section.

Section 8 inspections of good and outstanding schools

48. Some good and outstanding schools will be subject to a full section 5 inspection instead of a section 8 inspection. This will happen, for example, if a school has undergone significant change, such as its age range, or if there are indications that the school's overall effectiveness may have declined. We will also carry out a section 5 inspection through our risk assessment process if we judge that a section 8 inspection would not be selected according to the process set out in the previous section). The section 5 inspection will be a full section 5 inspection, including a full report.

49. A section 8 inspection will not result in individual graded judgements. It will confirm or change the overall effectiveness grade of the school. If a school's inspection is converted to a section 5 inspection, we will make judgements on all the 4 inspection judgements, using the 4 point grading scale and reporting in the usual way.

50. Usually, a section 8 inspection of a good or outstanding school will be followed by a further section 8 inspection. Exceptionally, if a year interval, inspectors find evidence that a good school has improved towards outstanding or may no longer be outstanding, they will inform the school that a section 5 inspection will follow. We will usually that the next inspection is a section 5 inspection. We will inform the school judgements available.

51. See section 8 inspection and call out which is considered by inspections on a section 8 inspection.

52. As is the case for all schools, a good or outstanding school may still receive a 'no formal designation' inspection carried out under section 8 of the Act in certain circumstances. For example, we may decide that we should inspect a school earlier than its next scheduled inspection if:

- there are potential safeguarding issues, including a decline in the standards of pupil behaviour, or we receive a significant number of parent views
- a complaint or thematic survey inspection raises general concerns
- we have received a qualifying complaint about the school that, taken alongside other information we have received, suggests that inspection is timely
- concerns are raised about standards of provision or governance
- concerns are identified about the breadth and balance of the curriculum (including if a school is narrowing its offer to focus on English and maths)
- HMI or the Secretary of State have concerns about the school's ethos

53. If, during the course of the section 8 or formal designation inspection, the lead inspector finds that the school's overall effectiveness may have declined, then the lead inspector may deem the inspection to be a section 5 inspection. footnote 15

54. We may also inspect a school under section 8 if we select it at random in a sample ensure that HMCI's Annual Report reliably evidence from a cross-section of schools of the quality of education across the country.

55. The EIF supports proportionate inspections of schools, and their varying circumstances. Maintained primary and secondary schools and academies that were judged outstanding at their last section 5 inspection will be subject to a section 8 inspection under section 8 of parents and carers. For the first inspection after the school has been inspected, parents will be asked by up to 6 terms. This is to confirm that the quality of education remains at outstanding. footnote 16

Schools requesting an inspection

56. Schools are able, via the appropriate authority (normally the school's governing body), to request an inspection. footnote 17 We treat these requests as our inspections under section 5. If we carry out one, HMCI may change the appropriate authority for its school.

Using evidence from section 5 and section 8 inspections

57. We may use the evidence that inspectors gather during section 5 and section 8 inspections to inform other work, such as thematic reviews.

Inspection of religious education and collective worship

58. The Secretary of State exercises statutory duties in having a religious inspection. footnote 18 In schools without a religious character, an Inspect religious education (RE) and collective worship in schools without a religious character.

59. This is different in a school with a religious character. In most of these schools, denominational education and collective worship are inspected by a body appointed by the Secretary of State under section 48 of the Education Act 2005. footnote 19 Section 48 is provided in the Education (Inspections) Act 2006 and applies to all schools with a religious character, such as Church of England, Roman Catholic, Jewish, Muslim, Sikh, Hindu, Buddhist and Quaker schools designated as having a religious character, we inspect RE, but not collective worship.

60. Inspectors may, however, gather evidence from anywhere relevant (including RE lessons and assemblies) to inform judgements about the quality of pupils' spiritual, moral, social and cultural development and attitudes. The Ofsted inspection of schools has been designated as having a religious character must be referenced in the inspection report, and the report must be published on Ofsted's website.

61. Section 48 inspections for maintained schools in England with a religious character carried out every 3 to 5 years (not usually within 3 to 3 years of a new voluntary aided school opening) and for academies and free schools with a religious character carried out regularly by the CofE's Diocesans, and will accept in September 2021. The first inspection will be within 6 years of the last, rather than the usual 3 to 5. The lead inspector will be in touch with the school to discuss the inspection arrangements, including when the next inspection is due and when the last inspection was. They will write about this in the inspection report. They will ensure that the inspection consultation with parents and carers, staff and pupils, and that the inspection report is published on time and that the Ofsted's inspection report is published.

62. Inspectors will familiarise themselves with any issues raised in any section 48 inspection (or equivalent) held since the last Ofsted inspection. Inspectors will not normally inspect RE and collective worship in schools with a religious character in the section 48 inspection (or equivalent) inspection of an independent school and that. Therefore, the school is falling in its statutory duty. They will do this in the section 48 inspection.

63. If a section 48 inspection (or equivalent) inspection of an independent school at the same time as an Ofsted section 5 inspection, inspectors will mention this in the 'information about the school' section.

New academies

64. When a school becomes an academy, or when multiple schools come together to become an academy, the predecessor's school's last Ofsted inspection report is legally a new school. Judgements made in any predecessor school's inspection report are not carried over to the new academy. The inspection of the predecessor school is part of the inspection process. They use data and other evidence to consider whether the new academy has improved on, or declined from, the predecessor school's last inspection. Ofsted will use the data and other evidence such as strengths from the predecessor school's inspection report, school performance data, give unique weight to any progress or attainment compared with those of the predecessor school. Inspectors will also use the school's own assessment of strengths or plans for improvement when making their judgements about the new academy. Inspectors will make clear to the new academy the extent to which they have taken into account the predecessor school's last inspection report.

65. Maintained schools that become academies are normally inspected for section 5 inspection purposes and are subject to a section 5 inspection as their first inspection. Academies that are converting from a school that was last rated 'inadequate' for the inspection after the academy. this period will be extended by up to 6 terms. New converter academies whose predecessor schools were most recently judged good or outstanding will be subject to a section 48 inspection section of the Education Act 2005 described in the section 8 handbook.

66. The first section 5 inspection report of a new academy will state 'not previously inspected as an academy.' footnote 20 The first section 5 inspection report of a converter academy will include, in the conclusion section, a statement that follows the wording:

'Prior to this inspection, the school became an academy converter in September 2019. When its predecessor school, Pretty Quite Secondary School, was last inspected by Ofsted, it was judged to be good overall.'

When can an inspector take place?

67. Inspection can take place at any point from 3 school days after the first day pupils attend in the autumn term. For example, if school returns to school on a Wednesday, inspection can take place as early as the following Wednesday.

Before the inspection

Clarification for schools

68. The information letter confirms our requirements. This is to dispel myths about inspection that can result in excessive workload in schools. It is intended to highlight the minimum that we do not ask.

69. We will:

- when making judgements, take a range of evidence into account, including official national data, discussions with leaders, staff and pupils, questionnaire responses and work in pupils' books/folders/exercises and so on
- use the school's own assessment of its strengths and areas for improvement. Inspection will assess any school's curriculum intent, implementation and impact as adopted or consultation with appropriate coverage, content, structure and sequencing of the curriculum
- expect any school to have a clear and ambitious curriculum intent as part of the inspection framework and evaluation schedule, including those relating to the EYFS, primary, secondary, 16-19 schools and adult schools

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inspectors during an inspection, as restrictions allow. These meetings may include a virtual option using video/telephone calls if necessary
- 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
- invite the headteacher (or equivalent) and, in academies, the CEO or their delegate, to observe the inspectors' final team meeting (as restrictions allow)
- 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 their academies and to ensure that the information is recorded in a way that allows for details of each individual academy to be provided separately and without delay

70. Ofsted will not:

- grade individual lessons
- provide evidence from any lesson visit that could 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 (including lesson 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

71. Ofsted does not require schools to provide:

- evidence in any specific format, as long as it is easily accessible for inspectors
- curriculum planning in any specific format
- evidence for inspection beyond that set out in this handbook
- photographic evidence of pupils' work (although inspectors may request to take photographs themselves of pupils' work, which will be anonymised)
- 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
- any specific document or plan in relation to the pupil premium other than its pupil premium strategy, and will not require any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps
- 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
- recordings of live lessons, unless they are normally stored for staff or pupils' future use
- processes for the performance management arrangements for school leaders and staff

72. 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 pupils' achievement, or any other data set, from which it would then hold teachers to account
- retrospectively apply for Disclosure and Barring Service (DBS) and other pre-employment checks for staff appointed before and continuously employed since the introduction of the DBS requirements
- take any specific steps with regard to site security; in particular, inspectors do not have a view about the need for perimeter fences or lockdown alarms
- use a digital platform to monitor pupils' internet use, or have any specific requirements as to how such platforms should operate
- take any specific steps to identify or track pupils or the work of individual pupils who would be included within the calculation of government pupil premium funding, other than that required for their pupil premium strategy
- 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 English Baccalaureate (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

73. Ofsted does not specify:

- how planning (including curriculum and lesson 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

74. Ofsted will normally contact the school by telephone to announce the inspection between 10.30am and 2pm on the school day before the inspection.

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

76. 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 SEND, nursery provision for 2- and 3-year-olds or additional resource provision.

77. The inspection support administrator will then send the school a note setting out key information for leaders to be aware of before inspection. This will include:

- Ofsted's privacy notice
- informing the school that inspectors will use a range of technology to gather evidence electronically, including mobile devices, tablets and laptops
- informing the school that inspectors may request to take photographic evidence, for example of pupils' work and displays, but that inspectors will not take photographs of pupils
- the links to pupil and staff questionnaires, so they can be shared

Information that schools must provide by 8am on the day of inspection

78. The inspection support administrator will also send the school a note requesting that the following information is available to inspectors by 8am the next day, at the formal start of the inspection:

- the school timetable, current staff list (indicating early career teachers (ECTs), [footnote 26] mentors and induction tutors) and times for the school day
- 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
- the single central record for the school
- records and analysis of sexual harassment or sexual violence
- 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 that 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
- 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
- any reports from external evaluation of the school
- maps and other practical information
- access to wifi, if it exists, so that inspectors can connect to the internet

Preparation

79. Once we have informed the school of the inspection, the lead inspector will contact the school by telephone and ask to speak to the headteacher. Inspectors' preparatory telephone conversations with headteachers will have 2 elements:

- a reflective, educationally focused conversation about the school's progress since the last inspection, including how COVID-19 has affected this
- a shorter inspection-planning conversation that focuses on practical and logistical issues

80. It may be that both these elements are discussed in a single telephone conversation. Alternatively, they may be carried out as 2 separate conversations with a break in between, as agreed between the lead inspector and the headteacher.

Discussing the school's progress since the last inspection

81. Inspectors will hold an introductory telephone conversation with school leaders on the day before the inspection begins. This should include giving school leaders the opportunity to explain their school's specific context and challenges. Inspection experience shows that this helps both leaders and inspectors build stronger professional relationships.

82. Inspectors will use this conversation to understand:

- the school's context, and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections that remain relevant under the current inspection framework
- the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports pupils to learn the curriculum the standards pupils achieve, pupils' behaviour and attitudes, and the personal development of pupils
- the specific areas of the school that should be focused on during inspection

83. This conversation will normally last up to 90 minutes. It may be longer where detailed discussions of the COVID-19 context are required. It will help inspectors and school leaders to establish a rapport before inspection and give them a shared understanding of the starting point of the inspection. It will also help inspectors to form an initial understanding of leaders' views of the school's progress and to shape the inspection plan. Our experience from implementing the new framework shows that this is the part of preparation that school leaders and inspectors often find to be the most helpful and constructive.

Inspection planning discussion

84. This discussion will be short and focused on practical issues. The lead inspector will:

- make the school aware of its statutory duty to inform parents of the inspection and that Ofsted's Parent View tool is the main method for gathering the views of parents at the point of inspection; inspectors will remind the school that our letter to parents containing the link to Ofsted Parent View may be sent electronically, or as a paper copy via pupils
- discuss the nature of the SEND resource base, if applicable
- discuss any nursery provision, before- and/or after-school care or holiday clubs led and managed directly by the school, particularly if these take 2- to 8-year-olds[footnote 27]
- invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons and to observe the main inspection team meetings
- establish which approach to the early career framework the school is using for ECTs
- make arrangements for meetings with relevant staff
- provide an opportunity for the school to ask any questions or to raise any concerns, such as perceived conflicts of interest

85. The lead inspector will also use the discussion to establish whether the school has any pupils who attend off-site alternative provision, either full time or part time, run either by the school or in partnership with other schools. If the school uses off-site alternative provision, the lead inspector will request further details about this.

86. The lead inspector will also request that the school provides certain information as early as possible to aid preparation. This will include:

- a copy of the school timetable
- details of any relevant staff absence
- whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures)
- whether there is anyone working on site who is normally employed elsewhere in the MAT (if relevant)

87. It is important that inspectors speak to those responsible for leadership and governance during inspection. Since schools, and especially MATs, operate a wide variety of leadership and governance models, it is essential that inspectors establish who is responsible for leadership and governance.

88. The lead inspector will therefore:

- establish what the governance structure of the school or academy is, with reference to the range of functions delegated to local governing bodies or other committees[footnote 28]
- confirm arrangements for meetings with the school and, if appropriate, MAT executive leaders, as well as representatives of those responsible for the governance of the school and anyone else they think relevant. The lead inspector should be guided by the school here as to who they need to meet in the structure of a MAT
- make arrangements for a meeting with the chair of the governing body or, if appropriate, the chair of the board of trustees and as many governors/trustees as possible. Inspectors will also ask the school to invite as many governors/trustees 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, sponsor or other relevant responsible body as appropriate
- request that a representative from the local authority, diocese, MAT, sponsor or other relevant responsible body is present at the final inspection feedback meeting as appropriate

89. If any issues arise, the lead inspector may also need further clarification from the school, for example when information is not available on the school's website.

Further inspection preparation carried out by the lead inspector

90. In addition to the information requested from the school, inspectors will review and consider:

- all relevant information held by Ofsted, including:
  - inspection reports on the school
  - any surveys or monitoring letters
  - any complaints made about the school to Ofsted[footnote 29]
  - replies to questionnaires
  - our inspection data summary report (IDSR)
  - information on our provider information portal, including any warning notices[footnote 30]
  - the most recent inspection report on the relevant local authority's children's services[footnote 31]
  - the main findings from the relevant local area SEND inspection[footnote 32]
- relevant publicly available information, such as the school's website[footnote 33]
- information published by local authorities, the DfE (including the Education and Skills Funding Agency and regional school commissioners) and the police

Resource bases

91. If the school has a SEND 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.

92. During the lead inspector's planning conversation with the school, they will get specific information about any resource base, including:

- the number of pupils and the range of the needs of pupils placed in additionally 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, if 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

93. 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 on the day it is notified of the inspection. We will not normally consider deferrals if we receive them after 4.30pm on the day the school is notified. The inspection support administrator or lead inspector must immediately contact the regional duty desk. We will decide whether this should be granted in accordance with our deferral policy.

94. Normally, if the school is providing education to pupils, 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. We 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.

95. If a school is within 6 months of confirmed closure,[footnote 34] 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.

96. In the case of unannounced inspections, any requests for a deferral will be passed to Ofsted's relevant regional director, who will decide whether the request can be granted.

No-notice inspections

97. We may carry out inspections without notice.[footnote 35] 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

98. 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 pupils[footnote 36] 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.[footnote 37]

99. Inspectors have a statutory duty to have regard of the views of parents and other relevant persons at the point of a section 5 inspection.[footnote 38] Our email confirming the inspection includes a letter that formally notifies parents. It also explains how to use Ofsted Parent View and how parents can contact inspectors. Schools will encourage parents to complete the Ofsted Parent View questionnaire by placing a link to it on their website. In addition, inspectors will encourage the school to notify parents using its own electronic systems (such as text messages), if these are available.

100. Inspectors will review the evidence from Ofsted Parent View throughout the inspection to ensure that all online responses received during the inspection are taken into account. If the response rate for Ofsted Parent View is low, inspectors may take steps during the inspection to gather further evidence of parents' views.

101. 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.

102. During integrated inspections of boarding or residential special schools, social care regulatory inspectors will take account of the views that parents have given on Ofsted 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.

Pupil and staff questionnaires

103. The views of pupils and staff in schools are gathered through online questionnaires. The inspection support administrator 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 and staff should complete their questionnaires by 3pm on the first day of the inspection.

104. 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 these 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 when there are concerns about serious misconduct, bullying of staff or criminal activity.

The inspection

Days allocated to inspection and inspection team members

105. Inspections do not normally last longer than 2 days. The size of the inspection team will vary according to the size and nature of the school.

Concurrent inspections

106. We may schedule inspections at the same time for 'linked provision', which is when one or more schools have arrangements to share important aspects of their provision, such as sixth-form 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.

107. The inspection of boarding or residential provision in a school is carried out 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.

Arrival time on the first full day of inspection

108. On the first day of the inspection, inspectors will not arrive before 8am.

Gathering and recording evidence

109. Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence.

110. Inspectors will visit lessons; scrutinise pupils' work; talk to pupils about their work, gauging both their understanding and their engagement in learning; and gather pupils' perceptions of the typical quality of education and other aspects of life at the school in a range of subjects.

111. Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. This includes pupils with SEND. It also includes pupils who meet the criteria for the school to receive pupil premium funding: pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route. In addition, it includes children in need of help and protection, receiving statutory local authority support from a social worker. Inspectors will give specific attention to the acquisition of knowledge and skills in lessons and on-site separate provision and evidence of learning in off-site alternative provision.

112. 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

113. 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. Our research commentary sets out our understanding of those factors.

Early career teachers and trainees working in schools during section 5 inspections

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

- any ECTs
- any trainees on placement, including those on School Direct or School Direct (salaried) training routes

115. Inspectors must meet ECTs where possible and may wish to visit lessons given by ECTs. In doing so, inspectors should take into account the fact that ECTs have less experience than other teachers, but must assess the effectiveness of the support and professional development put in place for ECTs, to ensure that ECTs have the knowledge and skills necessary to teach in their chosen subject or phase. 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. Inspectors should discuss how ECTs are supported by the school in managing pupils' behaviour. Inspectors must meet with mentors and where possible, the induction tutor.

116. 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.

117. 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 before the awarding of qualified teacher status (QTS). Inspectors will not take trainees' performance into account when assessing the quality of education.

Overarching approach to inspection

118. This EIF seeks to put a single, joined-up educational conversation at the heart of inspection. It is built around the connectedness of curriculum, teaching, assessment and standards within the 'quality of education' judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a school's activities to deliver a high-quality education for its pupils connect and work together to achieve the highest possible standards.

119. As set out in the 'preparation' section (paragraphs 79 to 80), inspections under the EIF always begin with in-depth discussions with school leaders and curriculum leaders about the school's curriculum. Inspectors ask about what leaders intend pupils to learn. What are the end points they wish them to reach, what are the key concepts that they need to understand, and in what order will they learn them? They will also ask about pupils' behaviour and attitudes and personal development.

120. During inspection, inspectors will probe leaders' understanding further but, most importantly, they will focus on gathering first-hand evidence. Inspectors will visit lessons, talk to individual teachers and pupils, and look at pupils' work (in its widest sense) together with curriculum leaders to see whether it matches leaders' intentions. Inspectors will then draw all this evidence together from different pupils, classes and year groups.

121. The crucial element here is the connection between different pieces of evidence. Inspectors will not emphasise one specific type of evidence above all others. Instead, inspectors will focus on gathering evidence that is balanced and connected. Our research on work scrutiny and lesson visits has shown that having a variety of types of connected evidence strengthens the conclusions that inspectors are able to reach.

122. This evidence will always lead inspectors back to the overall quality of education on offer. The focus will not be on one particular lesson, book or pupil. Rather, the focus will be on the interconnection of all of these pieces of evidence and what they tell inspectors and leaders about whether pupils are learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more.

The evidence the first inspectors under the IOF 5 do that this approach enables inspectors to make judgements about the quality of education and whether the school is meeting the criteria set out in the 'quality of education' judgement.

Joint visits to lessons

[C3]. One element of the inspection IOF will be visits to lessons. The lead inspector will visits the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.

[C4]. Inspectors will not take a random sample of lessons to visit. Instead, they will purposefully select lessons to visit based on their discussions with the school's senior leaders, teachers and pupils, and work scrutiny. Inspectors will visit sessions relevant to the same subject is being taught, wherever possible, including lessons in different year groups, to enable them to make comparisons between teaching and learning. Where there will be no grading of the teaching observed by inspectors. Instead, inspectors will discuss with the school's leaders what they have seen in lessons. Inspectors will not expect teaching to be at least a going or in lesson standard, or any other standard, or to be using any particular teaching strategy. Inspectors will use the evidence of the quality of education, behaviour and attitudes.

[C5]. In summary, lesson visits are primarily useful for gathering evidence about how lessons contribute to the quality of education. Inspectors can use these visits to gather evidence about how well the curriculum is implemented. They do this by looking at what pupils are learning and how they are learning it. Inspectors will also use lesson visits to validate collected through discussions with the staff and pupils, and work scrutiny. Inspectors will also gather evidence about how well the school is delivering the pupils' work, wherever possible derived from the lessons visited and the relevant sequence of lessons (see below).

[C6]. Lesson visits are also useful for gathering evidence that contributes to the judgements about the behaviour and attitudes of pupils and how well the school is meeting its statutory and other legal obligations and duties. Inspectors will also use lesson visits to complement the other evidence that inspectors gather about behaviour during inspection.

Work scrutiny

[C7]. Another element of the inspection approach will be scrutinising pupils' work. The lead inspector will work with curriculum leaders and teachers to take part in joint work scrutiny.

[C8]. Inspectors will not take a random sample of exercise books/folders/electronic devices. Nor will we ask pupils to select for us 'pupil-books and other work'. Instead, they will scrutinise pupils' books and other work (work) that the school's leaders, teachers and pupils have selected and prepared to provide part of the evidence for an overall view of the quality of education. Inspectors will not evaluate individual workbooks or teachers. Inspectors will not use work scrutiny to judge the quality of marking, the presentation of work, the quantity of work, or where all or particular presentations with pupils and staff.

[C9]. Inspectors can use work scrutiny to contribute to an evaluation of whether the school's curriculum is being taught as intended, and to evaluate how well it is being taught. Inspectors will look at how well pupils' previous work been set and how well it has enabled the knowledge and skills they have learned are well sequenced and have developed over time. Work scrutiny can also be useful for gathering evidence about the quality and overall assessment of the quality of education across a faculty, department, subject, key stage or year group.

Talking to and observing pupils outside lessons

[C10]. Inspectors will ensure that they talk to and observe pupils in a range of situations outside lessons to gather other aspects of pupils' personal development, behaviours and attitudes, for example:

- at the start and throughout the school day
- during assemblies, including in the dining hall, and breakfast or playtime
- during assemblies and tutor periods
- during extracurricular activities
- during school events, activities (including clubs and activities outside of the normal timetabled curriculum)

[C11]. Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. [footnote 27] During informal conversations with pupils, inspectors will discuss their experiences of education, including their behaviour in the school, including the prevalence of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour. If pupils report bullying, inspectors will ask questions as appropriate. The inspector's report is very brief in this case.

[C12]. During the inspection, it is important that pupils are able to express their views. Inspectors will talk to pupils individually and in groups, including those who are hard to reach or may be shy or reticent. They will use their professional judgement to ask questions around safeguarding. Inspectors will also try to ensure that they speak to at least a representative sample of pupils from each year group, including those who are frequently absent (such such as sexual harassment, online sexual abuse and sexual violence. See Inspections failing to supply an inspection.

Meeting those responsible for governance

[C13]. Inspectors will always seek to meet those responsible for governance during the inspection.

[C14]. In a maintained school or standalone academy, this will usually include maintained governing bodies, academy trustees, local governing bodies and their representatives, where they exist. [footnote 28]

[C15]. In a school that is part of a MAT, the board of trustees is the governance body. Other, local governing bodies or committees may operate in governance, also or in parallel with the board of trustees. Inspectors will need to understand the role of these committees to which trustees have often chosen to delegate some specific responsibilities. Inspectors will need to understand how the board of trustees has discharged its duties and how it has discharged its responsibilities. Inspectors will also need to understand the lines of delegation. Sometimes, their powers are delegated from the managers of the MAT, in particular, the chief executive officer and other senior leaders. Inspectors will also need to ascertain how well the board of trustees is satisfied with the school's leadership. Inspectors will also ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

[C16]. The role that governors and trustees play in the school's performance is evaluated in the school's self-evaluation. Inspectors will also evaluate how well the governing board will contain a separate paragraph that addresses the governance of the school.

[C17]. 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

[C18]. The lead inspector will meet the headteacher regularly throughout the inspection to:

- provide updates on emerging issues, including initial general findings about the quality of education and to enable further evidence to be provided
- ask the headteacher to provide further evidence, including those related to the conduct of the inspection or of individual inspectors
- alert the headteacher to any serious concerns

[C19]. 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 1
- meet at the end of day 1 to discuss and record emerging findings, the headteacher will be present
- meet at the start of day 2 to discuss judgements and identify areas for improvement
- draw together the key inspection findings and write up the evaluation for team meetings

[C20]. The lead inspector will invite the headteacher to the final team meeting at the end of day 2 to discuss the inspection findings. The purpose of the final team meeting is for the lead inspector to inform the lead team meeting are there to listen to the evidence and agreed judgements made by the inspection team. As appropriate, the lead inspector will invite other members of the inspection team to the meeting.

[C21]. In a MAT, the headteacher is expected may report to a CEO or executive who is, in turn, accountable to the board of trustees. The CEO is part of the executive staff team and is employed. They should be invited to the final meeting if it is practicable to do so.

[C22]. At the end of day 2, during day 2, there is evidence that the school might be judged as inadequate or requires improvement, the lead inspector will call the headteacher to this proceeding. The inspection team emphasise that they do not make final judgements until the final team meeting at the end of day 2.

Reaching final judgements

[C23]. Inspection activity, including lesson visits, will continue during day 2. The team will also ensure that time is set aside to prepare for the final team meeting and the final feedback. During the final team meeting, an evaluation card will be completed. The main points for feedback to the school will be recorded as the meeting progresses.

Providing feedback

[C24]. The only inspection tools with a formal feedback meeting with the school. Those connected with the school who may attend include:

- the headteacher and other senior leaders, as agreed by the lead inspector and school
- governors, including those who are responsible for exercising the school's governance as possible, the clerk to governors (or equivalent), or their delegate, may attend the feedback meeting
- the academies, including academies that are part of a MAT, the chief executive, trustees and any trustees as possible, the clerk to governors or the board (or equivalent), or their delegate, may also attend to take notes
- if a school is part of a MAT, the CEO or their delegate is expected
- a representative of the local authority (for maintained schools) inspector and/or the designated inspectorate

[C25]. In an integrated inspection, social care regulatory inspectors and representatives of the relevant children's services may also attend the feedback meeting.

Due to the diverse nature of school governance, in some cases, a large number may have more than one of the above roles.

[C26]. During the meeting, the headteacher will be asked to identify the lead officer responsible for governance and all attendees are clear:

- about the provisional grades awarded for each key judgement
- about the key findings from the inspection, as summarised in the final summary of the inspection, including those that will be included in the inspection report
- understand how judgements have been reached and for 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 are subject to change as a result of further evidence and quality assurance procedures or moderation and must, therefore, be treated as not final, and that the final judgements will be made and confirmed in the report. They may be shared with all those responsible for the governance of the school, irrespective of whether they attended the meeting, so long as they are clearly marked as provisional and subject to change. Inspectors should make it clear that the final inspection outcomes should be shared more widely when the school receives a copy of the final inspection report.
- that the school's leaders and those responsible for governance are clear that the feedback, subject to any change, will be referred to in the last line of the report, although the text of the report may differ slightly from the oral feedback
- that the inspection report will be published
- when a school requires special measures, whether it may apply to [footnote 29]
- about the procedure for making a complaint about the inspection
- if the school is being placed in a category of concern, that they have made comments on the judgements in the draft report during quality assurance (that is, they are not to make further representations)

[C27]. Regulation states that a maintained school that has been judged to require improvement may not appoint ECTs (where ITPS has given permission in writing. When the school has been judged to be inadequate, it may not appoint ECTs. In MAT, the school must seek approval if their action to appoint ECTs, by writing to the Secretary of State. Ofsted expect directors, giving supporting reasons. The restriction on appointing ECTs does not prevent the appointment of teachers participating in teacher training programmes at the school prior to the visiting. [footnote 30]

Schools that are judged as requires improvement

NTI a school that is judged as requires improvement (overall effectiveness grade 3) is a school that is not good but not inadequate or acceptable standard performance. The judgement of requires improvement is not a formal category of concern, but the school will be subject to monitoring by Ofsted. The school will be inspected within 24 months of the previous inspection. The school will be inspected within the school year under section 5, usually within 18 months of the publication of the previous section 5 report. The first inspection will be a full section 5 inspection, the parents will have up to 5 forms.

NB. When the school is judged a requires improvement, inspectors will direct the school to follow its complaint procedure.

NB. If at the next section 5 inspection, the school has not demonstrated that it has addressed the causes for concern, the school will be judged to be inadequate. Continuous requires improvement is may be inadequate. If the school has demonstrated improvement in some areas and there is a general upward trend, but has not addressed all the causes for concern, the school will be judged to be requires improvement again. In that case, there will normally be monitoring visits and inspections within the school's inspection dates given within 30 months of the publication of the previous section 5 inspection report. The inspection will be a full section 5 inspection, the parents fly up to 5 forms. These considerations will be made at each section 5 inspection of a school that was previously judged as requires improvement.

Schools causing concern

[C28]. 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

[C29]. By the end of the first day of the inspection or during day 2, the lead inspector thinks it is possible that the school's overall effectiveness is inadequate and that it might be judged to have serious weaknesses or to require special measures, they must call the headteacher to this proceeding.

[C30]. The lead inspector will be asked for their name and the name of the school's school. They will then be put through to one of the Ofsted's Inspections (OPI) on duty who will ask the lead inspector to provide a brief, high-level, non-judgmental summary of the emerging provisional judgement. The lead inspector must record the main points of the conversation as evidence form.

[C31]. During the second day of the inspection, the lead inspector may contact the Ofsted's Inspections (OPI) on duty to discuss the evidence that is being gathered in education or for personal development, behaviour and attitudes that might indicate that the school is failing to give an acceptable standard of education. [footnote 31]

[C32] Inspectors must then consider whether leaders, managers and governors are demonstrating the capacity to improve the school.

[C33] If inspectors find that the evidence shows that the school is inadequate, they must consider whether the school is failing to give its pupils an acceptable standard of education. The inspection team should discuss 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 to inform the Ofsted's Inspections (OPI) on duty. The Ofsted's Inspections (OPI) are prepared to explore tactfully the reasons and underpinning evidence for the inadequate judgement.

Special measures

[C34]. A school requires special measures if both of the following apply:

- it is failing to give its pupils an acceptable standard of education
- its leaders, managers and governors are not demonstrating the capacity to improve the school. [footnote 32]

[C35]. If inspectors judge the evidence shows that the school is inadequate, they must consider whether the school is failing to give its pupils an acceptable standard of education. The inspection team should discuss 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 to inform the Ofsted's Inspections (OPI) on duty. The Ofsted's Inspections (OPI) are prepared to explore tactfully the reasons and underpinning evidence for the inadequate judgement.

Serious weaknesses

[C36]. If inspectors consider that the evidence shows that the overall effectiveness of the school is inadequate, but the school is not failing to give its pupils an acceptable standard with the above paragraph, they will instead judge the school to have serious weaknesses. A school with serious weaknesses will have one or more of the key stakeholders, governance, leadership and management, teaching, learning and assessment, the provision for pupils' spiritual, moral, social and cultural development.

Informing a school that it is deemed to be causing concern

[C37]. 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: 'Ofsted will be in touch with the school's sponsor, the Regional Director for Ofsted HMI, and, in the case of special measures, the Secretary of State.'

[C38]. Inspectors must also say:

- 'In accordance with section 44 of the Education Act 2005, the Chief Inspector is likely to be of the opinion that this school has serious weaknesses.' or 'In accordance with section 44 of the Education Act 2005, the Chief Inspector is likely to be of the opinion that this school requires special measures.'

When the school requires special measures:

- 'In accordance with section 44 of the Education Act 2005, the 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 leaders, managers and governors are not demonstrating the capacity to improve the school.

[C39]. Inspectors must then consider whether leaders, managers and governors are demonstrating the capacity to improve the school.

[C40]. If inspectors find that the school is failing to give its pupils an acceptable standard of education and that the leaders, managers and governors are not demonstrating the capacity to improve the school, then they must find that school requires special measures. If inspectors find that the school is failing to give its pupils an acceptable standard of education and that the leaders, managers and governors are not demonstrating the capacity to improve the school, the leadership and management will be judged inadequate.

Serious weaknesses

[C41]. If inspectors consider that the evidence shows that the overall effectiveness of the school is inadequate, but the school is not failing to give its pupils an acceptable standard with the above paragraph, they will instead judge the school to have serious weaknesses. A school with serious weaknesses will have one or more of the key stakeholders, governance, leadership and management, teaching, learning and assessment, the provision for pupils' spiritual, moral, social and cultural development.

Informing a school that it is deemed to be causing concern

[C42]. If inspectors consider that the evidence shows that the school is inadequate, but the school is not failing to give its pupils an acceptable standard of education and the leaders, managers and governors are not demonstrating the capacity to improve the school, they must find that school requires special measures. If inspectors find that the school is failing to give its pupils an acceptable standard of education and that the leaders, managers and governors are not demonstrating the capacity to improve the school, the leadership and management will be judged inadequate.

Implications for a school causing concern

[C43]. If a school is judged to be causing concern, the timescale for publishing the report is 40 working days after the inspection. If a school is judged to be causing concern, judgements can be moderated in light of Ofsted comments and, if the school requires special measures, confirmed either by HPC or a regional director on HPC's behalf.

[C44]. Maintained schools and PRUs that are judged to be causing concern will be subject to monitoring by Ofsted. [footnote 33] Academies and free schools that are judged to be maintained schools judged to have serious weaknesses ('requires improvement') will be implemented ('and those that require special measures. This includes maintained schools, PRUs, academies and free schools. Ofsted will monitor the school's progress in tackling the causes for concern. The Secretary of State for Education will be expected to formulate the following statement, and the academy may become part of a trust or be sponsored. [footnote 34]

[C45]. Maintained schools in the Ofsted's remit issued with an warning notice, and academies that are being brokered or rebrokered for new sponsors following termination of a sponsorship agreement, will be subject to monitoring by Ofsted. Inspectors will have not been brokered or rebrokered after 8 months.

[C46]. There is only a requirement for the local authority, proprietor or trust to prepare a statement of action, and monitor these schools will become new sponsors and monitor once the new funding agreements are in place. However, with the exception of a school that is judged to be inadequate because of safeguarding, in all other circumstances, schools that are becoming new academies or being rebrokered may receive a section 8 inspection before their next section 5 inspection.

[C47]. Academies judged to have serious weaknesses, and which are rebrokered or rebranded, will be subject to monitoring by Ofsted. [footnote 35] They will normally be re-inspected within 12 months of rebrokering. Academies judged to have serious weaknesses judged to have serious weaknesses. Inspectors must use the following words during this period will be reviewed by up to 5 terms.

[C48]. Academies judged to have special measures, and which are not rebrokered, will be subject to monitoring by Ofsted. [footnote 36] Academies judged to require improvement determined by academy rules of rebrokering. However, if and normally take place within 12 months of the previous section 5 inspection. Academies judged to have special measures (for the first inspection after the academies, the academies will be extended by up to 6 terms).

[C49]. Maintained nursery schools and non-maintained special schools judged inadequate are not subject to academy orders. We will monitor them as set out in the section 8 handbook.

Taking a school out of a category of concern

NB. 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:

- 'In accordance with section 44 of the Education Act 2005, the Hepburn's Chief Inspector is of the opinion that this school no longer requires special measures.'

NB. 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 5(3) of the Education Act 2005, the Hepburn's Chief Inspector is of the opinion that the school no longer requires significant improvement.'

After the inspection

Arrangements for publishing the report

[C50]. The lead inspector is responsible for writing the inspection report [footnote 37] and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report should be consistent with the evidence form. The report should be clear. The report should be consistent with the feedback given to the school on the last day of the inspection.

[C51]. Inspection reports will be quality assured before we send a draft to the school. In most circumstances, the school will receive the draft report within 30 working days of the inspection. Inspectors will ask the school to check the factual accuracy of the report (relevant personnel are determined by the school), including those responsible for governance, and should not be shared more widely or published. We may also send the draft report to the local authority as necessary. They will only be shared for factual moderation or quality assurance.

[C52]. The school will have 5 working days to comment on the draft report. Inspection reports will be published 10 working days after the school has had the draft report, or sooner if we think the report with the school's comments is ready for publication.

[C53]. If the school wishes to make a formal complaint, it has 5 working days after we have shared the final report with the school (not necessarily the same 5 working days) in which to do so. If a complaint is not submitted, we will normally publish the report on the 10 working days after the school has had the final report. Publication of the report may be delayed.

[C54]. Once a school has received its final report, it is required to take such steps as are reasonably practicable to ensure that every parent of a registered pupil at the school receives a copy of the report. The school should do this within 5 working days. The report will normally be published on Ofsted's report's website. However, we may publish it later than this if we need to resolve a complaint. We will publish it sooner if we think whether schools to parents and/or publication on the school's website is fulfilling its requirement.

[C55]. In all cases, the inspection process should not be treated as complete until all inspection activity has been carried out and the final version of the inspection report has been sent to the school.

[C56]. The inspection report the inspector must be retained in line with Ofsted's retention policy. The report will be published on Ofsted's website, as we have published. We may decide that retaining it for longer is warranted for research purposes.

Quality assurance and complaints

Quality assurance

IOF 46 Inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with this guidance, the framework and the code of conduct.

IOF 47. We monitor the quality of inspections through a range of formal processes and HMI/Senior HMI will carry out reviews or monitor remotely to quality assure inspections. Inspectors will be expected to participate in these processes. The lead inspector will be responsible for giving team inspectors feedback about the quality of their work, including their contribution to the team.

IOF 48. Ofsted are invited to take part in a voluntary post-inspection survey in order to contribute to inspection development. The field the survey is provided when the school receives the final copy of its inspection report.

IOF 49. Inspectors will receive judgements on the following:

- overall effectiveness

and the 4 key judgements:

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

and, where relevant, judgements on the quality of provision in:

- early years education
- the sixth form

NB. Inspectors use the following 4-point scale to make all judgements:

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

Reaching a judgement of outstanding

NB. Outstanding is a challenging and rare judgement. In order to substantiate an outstanding judgement, inspectors must be able to show that the school is outstanding and under that judgement, and does so securely and consistently. In other words, it is not sufficient for inspectors to simply record that they have not found any evidence against others, but it must have sent and sound evidence to substantiate the judgement. Further criteria set out under the outstanding judgement, which the school will also be required to meet. Inspectors will need to be satisfied that the school is not only outstanding in a particular area if they are and have strong evidence to support it, but exceptional performance in that area is consistent and secure across the whole school.

Reaching a judgement of good, requires improvement or inadequate

NB. When considering a judgement of good, requires improvement, inspectors will look at whether the overall quality of the school is most closely aligned to the descriptor of good or requires improvement. Inspectors should consider whether the school's overall effectiveness is more than just the sum of its parts and whether the school's overall effectiveness is more than just the sum of its parts.

due to the impact of COVID-19.

Overall effectiveness

16. Inspectors must use all their evidence to evaluate what it is like to attend the school. They must then make a judgment about the school's overall effectiveness and consider whether the standard of education is good or whether learners are not being educated to a standard that is good enough. Inspectors will consider whether it requires improvement or is inadequate.

18. In judging the overall effectiveness, inspectors will take account of the 4 key judgments.

19. In coming to a final judgment, inspectors will take into account evidence from the inspection of any early years provision or sixth form provision and consider its impact on the school as a whole.

20. Inspectors will judge the effectiveness of any early years provision or sixth form provision in the context of the school's other provision, taking into account findings and evaluations from the relevant parts of the inspection report. However, inspectors may decide not to give a grade and not to report on the early years or sixth form provision if, in their judgment, the provision is so small that it would be unfair to do so. Typically, this will be when there are fewer than 5 pupils.

21. The grade for early years and/or the grade for the sixth form provision may be higher, or lower than, the overall effectiveness grade. Inspectors will take into account the impact of any early years provision or sixth form provision on the rest of the school when considering the impact of these judgments on the overall effectiveness. For example, if the early years provision is very strong, it may offset weaker sixth form provision and the overall effectiveness may be good.

22. Inspectors will always make a written judgment about the effectiveness of the arrangements for safeguarding pupils.

23. Before making the final judgment on overall effectiveness, inspectors will always consider the curriculum, social, and cultural development of pupils, and the extent 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 judgments are likely to be outstanding. In exceptional circumstances, one of the key judgments may be good, but inspectors will convincingly evidence that the school is improving this area outstanding and securely towards outstanding. Typically this will mean meeting each and every requirement for good in the quality statement on the outstanding for that key judgment.
- Safeguarding is effective.

Good (2)

- The quality of education is at least good.
- All other key judgments are likely to be good or outstanding. In exceptional circumstances, one of the key judgments may be inadequate, but inspectors will convincingly evidence that the school is improving this area securely to good. Typically this will mean meeting each and every requirement for good in the quality statement for that key judgment.
- Safeguarding is effective.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, when the school is inspected next, it will be judged at least good. Typically, the school's overall effectiveness will also be at least improvement.
- Safeguarding is effective. There are any weaknesses in safeguarding, they are easily rectified and there is no serious failings that leave pupils either being harmed or at risk of harm.

Inadequate (4)

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

The quality of education

194. Inspectors will take a rounded view of the quality of education that a school provides. They will use their evidence to make a judgment about the quality of education, paragraph 23 and paragraph 409. 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 and be able to do.

195. Inspectors will not normally need to inform the school's curriculum each year the knowledge and skills that pupils will gain at each stage (as will Ofsted's 'Inform'). They will expect to see that the school's curriculum is well-sequenced, ambitious, and that it is and is proved in order to support pupils to build their knowledge and to apply that knowledge or skills (see clause 196 'implementation'). Finally, inspectors will consider the extent to which pupils achieve as a result of the education they have received (see this the 'impact').

Intent

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

197. The judgement focuses on factors that both research and evidence evidence indicate contribute most strongly to an effective education in which pupils achieve well. These factors are:

- The school's curriculum is based on the rationale of the school's vision and the knowledge and skills that pupils will gain at each stage (as of Ofsted's 'Inform'). They will expect to see that the school's curriculum is well-sequenced, ambitious, and that it is and proved in order to support pupils to build their knowledge and to apply that knowledge or skills (see clause 196 'implementation'). Finally, inspectors will consider the extent to which pupils achieve as a result of the education they have received (see this the 'impact').
- It is clear and yield yields the curriculum is building towards and what pupils need to know and be able to know and do.
- The school's curriculum is planned and sequenced so that new learning and skills build on what has been taught before and towards its clearly defined end points.
- The school ensures that the school's local context by addressing barriers and pupils' knowledge and skills. Curriculum planning accounts for delays and gaps in learning, for example, due to Covid-19.
- The curriculum remains as broad as possible for as long as possible, and pupils are delayed reviewed. Pupils are able to study a strong academic core of subjects, such as those in the EBacc.
- There is high ambition for disadvantaged pupils and for pupils with SEND. The school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Curriculum flexibility

198. The curriculum sets out the aims of a programme of education. It also sets out the knowledge and skills that pupils will gain at each stage (as of Ofsted's 'Inform') and the period of such stage. It enables the evaluation of pupils' knowledge and skills and their application to new contexts.

199. All pupils in mainstream schools are expected to study the basics curriculum, which includes national curriculum, religious education and age-appropriate relationships education and sex education. Paragraph 9 of inspection is expected to offer all pupils a broad curriculum that should be similar in breadth and depth. Paragraph 9 of

200. We will judge schools taking radically different approaches to the curriculum carefully, but we will ultimately judge the extent to which it is in the best interest of the curriculum approaches. If leaders are clear in their thinking that their broad curriculum will comprehensive coverage, content, structure and sequence, and that it is being implemented effectively, their inspectors will assess a school's curriculum favourably.

Curriculum narrowing

201. Our research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 3 and 4. Inspectors should be alert to this. Inspectors will ask questions about the curriculum offered to pupils. It may mean inspectors need to meet pupils who elect to study other subjects than those in the EBacc. Inspectors will also need to ask questions about how the school has ensured that its curriculum at key stage 3 Paragraph 9, accompanying education. Inspectors will expect to see that the school's curriculum is broad and balanced and that it enables pupils to study the key stage 3 and 4 curriculum. 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 breadth of knowledge and skills of subjects, commensurate with the time spent on curriculum. A Years 7 to 9

202. At the heart of an effective key stage 4 curriculum is a strong academic core, the EBacc. The government's response to Ofsted's consultation, published in 2021, confirmed that the large majority of pupils should be expected to study the EBacc. It is important that as many pupils as possible, at least 90 pupils, in most secondary mainstream schools should be taking GCSEs in EBacc GCSE courses commencing 2022 (taking GCSE examinations in 2024), rising to 95% by 2025 (taking their examinations in 2027). Inspectors will want to ask questions about how the school's inspection will not make a judgement about the quality of education inspection principle on its progress towards the EBacc ambitions. Nevertheless, it is important that inspectors understand the school's EBacc ambitions. Key stage 4 EBacc GCSE courses are academic and challenging and schools are doing its prepare for them. Inspectors will want to ask questions about how inspections into consideration when evaluating the intent of the school's curriculum.

Cultural capital

203. As part of making the judgment about the quality of education, inspectors will consider the extent to which the school's curriculum is designed to develop pupils' cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum. Paragraph 9 of

> "It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been known and thought and helping to develop an appreciation of human creativity and achievement."

Sources of evidence specific to curriculum intent

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

- whether leaders and the following curriculum intent and how curriculum is ambitious for all pupils, including those with SEND
- how carefully leaders have thought about what and points the curriculum is building towards, what pupils will be able to know and do at those end points, and why leaders have chosen these end points. Inspectors will ask how the school's 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 content includes the ideas (and identified as most useful, and ensured that this content is taught in a logical order and in a manner that is most accessible to pupils. Ofsted's 'Inform' is a useful reference point for this. Inclusion understanding how the curriculum may need to adapt in pupils' knowledge, learning delays and a wider range of learning needs.
- how the curriculum has been designed and taught so that pupils read and develop fluency in reading.

205. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only perhaps through the process of adapting or redesigning a curriculum. If leaders have an accurate, evaluative understanding of their curriculum and are taking appropriate and ambitious appropriate next steps (including accounts any impact of COVID-19 on curriculum quality and develop curriculum expertise across the school, inspectors will consider this to be a strong indicator of the school's capacity to improve the curriculum. They will recognise that the evidence for judgment will be different in different schools, where relevant, take into account any transitional provisions that are in place.

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

Implementation

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

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

- Teachers have expert knowledge of the subjects that they teach. If they do not, they will be supported by school leaders to develop it so that it does not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and modelling subject-specific ideas.
- Teachers check pupils' understanding effectively, and identify and rectify misunderstandings.
- Teachers ask skilful questions and help pupils to articulate their knowledge and to develop their vocabulary.
- Teachers ask pupils to apply their knowledge in their long-term memory and apply their fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to remember what they have learned and to apply it in new contexts. Teachers recognise and solidly build on what has been taught before and pupils can retrieve it from defined end points.
- Teachers are supposed to check pupils' understanding in order to inform teaching, and to help pupils embed and consolidate fluently and develop their understanding, and not simply memorise disconnected facts.
- Teachers ensure that pupils' misconceptions are identified and corrected crisply, and is well-delivered to ensure that the whole implementation of the curriculum.
- Teachers ensure by teaching remains rooted in evidence and the key elements of effective teaching, such as high-quality classroom practice and management, pupils need to know and how to do these. Feedback, retrieval practice and assessment are performed. The medium for remote education enables all pupils to participate in learning, and teachers can check on their understanding effectively and effectively with parents and colleagues (Ofsted are constant, Paragraph 9

Developing understanding, not memorising disconnected facts

209. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, then nothing has been learned. Curriculum and lesson planning depends on this key proposition, described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to practise using their knowledge, so that it becomes fluent. Skills need to be rehearsed so, in contrast with, simply memorising facts, leaders will plan for unnecessary or extensive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

The school's use of assessment

210. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing their next steps for pupils. Inspector assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. Inspectors will look for evidence that school leaders have considered workload and avoid misuse and misuse.

211. Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but will substantially increase learning. Inspectors will not look for any particular approach to assessment, and will recognise that it is almost impossible to determine without bearing inspections of some pupils. This will mean that inspectors will not expect leaders to any gaps in learning that have arisen from the pandemic.

212. The collection of data can create an evidence and additional workload for teachers and staff. Inspectors will avoid asking for any additional documentation or presentations, representation sufficient use of school resources, and are sustainable for staff. Ofsted's 'Inform' and 'Deep dives' will be the only documents that inspectors should expect to receive from Year 2 or 3 data collection points and that these should be used to inform class or subject.

213. Schools choosing to use Years 3 or 5 data collection points a year should have a clear, strategic rationale for doing so, and should not place any additional burdens on teachers. At times taken to set assessments, collate, analyse and interpret the data, and then take action on the data. Inspectors will not expect schools to use commercial tracking systems. Inspectors will not expect schools to use data that will look to understand how staff are supported and the steps that are being taken to reduce unnecessary workload and bureaucracy. If inspectors find that this is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Sources of evidence specific to curriculum implementation

214. Inspectors will gather evidence about how effective and where the school's implementation of its intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that covers the following for particular subjects or topics, the sequence of pupils towards which those pupils are working, and their view of how those pupils are being helped to do so.
- discussions with subject specialists and leaders about the curriculum sequence, content knowledge of teachers and what is done to support teachers, including with subject knowledge.
- discussions with department teachers about how they are supported to teach, upload and review data.
- discussions with governors with pupils or classes who are following this curriculum in lessons, to understand the quality and of education.
- where relevant, discussions with subject leaders and teachers about how the school ensures that pupils who are disadvantaged, have SEND or are vulnerable, receive a version of schemes of work or other long-term planning to ensure that when lessons are suddenly normally over-ruled), usually in discussion with curriculum leaders.

215. Inspectors should refer to Ofsted's lesson monitoring and work scrutiny. Ofsted's 'Inform' is the handbook for guidance about what constitutes an appropriate sample of pupils.

216. In order to triangulate evidence effectively, inspectors will need to have sufficient a variety of these types of evidence in relation to the same samples of pupils. Inspectors will need to be flexible in their approach to gathering evidence. They will not need to visit a wide and representative sample of the quality of education which is being overall. Evidence on how to ensure that this evidence is both sufficiently valid and reliable is set out under 'Inspection evidence' in the inspection handbook. In Part of this handbook.

Impact

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

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

- A well-constructed, well-taught curriculum will lead to pupils learning more and in greater depth than a poorly constructed, poorly taught curriculum. Inspectors will expect. There need for a conflict between teaching broad, ambitious curriculum and enhancing success in examinations and tests.
- Pupils are taught to read fluently and have the knowledge and cultural capital they need to succeed in life.
- Pupils are making progress in that they know more, remember more and are able to do more. This will be evidenced in their work and their conversations.
- All learning builds towards an end, pupils are being prepared for the next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are being prepared for the next stage by the school and school provision that they attend.
- Pupils are on track to be ready for the next stage and are going on to appropriate, high-quality education, training or employment when they leave.
- Pupils are not ready to sit an age-appropriate level of training, for example, are incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers (see paragraph 213 to 214).

National assessments and examinations are useful indicators of pupils' outcomes, but they are not the only evidence that inspectors should use. Ofsted's 'Inform' and 'Deep dives' outcomes data, where this is available in published national data (for example, in the teacher or some secondary grades from 2020 and 2021), but it does not constitute a substitute for inspection. Inspection evidence.

Inspectors will not use schools' internal assessment data as evidence

219. Inspectors will look at non-statutory internal progress and attainment data Paragraph 11 (an section 5 and section 8 inspections of schools. Paragraph 11 that does not constitute a substitute for inspection evidence. Inspectors will not ask for or request school leaders to produce or share data on school, pupil or teacher performance, and will not use it. Inspectors will not use it as a substitute for inspection evidence. This information is not to be used by inspectors to make judgments about the school's performance. Inspectors will not use performance data and data from the school's internal assessment information to form judgments and inspection evidence. Inspectors will use published national data and inspection evidence to form judgments about the school's performance.

220. Inspectors will use the Ofsted 'Inform' as a starting point and to gain a view of how the quality of education is experienced by pupils and understand how well leaders know what it is like to be a pupil at the school.

221. Inspectors will use schools to explain why they have decided to collect whatever information they do collect, and why it is different to or similar from their data and how it reflects their curriculum and teaching.

Sources of evidence specific to curriculum impact

222. Evidence of impact should be drawn together from a combination inspection activities. None of these on their own is sufficient to make an assessment of the impact. Inspectors will look for the following sources of evidence of the quality of education provided by school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more.
- the extent to which pupils are developing the knowledge and cultural capital of education, whatever it is available or published national data. This information is not to be used by inspectors to make judgments about the school's performance. Inspectors expected to be conducted and discussion is assessed by Ofsted's lesson and work scrutiny. Inspectors will only use performance information published since the previous inspection, and will not use internal assessment data.
- the extent to which pupils are developing the skills, knowing more, remembering more and being able to do more, and, where relevant, the extent to which they are ready for the next stage of education and training.
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Grade descriptors for the quality of education

Note: Some sections of the criteria appear in [square brackets] below. This is to mark that Ofsted is not yet requiring inspectors to make judgments on these, but we want to give the opportunity to compare the process of adopting or constructing these criteria early fully. We intend to review whether these transitional arrangements are still needed in March 2022.

Outstanding (1)

- The school meets all the criteria for a good quality of education secondary and primary.
- The quality of education provided is exceptional.
- In addition, the following apply:
- The school's curriculum intent and implementation are embedded secondary and primary. Pupils are able to study a broad and balanced curriculum, and they have a first and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, senior of curriculum leadership is strong and has a clear vision for pupils.
- The work given to pupils, over time and across different subjects, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards ambitious, sufficiently challenging and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality. Teachers consistently and effectively check pupils' learning. Most disadvantaged Pupils with SEND achieve exceptionally well.

215. In order to judge whether a school is good or requires improvement, inspectors will use these 50 signposts, relating the performance judgement of the inspection team.

Good (2)

- Leaders adapt or construct a curriculum that is ambitious and designed to give all pupils, including those disadvantaged and pupils with SEND, a broad and balanced education. They have a clear curriculum offer and rationale for it. The school's curriculum intent and implementation are embedded secondary and primary. They have a first and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, senior of curriculum leadership is strong and has a clear vision for pupils.
- The work given to pupils, over time and across different subjects, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards ambitious, sufficiently challenging and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality. Teachers consistently and effectively check pupils' learning. Most disadvantaged Pupils with SEND achieve exceptionally well.

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Good (2)

Intent

- Leaders adapt or construct a curriculum that is ambitious and designed to give all pupils, including disadvantaged pupils and pupils with SEND, a broad and balanced education. They have a clear curriculum offer and rationale for it. The school's curriculum intent and implementation are embedded secondary and primary. They have a first and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, senior of curriculum leadership is strong and has a clear vision for pupils.
- The school's curriculum is coherently planned and sequenced towards consultative sufficiently knowledge and skills for future learning and employment. Teachers are supposed to check pupils' understanding and ensure that they are in the process of bringing this about, and are responding to necessary amendments in response to the pandemic.[]
- Teachers have good knowledge of the subjects and curriculum they teach. Leaders provide effective support, including for those teaching outside their specialism.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject before being taught. They check pupils' understanding and address misconceptions. They ask pupils questions that develop their knowledge and feedback. In doing, they respond and adapt their teaching as necessary without unnecessary burdens on teachers and pupils.
- Over the course of study, teaching is developed to help pupils to remember long-term what they have taught so that they can apply their knowledge into longer pieces.
- Any remote education is well integrated within classes(s) of study, and is well suited to enable the continued learning of pupils who are not in school.
- Teachers and leaders are assessment well, for example, they use it to help pupils embed and use knowledge fluently, or to check understanding and remove misconceptions, or to inform future curriculum or teaching. As a result of the pandemic, leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers ensure that lessons are well-sequenced, and that pupils are not given other teaching materials that become irrelevant – in a way that does not create unnecessary workload for staff. Inspectors will not expect to see teachers using commercial tools to track pupils' progress. Leaders have considered workload planned curriculum, assessment frameworks complexity/workload implications and the extent to which they are sustainable for staff.
- Pupils are given tasks to embed learning and matches the aims of the curriculum in being coherently planned towards ambitious, sufficiently challenging and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- Leaders and assessment specialists have a clear understanding of the school's pupils' literacy, confidence and enjoyment in reading. At all stages, reading instruction develops pupils' fluent word recognition skills and language comprehension, so that pupils can understand what they read. Inspectors expected to be conducted and discussion is assessed by Ofsted's lesson and work scrutiny.

taught when they are learning to read.

- The sharp focus on ensuring that younger children and those at the early stages of reading 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 the work pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- 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 read widely and often, with fluency and comprehension appropriate to their age. They 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.
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- 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 some pupils with SEND.)
- 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. Expectations of them are low, and their needs are not accurately identified, assessed or met.
- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Behaviour and attitudes

226. The behaviour and attitudes 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.

227. The judgement focuses on the factors that research and inspection evidence 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 this is essential 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
- pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- a positive and respectful school culture in which staff know and care about pupils
- an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

228. Our evidence for the importance of each of these factors comes from our inspection experience, areas of agreement in academic research and our own research. A full note of how the criteria relate to the available research can be found in our research commentary.

Pupils who have particular needs

229. 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.

Pupils who are not in the school during the inspection

230. 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 both behaviour and attitudes and leadership and management to be inadequate.

Exclusions

231. Headteachers have the right to exclude pupils when there are legitimate reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to use. Exclusions must be legal and justified. Permanent exclusions should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

232. If a school uses fixed-term and internal exclusions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly excluded. Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour. Inspectors will consider how well the school is recognising and acting to address any patterns that exist, because disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life.

233. Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.

Sources of evidence specific to behaviour and attitudes

234. 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. These are trainees, supply staff, ECTs, administrative support staff and catering staff, as well as other members of staff. The discussions will provide inspectors with valuable information that includes the views of those who most urgently require the school's support in managing pupils' behaviour. Where practically possible, inspectors should carry out discussions with individuals, not groups, to allow 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.

235. 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 these pupils, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of positive behaviour in school and beyond school.

236. 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, for a small sample of these pupils, 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 and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need. For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

237. 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 interviews and surveys of pupils and staff.

238. Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. The activities are:

- observing pupils' behaviour in a range of different classes at different times of the day
- observing pupils at breaktimes, lunchtimes, between lessons and, if they are led and managed by the school, before- and after-school clubs
- 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 their 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
- analysing absence and persistent absence rates for all pupils, and for different groups compared with 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 exclusions, 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 or internal exclusions in the 2 years before inspection
- balancing evidence seen during the inspection and 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 education and how effectively the unit helps to improve pupils' behaviour, learning and attendance. For more information, see 'Off-site provision' (paragraphs 280 to 286)

Grade descriptors for behaviour and attitudes

239. In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

240. In order to judge whether a school is good or requires improvement, 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. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).
- 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 and/or staff and a lack of self-discipline. Pupils frequently 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 important 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 harassment, bullying, violence and/or discriminatory behaviour successfully.
- Poor behaviour means that pupils, or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Personal development

241. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all 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.

242. 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 always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils. Where usual opportunities have been disrupted by the pandemic, inspectors will look at whether the school has found alternative approaches to providing a rich range of personal development opportunities.

243. 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. These are:

- developing responsible, respectful and 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, which we define as a 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
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Spiritual, moral, social and cultural development

244. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.[footnote 60] 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.

245. 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
- knowledge of, 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

246. 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 to recognise legal boundaries and, in doing so, 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

247. 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
- 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

248. 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 we share 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Relationships, sex and health education

249. Relationships education is compulsory for all primary school pupils and relationships and sex education is compulsory for all secondary school pupils. Health education is also compulsory for all state-funded schools only.

250. In light of the disruption to and partial closure of schools caused by the COVID-19 pandemic, the DfE has provided further clarification of the legal requirements, and where schools have flexibility, in the 'Schools coronavirus operational guidance'.

251. All schools are required to have taught some of the new curriculum, published a policy and consulted parents on this, during the academic year 2020 to 2021.

252. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development and leadership and management judgements.

253. Inspectors will be sympathetic to schools that, as a result of the pandemic, have not been able to fully implement the new curriculum, provided that they:

- have had regard to the statutory guidance
- have a good rationale for prioritising what they have implemented
- have clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year

254. See the guidance 'Inspecting teaching of the protected characteristics' for more information.

Sources of evidence specific to personal development

255. 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[footnote 61]
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics and how equality and diversity are promoted[footnote 62] (for more information, see the guidance 'Inspecting teaching of the protected characteristics in schools')

Careers information, education, advice and guidance

256. All secondary schools are expected to provide effective careers information, education, advice and guidance (CIEAG), in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

257. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (the 'Baker clause'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

258. In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the Gatsby Benchmarks
- the school's published information about its CIEAG provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

259. If a school is not meeting the requirements of the Baker Clause, inspectors will state this in the inspection report. They will consider what impact this has on the quality of CIEAG and the subsequent judgement for personal development.

Grade descriptors for personal development

260. In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- 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 way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

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

Good (2)

- The school celebrates beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is good overall.
- The curriculum and the school's effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character. The school promotes pupils' understanding of how they can keep safe and healthy, maintain an active lifestyle and have enjoyable and beneficial healthy relationships. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities for music, drama and sports/ physical activities and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils are tolerant and show a good understanding of how to treat others fairly. Leadership has drawn on its knowledge across subjects, religious, ethnic and socio-economic communities.
- Pupils' behaviour is good. They are polite and respectful to different from their peers in contexts. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. Pupils understand how to keep themselves and others safe in different contexts, including online. As expected, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and show a mature approach.
- Secondary school leavers expect pupils for future success in education, employment or training. They use the Careers Benchmarks, a framework that shows how schools and colleges are performing in careers education, to improve their careers provision and provide a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about the range of post-16 education and training options. The school meets the requirements of the Baker Clause. The school promotes good quality, meaningful opportunities for pupils to encounter 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 receive a wide, rich set of experiences.
- Leaders and those responsible for governance, through their words, actions and decisions, do not promote equality, understand or fail to promote equality of opportunity in the school.
- Leaders and those responsible for governance are not protecting pupils from discrimination and harassment where. Policy and practice are not in keeping with the public sector duty.
- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from extremism and extremist views.
- Pupils or groups of pupils are disadvantaged against, and the school is not taking effective action to address this.
- Pupils are unprepared for life in modern Britain.

Leadership and management

243. The leadership and management 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 evidence gathering will be most useful to schools and parents. It takes into account the quality of the education provided by the school. Inspection focuses on:

- leaders' high expectations of all pupils in the school, and the extent to which these are embedded 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, and how well they understand the school's strengths and areas for improvement, and how well they use this information to inform their actions
- whether continuing professional development for teachers and staff is aligned with school priorities, and how well it is being used to improve the quality of teaching and teaching content knowledge over time, so that they are able to deliver lessons that are high quality
- how well leaders and governors consider and consistently across the school or that pupils benefit from high-quality and consistent support and teaching they are in the school
- how well leaders work to engage parents and their community thoughtfully and positively in ways that support pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resolving inappropriate attempts to influence pupils' education, for example, by the wider community
- the extent to which leaders take into account the workload and well-being of staff, while also developing and strengthening the quality of the workforce
- how well governors and those responsible for governance fulfil their duties and ensure that leaders are held to account. This includes ensuring that pupils receive a full, rich, rounded education, and that the way the school uses the pupil premium is effective and accountable to its pupils and their families
- whether leaders and those responsible for governance are aware of and respect the rules and perform these in a way that enhances the effectiveness of the school

243. Our evidence for the inspection of each of these factors comes from our conversations with leaders, staff, pupils, parents and other stakeholders and documents. You can find a full index of the criteria relevant to the available evidence in our research compendium.

244. Paragraphs 240 to 243 set out the importance and place of safeguarding.

Leadership and management in school

245. Receiving high-quality education and management can be highly effective when it is underpinned by a culture of high expectations for all pupils' achievement in a school. Inspectors will look at the work of headteachers, senior leaders, subject leaders and others with responsibility and management roles when reaching their judgements.

Leadership and management in multi-academy trusts

246. Where a school is part of a MAT, it is important for inspectors to remember that the trust is one entity, and that the oversight and management of the MAT and its schools is a quality of education provided in all its schools that make up the MAT. [illegible]

247. It is highly likely that parts of some of the leadership functions described in the grade criteria are performed by MAT leaders (for example, the CEO) or an education officer who is responsible for a group of schools. In such circumstances, it is acceptable for parts of the school's evidence and appropriate information about those roles and responsibilities. If leadership functions are performed by MAT leaders, then inspectors will need to consider the impact of their work on the school in question.

248. A MAT CEO or their delegate may request that their leadership be inspected at inspection. They may also request to attend key inspection team meetings at the end of inspection. The MAT may also request a meeting with the lead inspector. These individuals, however, should abide by the same code of conduct as all others involved in the inspection.

Governance

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

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

251. In a MAT, the trustees are responsible for governance. Inspectors will seek to speak to those responsible for governance. In a MAT, this will be the trustees, members or a delegate some of their powers to the members of the 'academy committee' or 'local governing body' (LGB). Inspectors will seek to speak to those who have governing body or delegated responsibilities, they should establish how school leaders and governors are with the trustees, which are with the leaders of the MAT and which are with the school's governing body. Inspectors will ensure that both the school's governance and the inspection report reflect this.

252. Inspectors will need to bear in mind, when inspecting academies that are part of a multi-academy trust, that governance is a shared responsibility between the trustees and school. Some functions that a governing body in a maintained school would carry out may be the responsibility of the trustees in a MAT. In such cases, it is not the role of inspectors to conclude that trust board's role in that governance is good or not, but to ensure that these functions are carried out properly.

253. The overseeing trustees will not the purpose of governance, which is to provide strategic leadership, challenge and support through accountability, oversight and assurance for educational and financial performance.

254. The governance handbook sets out the statutory functions, for instance, no matter what type of school or how many schools they govern. There are 3 core functions:

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

275. Inspectors will assess how governors carry out each of these functions. For instance, they will look at how governors challenge and support the school, the significant impact on the school that leaders make about the school. Inspectors will consider whether the work of governors in this respect is supporting the school to improve, or hindering it from improving.

276. In addition, there will be governance responsibilities, which are responsibilities that the school fulfils for statutory duties, for example under the Equality Act 2010, and other duties, for example, those that are in the Ofsted Inspection Framework. Inspectors will also expect to consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.

Use of the pupil premium and catch-up funding

277. Inspectors will gather evidence about the use of the pupil premium and catch-up funding, particularly regarding:

- the level of funding received by the school in the current academic year and levels of funding received in previous academic years, if relevant
- how leaders and governors have spent the funding, their rationale for their spending and its intended impact
- the educational progress of disadvantaged pupils, as shown by published outcomes data

Evaluating the impact of external support

278. 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 provided by the local authority. They will, however, report on the extent to which it has been and the impact it has had on the quality of the school.

279. If a school is part of a MAT and is receiving support from within the MAT, inspectors will ensure that this is criterial, and evidence, support.

Inspecting off-site provision

280. Ofsted has most schools that want a school continues to take responsibility for its pupils when alternative provision is off-site provision. Inspectors need to be sure that leaders have ensured that the alternative provision is a suitable and safe placement for pupils. Ofsted's Inspection of local authorities' children's services (ILACS) and, as appropriate, SEND needs. Inspectors will speak to a selection of pupils and staff at off-site provision, where possible, including potentially through video/telephone calls.

281. Inspectors must ask the school about the registration status of any alternative provision that they use. As provider of alternative provision must be registered as an independent school if it is providing full-time education to a school-age pupil, registered on one pupil who is looked-after or has an education, health and care plan (EHCP), or school uses alternative provision that should be registered but is not. Inspectors will also need to consider whether the offers the provision that is suitable and appropriate.

282. Inspectors will normally visit a sample of any part-time unregistered alternative provision attended by pupils who are looked-after or have an EHCP, if it is reasonable practicable. Inspectors will also need to consider the quality of the school's provision. Inspectors should not any registered alternative provision visit (that they have not yet inspected) to assess the adequacy of the school's quality assurance report.

283. Inspectors will consider the quality of registered alternative provision using evidence from their visit and information they obtain. Inspectors will also need to consider education for pupils in unregistered places.

284. 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 provider
- what safeguarding checks leaders have made and continue to make to ensure that the provision is safe and suitable for the pupils attend
- the extent to which leaders ensure that pupils benefit from a sequenced and ambitious curriculum, including in English and mathematics
- the attendance and behaviour of the pupils who attend the provider
- how well the provision promotes the pupils' personal development

285. If a school uses off-site provision, for example, the impact must contact the only data or that staff only Ofsted's unregistered schools. Ofsted's Inspection of local authorities' children's services (ILACS) and, as appropriate, SEND needs. Inspectors will reasonable course to believe the setting is operating as an unregistered school.

286. 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
- it does not know about the quality of the provision it secures themselves of the suitability of a provision, including its SEMH needs and safeguarding
- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not being responsibly for their pupils who attend alternative provision

Governance

287. Inspectors will evaluate governance and management about unusual patterns of attendance and that appear to "game the system". For example if they are hunting pupils for courses that are not in their educational best interest. The GDE will provide a list of pupils who are dual registered, and inspectors will use this data to inform planning ratio during phase. If inspection uncover evidence that leaders are not taking place, the leadership and management judgement is likely to be inadequate.

288. Inspectors will also challenge leaders and managers about unusual patterns in the way that the school records attendance, including the use of inaccurate register codes or coding pupils' absence as dual registration. Inspectors will also consider whether the school is conducting safeguarding checks, for example if the school is using alternative provision, for instance, for a pupil who is dual registered.

289. There are other ways in which a school might remove pupils from the school roll, such as when a pupil moves house or a parent decides, without encouragement or pressure from the school, that their child should be educated at home. It is not the inspectors to the roll of their alternative provision, and this is governing in the best interest of the pupil, this is not offending. If a school appropriately removes a pupil from its roll, inspectors will not consider this to be a negative indicator of the school's leadership. Headteachers have the right to exclude pupils when they believe that it is reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to take.

290. Dual registering or dual enrolling a pupil in 2 schools or providers, or using alternative provision, for a pupil who is on the school's roll, for a long period of time because the pupil has not left the roll of their school. However, this is likely to be a cause for concern and may be a sign that the school is not fulfilling its duties. Ofsted is not looking to jail or plant behaviour, but they can also be a form of offending. Inspectors will consider the school's use of alternative provision, including off-site directions, within the statutory guidance. If a school's use of alternative provision, inspectors may not to see evidence of the ways in which these have been carried out.

291. Inspectors will be not hold the school's number of pupils moving in and off roll, but this may not in itself mean that off-rolling is taking place.

Safeguarding

292. All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- always act in the best interests of children, pupils and students to protect them from harm, including abuse and neglect, and to promote their well-being and safety (Ofsted's SEND needs)
- identify children, pupils and students who may need early help, and who are at risk of harm or neglect, including those who are missing from education (including for home-school), planning or supervision
- secure the help their children, pupils and students need, and if required, referring in a timely way to those who have the expertise to do so
- manage safe recruitment and management about adults who work or volunteer with children, pupils, students and vulnerable adults

296. Inspectors will not grade the overall quality of a school's work. However, inspectors will make judgements about the school's effectiveness in safeguarding children and pupils and whether the arrangements for safeguarding children and pupils are effective.

297. Inspectors must always consider the school's most vulnerable pupils, vulnerabilities, and beyond simply measuring its outcomes, to evaluate the safeguarding culture that has been established in the school.

298. On all inspections, inspectors need to determine whether there have been any safeguarding incidents or allegations since the last inspection, and whether the school has been responsible and has taken or is taking appropriate action to deal with any allegations. [illegible]

299. On a very small number of cases, inspectors may not carry out a full-scale inspection, evidence or allegations of child abuse. Inspectors must not attempt to investigate allegations of child abuse. Inspectors should, however, be satisfied that a child's safety is not at risk, or, as appropriate, to be referred to social care or children's services department. The referral will normally be made by the safeguarding lead for the school/college. Safeguarding concerns, guidance for inspectors, p.4

301. If a child disclosure to an inspector that they are suffering or at risk of abuse, the inspector should follow the school's safeguarding procedures. The inspector should help their lead. Specific guidance on what to do in this situation is in the Ofsted's Safeguarding concerns, guidance for inspectors.

302. Inspectors should also be familiar with Keeping pupils, education and skills service, guidance. Inspectors have incidents will be consistent.

303. Safeguarding is ineffective when there are serious or widespread failures in the school's safeguarding arrangements that place pupils or vulnerable groups of children are not protected and statutory requirements are not being met, or because leaders, managers and those responsible for governance do not understand their safeguarding arrangements.

304. The following are examples of what ineffective safeguarding might include:

- Safeguarding allegations about staff members are not being handled appropriately.
- Children, pupils and students in particular groups of children, pupils and students do not feel safe or are not safe in school.
- Children, pupils and students have identified concerns that the school does not address concerns about their safety, including risk of abuse.
- For schools, pupils and students moving from school/sixth form part of the school/sixth form, but this is not addressed appropriately by staff.
- Pupils are not being taught how to keep themselves safe from serious common.

309. If inspectors consider considered the evidence that they collect that the effectiveness of the school's arrangements to safeguard pupils, by failing to pupils on inspection. Then safeguarding will be judged ineffective.

Sexual harassment, online sexual abuse and sexual violence

309. As part of assessing safeguarding, inspectors will consider the school's handling allegations and instances of sexual harassment, online sexual abuse and sexual violence. This includes checking:

- that the school has appropriate school-wide policies in place that make it clear that sexual violence and sexual harassment to pupils will not be tolerated and will be challenged in accordance with appropriate sanctions in place
- that the school's policies are reflected in its curriculum (see the relationships, sex and health education curriculum), and that there are suitable, age-appropriate, online classes, sexual violence and sexual harassment
- that the school's staff have appropriate knowledge of part 5 the government's keeping children safe in education guidance
- that all pupils are supported to report concerns about harmful sexual behaviour and feel they
- that concerns are taken seriously and dealt with swiftly and appropriately, and pupils are confident that this is case
- that comprehensive records of all allegations are kept

310. Inspectors will also ensure the schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective curriculum, pastoral support, supervision, and a clear, robust, safeguarding and behavioural policy in place. Inspectors will expect schools to be able to demonstrate that increase vulnerability or potential vulnerability such as mental ill health, domestic violence, substance misuse, and the impact of parents' or carers' mental ill health, exploitation and/or of bullying, pupils to report abuse (for example, pupils with children). Inspectors also seek to understand how any barriers that could prevent a pupil from making a disclosure, for example, communication difficulties, or pupils with SEND and children.

310. As set out in Inspecting relationships education, sex education and skills settings - Inspection and research analysis, among other things, it:

- ensures that sexual harassment, online sexual abuse and sexual violence are understood as a form of abuse, and that they are not accepted, dismissed, and pupils' a culture where this approach to behaviour is not
- where incidents are reported, understand how to handle reports of sexual violence and sexual harassment, including how to support victims and how to support the DSL/DDSP, a process, and their staff accordingly (including how to support the relationships, sex and health education)
- understand how to support victims, and if victim's being neglected or abused, as described in What to do if you're worried a child is being abused
- ensure that staff are able to if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks, including how to understand what constitutes a healthy relationship, and what does not

309. Inspectors will not investigate allegations of harmful sexual behaviour themselves, but they should be satisfied that it has responded to the appropriate and that it has acted appropriately.

310. Where schools do not have adequate provision in place, it is likely that safeguarding will be considered ineffective. This will have a significant impact on leadership and management, as explained below. Inspectors may also, depending on the circumstances, consider the school's leadership and management of pupils' development and attitudes judgements (particularly in respect of personal support and pupils feeling safe respectively).

The impact of safeguarding on the leadership and management judgement

311. When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, depending on the circumstances, where it is appropriate to judge a setting as requires improvement, rather than inadequate, if there is a significant proportion of pupils who are not being kept safe, or if there are one or more children who being harmed or at risk of harm.

Separation

311. A cohorts for schools to separate pupils on the basis of any protected characteristics such as, race, sex or faith, whilst at school, unless permitted by the Equality Act 2010.

- positive action is deemed a disadvantage associated with a protected characteristic. This could, for example, include pupils of one race or sex getting additional lessons in English or mathematics, or pupils with a disability being given priority for a place. Single sex schools, for gender for teaching purposes if the school has evidence that it improves pupils' academic outcomes (section 158).
- Separation of pupils into different competitive activities in which physical strength, stamina or physique are significant factors, for example, in sports, where it is allowed to organise separate events for boys and girls (section 195)

312. If an inspector believes that a school may be separating pupils, they will contact the duty desk. If separation is taking place, inspectors will ask the school's chair to inspection report.

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

314. Where appropriate, inspectors will also refer to the following guidance:

- Inspecting teaching of the protected characteristics in schools
- Separation by sex, implications for the inspection of mixed sex educational settings

Inspecting teaching of the protected characteristics

315. From the start of the summer term 2019, how a school meets the expectations of the Equality Act 2010 will be a key part of inspection. The relationships, sex and health education curriculum will contribute to the leadership and management judgement.

316. Inspectors will be sympathetic to schools that, as a result of the COVID-19 pandemic, have not been able to fully implement the new curriculum, provided that they:

- have had regard to the statutory guidance
- have taken reasonable steps to implement what they have implemented
- have clear and effective plans to address any gaps before the end of the 2020 to 2022 academic year

317. If a primary school does not teach about LGBT relationships, this will not have an impact on the leadership and management judgement as long as the school can set a convincing rationale for why it is not teaching about LGBT relationships. Inspectors will consider this, for example, if the lack of teaching is because all pupils are Muslim, and the school can show that it is teaching about Muslim relationships, and that it is not ordinarily exclusive or judgement for this better than requires improvement.

319. In all other cases, inspectors will expect to see that the school is working towards meeting the expectations of the DfE's statutory guidance. Inspectors will consider this, for example, if the school is teaching about LGBT relationships but not about disability, whose judgement for this better than requires improvement.

320. See Inspecting teaching of the protected characteristics, for further guidance.

Sources of evidence specific to leadership and management

320. Evidence could be received from a range of leaders' work, both currently and over time.

- meetings with leaders, including PVF school staff if appropriate, to discuss how well the school is implementing the PVF approach to early years provision
- meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act 2010, including those with SEND
- discussions with parents provided by the school that demonstrate the effectiveness of the school's provision
- interviews with staff and pupils to examine how well leaders have created a positive culture of learning
- front-loaded evidence gathered during the course of inspection
- responses to the staff and pupil questionnaires and Ofsted Parent View, these will be used to evaluate how well the culture that has been established is valued by staff, pupils and managers
- any evidence the school has from regularly surveying its staff and the ways in which it responds to their concerns and suggestions. This evidence, if it is available, sample about how well managers support leaders to tackle (serious) disruptive behaviour
- the school's annual patterns of pupil movement, discussions with school leaders, the local authority and parents provided by the PVF about these matters.

101. Inspectors will always report on the school's activity to gather the views of staff whether through the school's internal processes or through Ofsted's Parent View questionnaire. They will also this in the information about this inspection' section.

Grade descriptors for leadership and management

102. In order for the leadership and management of a school to be judged outstanding, it must meet all the grade descriptors below and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in leadership and management
- Governance is outstanding
- Leadership and management are exceptional

In addition, the following apply:

- Leaders ensure that the teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge is outstanding and is underpinned by research. This considerably improves the implementation of the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place between the school and its community. Parents' views are actively sought, identified, or pursued and learned from. They are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

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

Good (2)

- Leaders have clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practices. These are understood and followed throughout the academic and pastoral curriculum.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge. This is underpinned by a clear understanding of what is the appropriate use of assessment. The policy and subject knowledge of staff, including ECTs, build and improve over time. This includes building knowledge of how pupils learn and remember.
- Leaders ensure that all staff receive high-quality constructive their competencies of study. They provide the support of staff to make this possible. They create a culture where staff feel valued and their well-being is a priority.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement is purposeful and has a clear educational focus.
- Governors are aware that pupils' well-being and safety are their top priority. Governors ensure that they are realistic and constructive in the way they challenge and support the school. They have a good understanding of workload and how it is a response to COVID-19 and beyond during the transitional period.
- Leaders and staff foster bullying and harassment.
- These responsible for governance understand their role and carry this out effectively. They have a good understanding of the school's curriculum and strategy, that ensures it is managed well and that leaders are taking appropriate steps to improve it.
- These 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 duty and safeguarding.
- Staff, governors and managers are aware of the school's safeguarding arrangements, to which pupils who may need help or who are at risk of neglect, abuse, grooming or exploitation, help pupils reduce their risk of harm. Governors ensure that the school's PSHE and RSE curriculum teaches those who have the capacity to keep safe, and manage safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Governance is not good. Governors have set some expectations in safeguarding arrangements that are not high and do not meet those either of their being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following apply:

- The school's capacity to improve the quality of education, pupils' personal development or pupils' behaviour and attitudes is poor. Leaders are not clearly dependent on external support (PVF) support within a trust is not considered to be sufficient.
- Leaders are not strong enough to tackle weaknesses in the school.
- The improvements that leaders and those responsible for governance have made are not sustainable, or are not being sustained or extended.
- The school is systematically gaming for results, entering pupils for courses that are not in their educational best interest.
- Leaders are not ensuring that pupils who are excluded from the school will receive a formal, personal education or if the school is expected to be responsible to remove their child from the school, and leaders have been insufficient persistent in this matter.
- Leaders are not aware of, or are not taking effective action to address, the decline in the attainment or progress of disadvantaged pupils.
- Leaders, governors and managers do not ensure that safeguarding is effective in ensuring their governance, and that breach is serious because of the risk of its actual or potential negative impact on pupils. The proprietor/governing body does not ensure that the school has a safeguarding policy in place or cannot if and/or is because the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach of the law.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they are serious cause for concern. Leaders do not take insufficient action to remedy weaknesses following a serious incident.

Evaluating the quality of early years education in schools

329. Prepares the 2019 EYFS and the approach to evaluating the quality of early years education in schools within the COVID-19 context.

330. Inspectors are required to grade the standards of education and care in any early years provision in schools and to write about its effectiveness in the inspection report.

331. 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 are attending full-time or part-time.

332. The effectiveness of the arrangements for safeguarding children is a factor in the main judgement for the school.

333. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and staff plan, design and implement the curriculum
- the extent to which the curriculum and care practices meet the needs of the range of children who attend the school, including those with SEND
- the progress of children make in their learning and development and how well teaching and care practices prepare children for the next stage of their education
- how well children are being prepared for future educational experiences, including their key skills and an secure, confident and independent.

335. 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.

336. Inspectors will also consider how well the school's early years provision is being led by the proprietor/governing body and/or the school's leadership, and what need to get beyond the date as quickly as possible to ascertain how well the curriculum is being implemented. They will also consider how well the school's early years provision is being kept up to date (such as, for example, whether the school is making progress by drawing together evidence from a range of sources.

337. Schools that have 2 or more sites as part of their early years provision do not need to register that provision with Ofsted. We will inspect provision for 2- and 3-year-olds at the main site, and we will include the provision for 3- and 4-year-olds when the progress of children made in their learning and development is inspected. Inspectors should also note if any children receive additional funding.

338. Any site that is not registered for children in the early years age range, before 31 December in the year in which they turn 5, will be considered as part of the evaluation of early years provision.

339. Inspectors will consider how well Schools:

- leaders assess themselves that the aims of the early years Foundation stage (EYFS) are met and that it is actually challenging for the children in their care. Staff know that the content, sequencing and progression in the 7 areas of learning are secured and ambitious.
- the content of the EYFS curriculum is taught in a logical progression, and that it is a way that is sustained effectively, so that 3 years children the necessary knowledge and skills for 4 years.
- children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. In Reception, staff teach children to read and write, and to use their mathematical knowledge, skills and understanding to solve problems.
- staff develop children's communication and language through singing songs, nursery rhymes and stories.
- staff develop children's love of reading through reading aloud and helping children to enjoy stories.

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 bring children together to learn. It includes their interactions with children during planned and child-initiated play and learning, their management of children's behaviour, their assessment of children's developing, exploring, learning, encouraging, questioning, modelling, discussing, narrative tell what they are doing, facilitating and setting challenges. It takes account of the ways in which children learn and develop, including their emotional development as well as the structure and routines of the day that establish secure foundations. Helping teaching is how practitioners assess what children know, understand and can do, as well as what they need to learn next, and how they provide the environment, activities (effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

334. In addition, when observing provision for 2- and 3-year-olds, inspectors will consider the extent to which leaders and staff are:

- knowledgeable about the typical development and characteristics of learning for 2 and 3 years olds, including those who are disadvantaged and those with SEND
- aware of the significant differences in development between children who are 2 and 3 three approaching their fourth birthday
- ensuring that children are challenged, interested, and provide support appropriate to the individual needs of the child
- attentive to children's care needs and use times caring for them as an opportunity to extend their learning
- giving children time to learn, develop their skills and experiences, for them to mastery, quicker areas for play
- patient and attentive when playing 2- and 3-year-olds to express their ideas
- listening to children and responding to their verbal and non-verbal communication, rather than interrupting them

Grade descriptors for early years education in schools

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years education in schools
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's development, regardless of their ability, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is so strong that children are well prepared for their transition into Year 1, outstanding high level competence. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best outcomes possible.
- Children are highly motivated and are eager to learn. They are self-confident, cooperative, and demonstrating high levels of well-being and respect for others. They are well prepared for their future learning, particularly for secondary-school education.

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

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, skills and cultural capital they need to succeed in life.
- Leaders ensure that children across the early years foundation stage, including children who are disadvantaged, benefit from a curriculum that is sequenced and sticks for their future learning.
- Staff in the early years foundation stage provision acquire a wide vocabulary, communicate effectively with Reception, secure comprehension and language which gives them the foundations for future learning, especially in reading, writing and mathematics, and for their future learning.
- The school's approach to teaching reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences, and to read and write accurately.
- The school has the necessary academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They remove barriers to learning and provide support that is well-matched to children's needs. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonic knowledge.
- Staff ensure children are ready to children, promoting sustained and discussion about the subject matter being taught. They communicate well to children and use questioning to check their understanding and to challenge explanations to improve their learning. In doing, they expand and adapt their teaching as necessary.
- Children are encouraged to be curious and develop their knowledge, new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure children are ready for the next stage of their learning by fostering understanding numbers. The mathematics curriculum provides a strong foundation for more complex learning later on. Over the EYFS, teaching is designed to ensure that children are secure in the knowledge that they need to integrate new knowledge into their long-term memory. This is checked early staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary bureaucracy and workload for staff.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to help children to remember what they have learned.
- The curriculum and activities provided and support children's emotional security and development of their character. Staff teach children the rudiments of how to keep safe, such as how to cross the road, the Internet literacy (see paper 6 of the "Education Guidance for Inspectors and Schoolhouse Validation from September 2021", which set out the expectations of inspectors and schoolhouse validators). Leaders and staff of early years education in the provision children to learn.
- Staff give clear messages to children about what it is important to eat, drink, and how to keep themselves healthy. They teach children how to use tools and risks and challenges so they can develop their understanding of how to keep themselves healthy.
- Staff have high expectation for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how it is taught to their children.

Impact

- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it effectively. They are ready for the next stage of their learning, with the knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school. If applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children are well-prepared for the demands of the Year 1 curriculum.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children have developed a love of learning and are ready to learn independently.
- Children sleep, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. They can ask and answer questions about what they have heard, language across the 7 areas of learning.
- Children demonstrate their positive attitudes by learning through high levels of concentration, persistence, and by being curious. They are confident and positively to adults and other children. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are developing a secure knowledge of feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

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 apply:

- The provision and implemented curriculum does not meet children's needs or is not providing sufficient foundations for the next of their schooling.
- Leaders and/or staff have a poor understanding of the areas of learning they teach and the impact of early years education.
- Assessment is rarely accurate/sense. It is unhelpful in determining what children need to learn next.
- By the end of Reception, children cannot communicate, read or write and phonically decodable words as well as they should. They do not have basic mathematical knowledge and skills they need.
- Children are not prepared for the next stage of their learning and are not ready for those who receive additional funding or have SEND. Strategies for engaging these children with their parents and how well their child is being helped to bring their improve.
- The attainment and progress of children, particularly those who are disadvantaged, are not being tracked or the information is not being used to inform instructions, indicating that children are underlearning considerably.

Evaluating sixth-form provision in schools

336. Inspectors are required to grade the quality of education in any sixth-form provision in schools and to write about its effectiveness in the inspection report. Inspectors must use all their evidence to evaluate what it is like to be a student in the sixth form.

337. The effectiveness of the arrangements for safeguarding students is reflected in the main judgement for the school.

338. Inspectors should take account of the key judgement areas in the evaluation schedule. They should consider:

- the extent to which students and teachers have high expectations for attainment and progress and the effectiveness of the systems they use to monitor and develop the quality of sixth-form programmes for all students, including the most disadvantaged students and those with SEND
- how leaders and teachers develop a curriculum that provides students with high mathematics and English for those young people without GCSE grades 9 to 4 or 9 to 5 and ensures that students who are experienced in industrial placements or work qualifications achieve 16 to 19 study programmes
- the effectiveness of high-quality impartial careers guidance in enabling all students to make well-informed, ambitious, and realistic decisions about their future, including further learning when they are ready to do so.

339. Through observing teaching and learning activities and by holding discussions with students, leaders and support staff, inspectors will consider how well:

- students develop personal, social and independent learning skills
- students achieve high levels of practical competence and skills
- students' conduct and attitudes, including in non-qualification or enrichment activities, are consistently good. Students are known for independent and higher levels of study.

340. Inspectors will appreciate(including being and?) and technical education programmes are not in the scope of section 8 or section 9 inspections of schools.

Grade descriptors for sixth-form provision

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of sixth-form provision in schools
- The quality of sixth-form provision provided is exceptional.

In addition, the following apply:

- The sixth-form curriculum is ambitious and has some ambitious consistently demanding curriculum goals. It matches the aims of the curriculum in being ambitious and meeting the needs of students, including those with SEND and adds flexibility and distinctive.
- The impact of the taught curriculum is strong. Students acquire and develop knowledge and skills across the curriculum, including in English and mathematics.
- Sixth-form students demonstrate outstanding highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.
- The sixth-form curriculum is strongly focused on students' personal and social development. The sixth-form goes beyond the expected, so that learners are well-prepared for life in modern Britain and for their next stage of learning, important to contribute to society to society. This is achieved through activities that strengthen considerably the sixth form's offer.

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

Good (2)

- Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with SEND, the knowledge, skills and cultural capital they need to succeed in life. Leaders ensure that 16 to 19 study programmes, 16 to 19 sixth-form students achieve that they are in the process of bringing this about, and are making any necessary improvements in response to the pandemic.
- The curriculum is extending planned and sequenced to ensure that students sufficient knowledge and skills for future learning and employment. 16 to 19 study programs are in the process of bringing this about, and are making any necessary improvements in response to the pandemic.
- Teachers ensure that students, and in sixth-form students, including those with SEND and those who have left school. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet the needs of students with SEND. Teachers ensure that 16 to 19 study programs achieve that they are in the process of bringing this about.
- Sixth-form students study the intended curriculum. The school ensures this is sustained and that students are well-prepared for life in modern Britain. Students education is integrated into course(s) of study, and is well-designed to support the wider implementation of the school's curriculum.
- Students are well-prepared for life in modern Britain and for their next stage of learning. Leaders provide effective support for those teaching sixth-form and seek advice of teachers. When relevant, teachers have extensive and up-to-date knowledge of the subject matter they teach.
- Teachers present information and demonstrate skills clearly and coherently, appropriate consideration of the subject matter being taught. They check students' understanding and address any misunderstandings or misconceptions. Teachers ensure that students are well-prepared for their next stage of learning, including for further study or employment.
- Teachers and leaders use assessment to inform teaching. They utilisation to inform teaching and to inform students of their next steps in learning. They provide students with high-quality feedback and ensure that students understand different and lasting points and gaps as a result of their progress. Leaders understand the limitations of assessment and do not use it in a way that unnecessarily increases workload for staff.
- Teachers create an environment that allows students to focus on learning. The resources and materials that teachers select and produce – including, where relevant, those that are digital – are of high quality and support students' ambitious intentions for the course of study. These materials contribute to the intent of a coherently planned curriculum, sequenced towards ambitious outcomes, and are well-suited to students' learning independent living and employment.
- Students develop detailed knowledge across the curriculum and, as a result, are well-prepared for life in modern Britain and for their next stage of learning, sustained progress that meet identified and mounted learning goals in their study programmes. Where appropriate, this is reflected in results in national performance tables that meet government expectations, or in the qualitative of other students.
- Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need to benefit from what the school or its destinations that meet their interests, aspirations and relevant courses of study. Students with high needs have greater independence in making the transition to adulthood.
- Students have high attendance and, if applicable, their attendance to their education are positive. Where relevant, attitudes improve over time.
- Students are well-prepared for life in modern Britain and for their next stage of employment or training. It does this through providing, relevant information to all about potential next steps. High-quality, up-to-date and locally relevant information, advice and guidance is provided to students to make connections with the world of work.
- Leaders and staff create an environment in which students feel safe because they are confident that bullying, including cyberbullying, discriminatory and sexual abuse – including or offline. Staff and students are kind to each other consistently and effectively.
- Students have a well-developed appropriate understanding of healthy relationships and how to maintain them, including online.
- Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need to benefit from what the school or its destinations that meet their interests, aspirations and relevant courses of study. Students with high needs have greater independence in making the transition to adulthood.
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- Leaders and staff create an environment in which students feel safe because they are confident that bullying, including cyberbullying, discriminatory and sexual abuse – including or offline. Staff and students are kind to each other consistently and effectively.
- Students have a well-developed appropriate understanding of healthy relationships and how to maintain them, including online.

Requires improvement (3)

- The quality of education in the sixth form is inadequate.

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 learners with a high quality education.
- The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in modern Britain.
- Teaching assessment and feedback ensure that teaching fails to meet students' needs.
- The attainment and progress of students are consistently low and show little improvement over time, indicating that students are underachieving significantly.
- Students do not develop or improve the English and mathematical skills they need to succeed in their next year or stage of education, or in training or employment.
- 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. Teaching, management, motivation or administration of their programs and courses.
- The proportion of students who withdraw from students' courses is unknown or information about potential reasons, high quality careers guidance, or opportunities for encounters with the world of work.

Part 3. Applying the EIF in different contexts

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

242. During discussions with infant, junior, primary and lower-middle schools, inspectors focus on how well pupils are learning to read. They also consider how well pupils' reading skills are developed. Inspectors also look at how well the teaching of early reading and phonics is being managed. They also look at how well the teaching of early reading and phonics is being monitored and how well the teaching is being adapted to meet the needs of pupils who need to catch up. They also look at how well teachers are understanding how reading is taught normally, where applicable.

243. Inspectors listen to several pupils reading aloud to them. They do this to read from unseen books appropriate to their stage of phonics. Footnote 73 They also look at how well pupils are developing their knowledge of phonics, reading, phonic decoding, phonics, covering clear, high-quality and secure texts.

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

- the school is determined that every pupil will learn to read, regardless of their circumstances, and that the school's leaders have made this a priority, rather, sufficient progress to read at a revised age-related expectation.
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' knowledge and understanding of themselves and the world, and to develop their vocabulary in a wide range of stories, poems, rhymes and non-fiction.
- the school's phonics programme matches or exceeds the expectations of the government's phonics framework, and that it is fully implemented, so that pupils are taught to read accurately and fluently by the end of Year 2.
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers use these books to teach pupils to read, so that pupils can read words that the phonics programme has prepared them to know, both at school and at home
- reading, including the teaching of phonics, synthetic phonics, is taught from the beginning of Reception.

245. The development of pupils' phonics progress is sufficiently frequent and detailed to identify any pupils who are falling behind the programme's pace. If they do, tailored, targeted support is given immediately.

246. The school has developed effective procedures for the teaching of phonics and reading.

Applying the EIF to the teaching of mathematics

247. When inspectors look at mathematics, they will evaluate the quality of a school's mathematics curriculum. They will also look at how well the school's teaching of the mathematics curriculum is being managed. They will also look at how well the school is monitoring and adapting it. They will include understanding how mathematics is taught, where applicable.

248. Inspectors will consider which ideas the school has been to learn and why:

- pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms. This should show ensure that pupils are ready for the next stage, whether that is the next lesson, the next year or the next stage of education, training or employment.
- the school's curriculum plan for mathematics carefully sequences the knowledge, concepts and procedures to build mathematical knowledge and skills systematically over time. The curriculum plan shows connections between different strands of mathematical ideas.
- the curriculum plans now material into manageable steps lesson by lesson. Teachers use this material to teach pupils mathematical knowledge, concepts and procedures. Teaching sequences and lesson plans make connections between mathematical ideas or to anticipate practical problems they are likely to encounter in life. Teachers use this material to teach pupils mathematical knowledge, concepts and procedures. Teaching sequences and lesson plans make it clear what pupils are to succeed in the specific topic.
- teachers use high-quality tasks and lesson opportunities planned to revisit previously learned knowledge, concepts and procedures. this is ensures that pupils remember mathematical knowledge becomes deeply embedded in pupils' memories. This then enables pupils to recall and use this knowledge fluently. Teachers use high-quality resources, ensuring that mathematical knowledge, concepts and procedures, and gain enjoyment through a growing self-confidence in mathematics.
- there is flexibility in curriculum planning so that the school can adapt to meet the pupils' mathematical knowledge that hinder their capacity to learn and apply new mathematical knowledge. This includes providing pupils with additional time or opportunities to learn the mathematical knowledge and skills they need to keep with their peers.
- the school uses assessments that can identify when all pupils have gained the intended understanding and procedures competence in mastering concepts and procedures necessary before they move to a new or more complex content. Teachers use these assessments to identify misconceptions that hinder pupils's ability to understand the mathematics they are learning.
- all teachers of mathematics, including non-specialist teachers of mathematics, have sufficient subject knowledge to teach the school's mathematics curriculum effectively.
- pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum.

Applying the EIF in maintained nursery schools

247. Inspectors Ofsted 20 outline our approach to evaluating the quality of early years education in maintained nursery schools within the COVID-19 context.

248. Maintained nursery schools are early education providers that are rapidly constituted as schools. This is why we inspect them using the school inspection framework. Inspectors will use the EIF to inform their judgements about the quality, delivered curriculum and of each non-teacher and qualified teacher delivered.

249. Maintained nursery schools tend to have more disadvantaged children and children with more complex needs than other schools. Footnote 74 They also have a high proportion of children attending identified as having SEND. Footnote 75

250. All parts of the EIF apply to maintained nursery schools and to early years provision in maintained schools. However, as with all provision, maintained nursery schools have some specific factors that should be taken into account. Inspectors will gather and evaluate evidence on:

- how well leaders identify children's varying starting points, particularly those children with SEND
- how well leaders develop and adapt the EYFS curriculum so that it is sequenced to meet children's needs and diagnosis needs
- how well leaders and teachers use assessment, including, where necessary, other professionals/specialists advice in deciding how best to support children
- whether leaders are ambitious for all children and consider their cultural capital when planning the curriculum, including for children with SEND
- how well leaders include disadvantaged pupils and those with SEND in the school's curriculum
- how well the children's learning and development are shared with parents as required by the EYFS, and the parents' views are supported by their child's learning and development
- the extent to which staff use the 3 areas of learning to introduce children to new concepts, ideas and names, and to develop children's love of stories, songs, rhymes and rhythm
- relevant findings from evaluation of the local area's arrangements for identifying, assessing and meeting the needs of young children with SEND (SEND review).

251. Inspectors will use all their evidence to evaluate what it is like to be a child in the provision.

252. Inspectors will spend most of the inspection time gathering first-hand evidence by observing children in their setting, talking to their parents and carers, and talking to and also discuss children's development with staff. Much of this will be informal and incidental conversations prompted by observing the children at play and the interactions between children and staff.

253. The choice of learning methods is a decision for providers. They should be able to judge the quality of the provision in relation to the impact it has on children's learning, development and well-being.

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

254. There are some schools that start and stop at non-standard ages for pupils, so we take into account education/training provision.

255. Pupils at junior schools, on average, have higher attainment scores at the end of Year 6 than those at primary schools. Pupils at middle schools, on average, do not have lower progress scores. They may be in a variety of reasons, including that they are in this KS2 school when transferring their results with those of pupils in schools that start and finish at the end of KS2.

256. Pupils at middle schools, on average, have higher attainment than those at primary stage 2 their pupils at primary schools. Due to the age range of pupils at middle schools, their results at the end of KS2 are based on a smaller cohort of pupils (fewer than two stage 2 tests and will have a number of years left at the school. Inspectors will take this into account when comparing pupils' results for those of schools that start educating their pupils from the beginning of key stage 2.

257. The government's ambition for all mainstream secondary schools is to 70% of pupils to be entered for the English Baccalaureate (EBacc) by 2025. Inspectors specifically does not apply to university technical colleges (UTC) and studio schools because they provide a specialised technical and professional education.

258. Inspectors will use the EIF to inform their judgements about the quality of provision within the UTC and studio schools. These establishments typically recruit pupils at age 14 and have a focus on preparing pupils for their future careers. Inspectors will also consider how well these pupils are being prepared for destinations at the UTC or studio school.

259. In common with all inspections covered by this handbook, when inspectors are evaluating these types of school either as a junior or a school in a broader 3-19 school, not look at non-statutory/non-statutory pre-and attainment data. Inspectors will be interested in the school's own assessment information, including formative assessment information, but they will not examine or verify that information for inspection. Inspectors will still use published national performance data as a starting point on inspection. Inspectors will also consider the school's use of the EBacc and its approach to teaching its curriculum to ensure that it is fulfilling its aims.

Applying the EIF in special schools and in mainstream schools' provision for pupils with SEND

260. 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 cognition and learning. Other pupils with SEND may have less severe needs but still have long-term barriers. Other pupils have starting points at stage as high as other pupils of their age. For instance some pupils with sensory impairments.

261. As parts of the EIF apply to state-funded and non-maintained special schools and to early years provision in maintained schools, inspectors will use the EIF to evaluate how well pupils with SEND are receiving a curriculum that is ambitious and suitable for their needs. Inspectors will gather and evaluate evidence on:

- whether leaders are ambitious for all pupils with SEND
- how well leaders identify the needs of pupils with SEND including pupils with SEND who are not receiving and/or receiving education, health and care plans
- how well leaders develop and adapt the curriculum so that it is coherently sequenced to pupil's needs. Inspectors will pay particular attention to pupils with SEND who are in the school's sixth form
- how well leaders ensure that teachers are trained to teach the school's curriculum so that pupils with SEND can access it
- how well leaders include pupils in all aspects of school life, giving particular emphasis on how well leaders prepare for their next steps in education, employment or training, including pupils with SEND
- how well schools assess pupils' learning and development, and whether pupils' outcomes are improving as a result of the different or adapted curriculum
- how well leaders include pupils in all aspects of school life, giving particular emphasis on how well leaders prepare for their next steps in education, employment or training, including pupils with SEND
- how well schools assess pupils' learning and development, and whether pupils' outcomes are improving as a result of the different or additional curriculum they receive. Inspectors will also look at how well the school's sixth form provides a valid offer Footnote 77

262. Inspectors will also consider whether provisions offers their significant complex vulnerabilities. In the same way as with other inspections, they will look at the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils with SEND. Inspectors will be sensitive to safeguarding risks, including those of COVID-19 pandemic.

267. If pupils in PRUs, and other alternative providers, attend off-site alternative provision, inspectors will consider how well the school/PRU ensures that it is safe and effective in promoting pupils' progress. Inspectors must visit a sample of the alternative provision.

268. PRUs and other alternative providers have different objectives from other schools, related to the reasons why a pupil is placed in alternative provision, the needs of the pupils and the length of time they are expected to be in the provision. Many pupils in alternative provision work part-time, in a PRU that provides them with a timetable that is excluded pupils or those at risk of exclusion, the core work may emphasise specific aspects of the curriculum, such as English and mathematics. Footnote 78 Some academy/alternative provision academies are in the aiming to develop pupils into mainstream schools. Alternative provision may also offer services to schools and other providers, such as outreach work, or provision for pupils who are not on their roll. Although, the alternative provision setting may be optimising the learning for these pupils. Inspectors will evaluate schools' success in these areas, while bearing in mind that we expect full-time education/training/educational experiences for pupils.

269. Inspectors will take the school's official records as a starting point for discussions with leaders. Inspectors will also consider how well the school/PRU knows its pupils, their friendship, socio-emotional behaviours and how well the school/PRU knows the pupils' academic and other needs. Inspectors will also consider how well the school/PRU ensures that the school or alternative provider of the pupil. Inspectors will take into account the number of pupils in the provision and the corresponding evidence for leaders' and governors' oversight.

270. Often, pupils attending PRUs and other alternative provisions have had poor attendance in the past. Inspectors will evaluate how well the school/PRU and alternative from their starting points when this is relevant. Inspectors will also evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils and the clarity of their alternative provisions. If schools use alternative provision, pupils are not attending other provision or placements in addition, inspectors will evaluate how well the school/PRU knows the pupils' attendance and how well the school/PRU ensures that the pupil is safe and receiving a suitable education. These timetables should not be open-ended and should result in each full-time education of pupils.

271. Providers/the PRU that use alternative provision are often complex. Some pupils are on roll in one alternative and meetings with a range of service and agencies. Inspectors will need to see how well the school/PRU knows the pupil's attendance and how well the school/PRU ensures that the pupil is safe and receiving a suitable education. Inspectors will also consider how well the school/PRU knows the pupil's attendance and how well the school/PRU ensures that the pupil is safe and receiving a suitable education. Inspectors will take into account the number of pupils in the provision and the corresponding evidence for leaders' and governors' oversight.

272. Inspectors will also consider how well the school/PRU knows its pupils, their friendship, socio-emotional behaviours and how well the school/PRU knows the pupils' academic and other needs. Inspectors will also consider how well the school/PRU ensures that the school or alternative provider of the pupil. Inspectors will take into account the number of pupils in the provision and the corresponding evidence for leaders' and governors' oversight.

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

273. Inspectors of the EIF apply to PRUs and other alternative provision in free schools and academies. Footnote 79 In the same way that all school inspections, inspectors will use PRUs and other alternative providers. Inspectors will gather and evaluate evidence on:

- how well leaders identify, assess and meet the needs of pupils when they first begin attending the PRU or other alternative provision, including pupils with SEND
- how well leaders develop and adapt the curriculum so it is coherently sequenced to meets pupils' needs, starting points and expectations for the future, including pupils with SEND
- how well leaders include pupils in all aspects of school life, giving particular emphasis on how well leaders prepare for their next steps in education, employment or training, including pupils with SEND
- how well schools assess pupils' learning and development, and whether pupils' outcomes are improving as a result of the different or additional curriculum they receive. Inspectors will also look at how well the school's sixth form provides a valid offer Footnote 80

274. Inspectors will also consider whether provisions offers their significant complex vulnerabilities. In the same way as with other inspections, they will look at the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils. Inspectors will be sensitive to safeguarding risks, including those of COVID-19 pandemic.

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Instructions may vary depending on which internet browser you use, such as Internet Explorer or Google Chrome, and the type of device you use, such as a phone or laptop. You can find your web browser's help pages here:

- Internet Explorer
- Google Chrome
- Microsoft Edge
- Safari

In this handbook, any references to the Ofsted Inspection Handbook 2021 refers only to amendments made to the Education and Inspections Act 2006, the Education and Skills Act 2008, the Apprenticeships Act 2009 and the Education Act 2011.

1. Ofsted's Inspection of local authority children's services (ILACS) framework, https://www.gov.uk/government/collections/inspection-of-local-authority-children-s-services-ilacs
2. Ofsted defines the transition period as the period for which transition arrangements are in place, which is the school's first two years of operation.
3. The Secretary of State for Education decided that the EYFS profile assessment was optional for academies until 31 August 2021. However, all academies, including those in their transition period, were required to administer the EYFS profile for Year 1 teachers and its parents, if they are possible. The EYFS profile was dropped only in 2021 for all academies. Inspectors will not expect academies to administer the EYFS profile.
4. There is a separate handbook for inspections carried out under section 8 of the Education Act 2005.
5. This includes all academy family schools, sponsor led academies, academy converters, free schools, University technical colleges (UTC), studio schools, and other technical colleges and studio schools. The further education and skills inspection handbook applies to 16 to 19 academies.
6. Section 48 inspections are carried out by the Education (Pupil Referral Units) (Application of Inspections) (England) Regulations 2010 and the Education (Pupil Referral Units) (Inspections) (England) Regulations 2010 as amended by the Education (Pupil Referral Units) (Inspections) (Amendment) (England) Regulations 2019.
7. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
8. Section 5 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
9. Section 8 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
10. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
11. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
12. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
13. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
14. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
15. Section 48 of the Education and Inspections Act 2006 (as amended by the Education and Skills Act 2008, the Apprenticeships, Skills, Children and Learning Act 2009, the Education Act 2011 and the Education and Adoption Act 2023).
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37. Under regulation 4 of the Education (School Inspection) (England) Regulations 2005. ↩
38. Prescribed under section 7 of the Education Act 2005. ↩
39. Inspectors will respect COVID-19 safety measures agreed with the school leadership when engaging with pupils, formally and informally. ↩
40. Inspectors should take account of the specific context of the school in deciding who to include in the invitation. For example, this may include inviting diocesan representatives for a multi-academy company. ↩
41. In the case of an academy made subject to special measures, the lead inspector will make a recommendation on whether the academy may appoint ECTs. ↩
42. 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. ↩
43. In law, this is referred to as 'requiring significant improvement'. ↩
44. As set out under section 44 of the Education Act 2005. ↩
45. If neither quality of education nor personal development is 'inadequate', inspectors must conclude that the school is giving an acceptable standard of education. ↩
46. Described in the section as 'requires significant improvement'. ↩
47. Rebrokerage takes place when the Secretary of State terminates academy arrangements using the powers in sections 2A to 2D of the Academies Act 2010 and enters into new academy arrangements for the same school or schools under section 1 of the Academies Act. ↩
48. As set out in the school inspection handbook: Section 8. ↩
49. The term 'report' is used to describe the formal written outcome from the inspection. ↩
50. Under section 14(4)(c) of the Education Act 2005. ↩
51. The national curriculum sets out requirements for English, mathematics, science, physical education and computing in key stages 1–4; for art and design, design and technology, geography, history and music in key stages 1–3; for languages in key stages 2–3; and for citizenship in key stages 3–4. Schools will be required to teach 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. ↩
52. Under The Education Act 2002 for state-funded schools and section 1A of the Academies Act 2010 for academies, state-funded schools are also required to teach basic curriculum; promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Maintained schools must teach the national curriculum. Academies must include English, mathematics, science and religious education in their curriculum. ↩
53. Some schools are exempt from the learning and development requirements of the EYFS, where this is the case, the expectation would be that pupils are able to read and write fluently by Years 5 to 6. ↩
54. See sections 3.1 and 3.2, National curriculum in England: framework for key stages 1 to 4. ↩
55. You can find more information about Ofsted's interpretation of remote education in What's working well in remote education. ↩
56. Work for some pupils, such as those who have profound or multiple learning difficulties, includes relevant assessment information such as photographs, video and records of observations made by teachers and teaching assistants. ↩
57. This does not include relevant assessment information (such as photographs, video and records of observations) made by teachers and teaching assistants for pupils who have profound or multiple learning difficulties. ↩
58. Although they will consider the school's use of assessment. ↩
59. See Chapter 8: Preparing for adulthood from the earliest years, Special educational needs and disability code of practice: 0 to 25 years. ↩
60. As per section 5 of the Education Act 2005. ↩
61. Inspectors will consider how successfully the curriculum is enriched and extended for pupils in special schools, taking into account specific factors such as the local area's arrangements for providing home to school transport for children with SEND. ↩
62. Under the Equality Act 2010. ↩
63. In this handbook, a reference to a MAT includes multi-academy companies. ↩
64. 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 this should work can be found in the DfE guidance Multi-academy trusts: establishing and developing your trust. ↩
65. See: 'Safeguarding and remote education during coronavirus (COVID-19)'. ↩
66. See section 5.6 of 'Inspecting safeguarding in early years, education and skills settings'. ↩
67. Taking into account any exemptions from the learning and development requirements of the EYFS. ↩
68. 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. ↩
69. Non-qualification activities may include tutorials, work to develop study, leadership teamwork, self-management skills and volunteering. ↩
70. 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. ↩
71. Maintained nursery schools in the early years sector: role and contribution. DFE-RR895 February 2019 ↩
72. See Special educational needs and disability code of practice: 0 to 25 years, DfE and Department of Health, January 2015, section 8, preparing for adulthood from the earliest years. ↩
73. All registered children's homes will undergo at least one inspection in a year. Every children's home receives a full inspection, and some children's homes will also be subject to an interim inspection. All inspections are carried out in line with the 'Social care common inspection framework (SCCIF): children's homes, including secure children's homes'. ↩

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