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Guidance

Ofsted's handbooks and frameworks updates: January 2024

Updates that will be made to our handbooks and frameworks following changes to the way we work.

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Applies to England

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This is a temporary page while we update our frameworks and handbooks. The changes in each handbook are set out below. We have updated some handbooks in full. Where we have done this, we have added a link to the published handbook in the relevant section.

Accreditation visits to online providers handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Quality assurance' section

[Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during visits fairly and with the respect and sensitivity they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]
The lead inspector must ensure that accreditation visits are carried out in accordance with Ofsted's code of conduct.

Updated wording added to the 'Overview' section

The purpose of an accreditation visit is to assess whether the provider meets the standards for online education. This assessment allows the DfE to decide whether or not to accredit a provider. Inspectors will not make graded judgements (such as good or outstanding) during an accreditation visit.

[The focus of an accreditation visit is on provision for children rather than the specific individuals that work in a provider. However we will look at how individuals within settings are able to work, or work together, to meet the online education standards and ensure that all children are receiving a high quality education.]

New '[Involving leaders and governance in visits]' section

[At the heart of our accreditation visits is a professional dialogue between inspectors and leaders, and so the lead inspector will agree a process for keeping leaders informed of progress throughout the visit.

This will normally mean regular meetings with the person responsible for day-to-day leadership and management of the provider at the start, middle and end of each day, to allow them to raise any issues or concerns or to seek clarification, including related to the conduct of the visit or of individual inspectors.

The lead inspector will invite the person responsible for day-to-day leadership and management of the provider to observe the inspectors' team meeting at the end of the first day of an accreditation visit. At least one other member of staff may attend the meeting to support them. This should typically be someone who deputises for them who can understand and discuss the educational content of the meeting with the person responsible for day-to-day leadership and management of the provider. Additional members of staff may attend at the discretion of the lead inspector, but attendees should be few in number to allow for a productive conversation in the time available. The lead inspector will make clear that attendance at the meeting is optional, and that they may leave at any point if they wish.

If they choose to attend the meeting, leaders will observe inspectors bringing the evidence together. This will help leaders to decide what they want to draw inspectors' attention to, clarify any matters of fact and contribute to the construction of the day 2 timetable.

Where accreditation visits are led by a single inspector, the lead inspector will have a short discussion with the person in charge

of leadership and management of the provider to set out the emerging and final findings.]

Updated wording added to the 'Providing feedback' section

An accreditation visit will end with a feedback meeting. This may be attended by the proprietor or proprietor body (including as many members as are available); the person responsible for day-to-day leadership and management; members of a governing board (where a provider has one); and other senior leaders.

[The lead inspector may agree that other leaders can attend. If the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback and will therefore discuss with the person responsible for day-to-day leadership and management of the provider which other people may attend to ensure the necessary support for leaders.

Attendance at the feedback meeting is voluntary and any attendee may leave at any time, including leaving for a short time and then returning.]

During this meeting, the inspector will set out:

- which standards the provider has met and which (if any) it has failed to meet, and why
- that the DfE is the accrediting body and will ultimately decide whether the provider is awarded accreditation after Ofsted's final report is published
- any recommendations for improvement
- that the inspector's assessment of which standards the provider has met and which it has failed to meet are provisional, and so may change as a result of quality assurance procedures or moderation, and must, therefore, be treated as restricted and confidential to the relevant senior staff (as determined by the provider). Information about the outcomes of the visit should be shared more widely only when the provider receives a copy of the final report
- that the main findings of the visit and the main points provided orally in the feedback meeting, subject to any change, will be referred to in the text of the report, although the text of the report may differ slightly from the oral feedback
- the next steps following the visit, including moderation, quality assurance and the publication of the report
- that the person in day-to-day charge of the provider or the proprietor is invited and encouraged to complete the post-

inspection survey

- the procedure for making a complaint about the visit

[The inspector will also set out that the outcomes of the visit should not be made public or shared with parents until a final report has been published.]

Leaders may also share visit outcomes, in confidence, with others who are not involved with the provider. This may include leaders' colleagues, family members, medical advisers and/or their wider support group.]

Updated wording added to the 'Deferrals' section

If the provider asks us to defer the accreditation visit, we will consider this request on its merits, referring to the principles set out in our deferral policy.

[An online provider may make a request during the initial notification phone call, or at the earliest opportunity afterwards before the start of the visit. We will not normally consider requests for deferral if we receive them after 4.30pm on the day the provider is notified.]

Generally speaking, we will only defer an accreditation visit in exceptional circumstances of the kind set out in our deferral policy (see circumstances for deferring Ofsted inspections and visits). The examples given there do not provide automatic grounds for a deferral and are not exhaustive. We must consider each case separately and on its own merits.

Providers should note that, since they only need to have 1 full-time pupil of compulsory school age in England to be eligible for the scheme, we are unlikely to defer a visit on the grounds that the provider is educating very few pupils at the time of the visit.

If we refuse the deferral request and the provider decides to withhold its consent for the visit to take place on the dates proposed, we will treat the application for accreditation as withdrawn and will notify the DfE. If we need to treat the application as withdrawn in these circumstances, we will not refund any payments made by the provider.

Updated wording added to the 'Notice of an accreditation visit' section

The lead inspector will usually contact the provider by telephone 1 day before the accreditation visit. The inspector will ask to speak to the person in charge of the provider day to day. If this person is not available, the inspector will ask to speak to the proprietor or the most senior member of staff available.

During the phone call, the lead inspector will:

- introduce themselves and any other members of the team that will carry out the visit
- explain the purpose and format of the visit
- explain the expectations set out in Ofsted's code of conduct and ask leaders to read it
- arrange meetings with senior leaders, curriculum leaders, proprietors, parents and pupils
- discuss how inspectors can access online learning activities
- confirm information about the provider and its pupils
- give the provider an opportunity to ask any questions

[This is an opportunity for the provider to update the lead inspector on any changes to the provider's operations, policies or context. We understand that there is a great deal of information to be discussed at this stage of the visit. For this reason, it may be helpful to discuss these elements in two or more separate conversations with a break in between, involving other members of senior staff if this is helpful. The lead inspector will discuss what will work best for the provider.]

Updated wording added to the 'The start of the visit' section

Once they are on site, inspectors will provide identification and will hold an initial meeting with the person responsible for day-to-day management of the provider.

During this meeting, they will:

- confirm the timetable for the visit, including observations of teaching
- discuss access to the providers' records
- arrange meetings with staff, pupils and parents

[The lead inspector will also check on the well-being of the person responsible for day-to-day leadership and management of the provider, and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact whoever is responsible for the well-being of the person responsible for day-to-day leadership and management of the provider on a day-to-day basis, so that they can pass on well-being concerns when appropriate and necessary.]

We encourage the person responsible for day-to-day leadership and management of the provider to have at least one other

senior leader present during this meeting, to assist and support them. This will usually be staff who typically deputise for them. They may also wish to have someone present to take notes.]

Updated wording added to the 'Seeking the views of pupils, parents and staff during an accreditation visit' section

Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues, or concerns about serious misconduct, bullying or criminal activity. The inspector will share these concerns with the designated safeguarding lead at the provider. If the designated safeguarding lead does not make an appropriate referral to the local authority, then the inspector will consider making a referral.

[Meetings with parents must take place without the presence of any leaders or staff, unless there are exceptional circumstances.

During the visit, inspectors will need to speak to staff in a range of different roles. They will do so in line with our code of conduct, and at all times must act with professionalism, courtesy, empathy and respect.

Staff (including leaders at all levels) may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors.

Inspectors should take careful account of the well-being of leaders and staff and adjust their approach or activity, as appropriate, as they go about their work in the best interests of pupils. If inspectors see or suspect that a staff member (including all leaders) is upset or distressed at any point during the visit, inspectors should respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The lead inspector should contact their Senior His Majesty's Inspector to discuss what action to take.

As with meetings with pupils and parents, meetings or telephone discussions with those responsible for governance should take place without leaders being present (except where leaders are also trustees), unless there are exceptional circumstances that have been discussed with the lead inspector.]

Updated wording added to the 'Safeguarding' section

We base our assessment of the effectiveness of providers'

safeguarding arrangements on pupils who live in England. However, in rare cases, such as when the inspector encounters information during the visit that gives them cause for concern, we may consider evidence relating to international pupils.

[Inspectors may identify minor improvements that need to be made to the provider's safeguarding practices during an accreditation visit, such as administrative errors in paperwork or out-of-date policies. Some of these improvements may be rectified easily before the end of the visit. Where this is the case, inspectors will have a constructive and professional conversation with leaders so that the school has every chance to make these minor improvements.]

Updated wording added to the 'Arrangements for publishing the report' section

Reports may be quality assured before we send a draft to the provider. In most circumstances, the provider will receive the draft report within 5 working days of the end of the visit. We will also send the draft report to the DfE. [Leaders may share the provisional outcome and findings with governors/trustees and whoever they deem appropriate. However, the information should not be made public or shared with parents.]

Updated wording added to the 'Handling concerns during an accreditation visit' section

Most of our work is carried out smoothly and without incident. If concerns arise during an accreditation visit, they should be raised with the inspector as soon as possible, so that the issue can be resolved before the visit finishes. The inspector should seek advice as necessary, and record both the concern and the actions taken in response in the evidence for the visit.

[If there are any concerns that it is not possible to resolve with the lead inspector during the visit, the headteacher, another senior leader, the local authority or a trust representative can contact a senior Ofsted leader using the email address provided during the notification call.

If an issue remains unresolved, the school or responsible body can contact Ofsted on the working day after the end of the visit. This will be an opportunity for the school to raise informal concerns about the visit process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the visit. This will be directed to an inspector who is independent of the visit, to discuss and to resolve, where appropriate, at the earliest opportunity.

If it is not possible to resolve concerns during the visit, through

a telephone call the day after the visit, or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint when it receives the final report.] More information on our process for handling formal complaints about our work can be found in the 'Formal complaints' section.

Updated wording added to the 'Handling concerns during an additional visit' section

Most of our work is carried out smoothly and without incident. If concerns arise during an additional visit, they should be raised with the inspector as soon as possible, so that the issue can be resolved before the visit finishes. The inspector should seek advice as necessary, and record both the concern and the actions taken in response in the evidence for the visit.

[If there are any concerns that it is not possible to resolve with the lead inspector during the visit, the headteacher, another senior leader, the local authority or a trust representative can contact a senior Ofsted leader using the email address provided during the notification call.

If an issue remains unresolved, the school or responsible body can contact Ofsted on the working day after the end of the visit. This will be an opportunity for the school to raise informal concerns about the visit process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the visit. This will be directed to an inspector who is independent of the visit, to discuss and to resolve, where appropriate, at the earliest opportunity.

If it is not possible to resolve concerns during the visit, through a telephone call the day after the visit, or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint when it receives the final report.] More information on our process for handling formal complaints about our work can be found in the 'Formal complaints' section.

[Accreditation visits to online providers handbook](#)

Area SEND: framework and handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Principles and purpose of inspection' section

[Inspectors will uphold the highest professional standards in

their work. They will treat everyone they meet during inspections fairly and with the respect and sensitivity they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.] Inspectors will evaluate a range of evidence against the evaluation schedule. They will follow Ofsted and the CQC's published policies and relevant legislation in areas such as safeguarding and equality.

Updated wording added to the 'Overarching principles to inspection' section

Inspections evaluate how well members of a local area partnership work together to improve the experiences and outcomes of children and young people with SEND. [The focus is not on inspecting the specific individuals that work in the local area partnership.]

Updated wording added to the 'Set up discussion' section

Once the inspection has been confirmed, the lead inspector and the CQC inspector will make an extended telephone call to the LANO and the ICB representative. [The lead inspector will make it clear that the LANO and the ICB representative are encouraged to have someone present during the call to assist and support them if they wish. This should be at least one other senior leader who typically deputises for them and can understand and discuss the content of the call.] The purpose of this call is to:

- [check on the leaders' wellbeing and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact whoever is responsible for the leaders' wellbeing on a day-to-day basis, so that they can pass on wellbeing concerns when appropriate and necessary]

Updated wording added to the 'Keeping in touch meetings' section

[At the heart of our inspections is a professional dialogue between inspectors and leaders.] The lead inspector will establish keep-in-touch meetings at key points during the inspection. This will enable the inspection team to feed back to the DCS, the ICB representative and the LANO on any emerging lines of enquiry, identify any additional evidence required, answer any questions and make changes to the timetable if necessary. [The DCS, the ICB representative and the LANO may always be accompanied by a colleague of their choice, if they wish, such as another senior leader who typically

deputises for them and can understand and discuss the content of the meetings.]

Updated wording added to the 'The feedback meeting' section

The inspection concludes with a final feedback meeting attended by the LANO and representatives of the local area. [Attendance is voluntary and any attendee may leave at any time, including leaving for a short time and then returning. If the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this.] The lead inspector will liaise with the DCS and the ICB representative, through the LANO, to agree who attends this meeting. However, it is likely that the attendees will include:

- the LANO
- the DCS and elected members with responsibility for SEND from the local authority
- the ICB representative
- [The DCS, the ICB representative and the LANO may always be accompanied by a colleague of their choice when speaking to inspectors]
- the Parent Carer Forum representatives

During the final feedback meeting, the lead inspector will ensure that all attendees are clear:

- on inspectors' evaluation of the local area partnership's effectiveness in improving the experiences and outcomes of children and young people with SEND
- about any areas of significant concern that will result in further monitoring and the requirement for a priority action plan (area SEND)
- the inspection outcome and resulting time frame for the next inspection activity
- that any safeguarding concerns identified during the inspection have already been fed back to senior leaders and/or acted on
- that all feedback remains confidential to those present at the meeting, until the report is published; that, on receiving the draft report, the local area partnership must ensure that the report remains restricted and confidential to the relevant senior personnel; and that the information it contains is not, under any circumstances, to be published. [Leaders may share inspection outcomes, in confidence, with others, provided the information is not made public. This may include leaders' colleagues, family members, medical advisers

and/or their wider support group]

Updated wording added to the 'week 1: notification, set up and information request' section

[While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that a planned inspection may not go ahead.] Ofsted and the CQC will only defer the inspection of a local area in exceptional circumstances. If a local area partnership has a concern about the timing of an inspection, it may submit a deferral request in line with Ofsted's deferral policy.

Updated wording added to the 'Meeting to discuss the local area partnership's self-evaluation and strategic planning' section

This meeting may include the following people:

- the DCS and elected members with specific responsibilities for SEND
- the ICB representative
- representatives of the Parent Carer Forum
- senior managers responsible for the strategic development and operational management of education, health and social care provision for children and young people with SEND
- [The DCS, the ICB representative or the LANO may always be accompanied by a colleague of their choice, if they wish, such as another senior leader who typically deputises for them and can understand and discuss the content of the meeting.]

Updated wording added to the 'Overview of inspection' section

Inspection activities are structured to enable inspectors to draw together evidence from across education, health and care services and form a connection between the different findings to reach an inspection outcome. Inspectors will use their evaluation of children and young people's experiences and outcomes to build a picture of the impact of the local area's SEND arrangements. [During the inspection, inspectors will need to speak to a range of people. They will do so in line with our code of conduct, and act at all time with professionalism, courtesy, empathy and respect. Inspectors should take careful account of the wellbeing of leaders and staff and adjust their approach or activity, as appropriate, as they go about their inspection work. If inspectors see or suspect that a staff member (including all leaders) is upset or distressed at any point during the inspection, inspectors should respond

sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's wellbeing. The lead HMI should contact the duty desk to discuss what action to take. There may be exceptional occasions where a pause to inspection needs to be considered. We will consider these on a case-by-case basis.]

Updated wording added to the 'Multi-agency tracking meetings with practitioners' section

Inspectors will have a multi-agency discussion with the child or young person's health, care and education professionals, and any other practitioners involved. Where relevant, this may include providers of commissioned services (for example, practitioners working directly with the child or young person at a children's home or through children and young people's mental health services) or other services that may be relevant to understanding the child or young person's experience. The lead inspector will ask the LANO to ensure that the practitioners involved in the discussion include any staff who coordinate the child or young person's overall plan of support, or who have the greatest awareness of it. [Leaders and/or practitioners may always be accompanied by a colleague of their choice when speaking to inspectors if they wish. However it is important that they are able to express their views freely to inspectors.]

Updated wording added to the 'Week 3: focused sampling of decision-making and oversight' section

Inspectors will ask to discuss a selection of children and young people's experiences with one or two officers who are directly involved in the decision-making and oversight of their support. [Leaders and/or practitioners may always be accompanied by a colleague of their choice when speaking to inspectors if they wish. However it is important that they are able to express their views freely to inspectors.]

Updated wording added to the 'Week 3: sampling visits to providers and services' section

Inspectors will visit a number of providers and services across education, health and care to review the experiences of a wider group of children and young people, in line with their specific lines of enquiry. These visits are not to directly inspect the quality of provision, as these providers are subject to other inspection arrangements. [Leaders and/or practitioners may always be accompanied by a colleague of their choice when speaking to inspectors if they wish. However it is important that they are able to express their views freely to inspectors.]

Updated wording added to the 'Week 3: sampling visits to providers and services' section

The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. [If an issue remains unresolved, the local area partnership can contact a senior Ofsted leader the working day after the inspection using the number provided at notification.] This will be an opportunity for the local area partnership to raise informal concerns about the inspection process or outcomes, queries about next steps or to highlight information they feel was not fully considered during the inspection. This will be directed to an inspector separate to the inspection to discuss and to resolve where appropriate, at the earliest opportunity.

If it is not possible to resolve concerns during the inspection, [through a phone call the working day after the inspection,] or through submitting comments in response to the draft report, the local area partnership may wish to lodge a formal complaint on receiving the final report. The lead inspector will ensure that the local area is informed that it is able to make a formal complaint, and that information about how to complain is available on GOV.UK.

[Area SEND: framework and handbook](#)

Carrying out Childcare Register compliance inspections

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during Ofsted inspections' section

[Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with respect and sensitivity they deserve. They will work constructively with leaders and staff, with professionalism, courtesy, respect and empathy at all times.]

Updated wording added to the 'During the inspection' section

[For group provision, if the nominated individual is not present, inspectors will agree a process with the manager for keeping other people informed of progress throughout the inspection. This will help managers to be supported if the provision might be judged as not met with actions or enforcement.]

[During the inspection of group provision, inspectors may need to speak to staff in a range of different roles. They will do so with respect and empathy for the pressures on them.]

[At the heart of our inspections is a constructive, respectful and empathetic dialogue between inspectors and the provider.]

Updated wording added to the 'Recording evidence' section

[Staff (including managers at all levels) may always be accompanied by a person of their choice when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors. Therefore, we would urge staff, where possible, to speak to inspectors without more senior colleagues present.]

[Meetings with parents may take place without the provider.]

Updated wording added to the 'Giving feedback' section

[At least one other member of staff may attend the meeting to support the provider or manager. This should typically be someone who deputises and can understand and discuss the feedback. Additional members of staff may attend at the discretion of the lead inspector, but attendees should be few in number.

Leaders will attend the meeting to observe inspectors bringing the evidence together. It will help leaders to understand the evidence on which the judgement is based.]

[Attendance at the feedback meeting is voluntary and any attendee may leave at any time.

If the feedback is likely to be challenging or is likely to raise sensitive issues, the inspector will be sympathetic to the implications of this feedback. The inspector will discuss with the provider which other people should attend to ensure the necessary support is given.]

Updated wording added to the 'Requesting a deferral' section

[We make these decisions on a case-by-case basis.

While it is important that we carry out our planned inspections wherever possible, we understand that we understand that sometimes there may be reasons why a planned inspection may not for ahead. In these circumstances a provider that this is not possible. A provider may request a deferral of its inspection during the initial notification phone call, or at the earliest opportunity afterwards.]

Updated wording added to the 'Before the inspection' section

[If the inspection is not unannounced, the inspector will signpost the provider to the relevant requirements for ongoing registration published on Ofsted's website. This will help the provider prepare for any questions about the areas that may be discussed on inspection.]

Updated wording added to the 'Contacting the provider' section

[During the telephone call the inspector will ask who the manager or provider has to support them if needed during or after the inspection. For childminders or nannies, this may be a member of a local network or family.]

New '[Pausing inspections]' section

[We will always take careful account of the well-being of leaders and staff and adjust our approach or activity as appropriate. If a staff member (including the manager and nominated individual and other leaders) is upset or distressed at any point during the inspection, inspectors will pause the activity to check on their well-being.

Where appropriate, inspectors will make reasonable adjustments to enable the staff member to continue. Inspectors will inform those responsible for the person's well-being. In extreme circumstances (such as when inspectors have serious concerns about a staff member's well-being) the lead inspector must contact the duty desk to discuss what action to take. They may need to consider pausing the inspection.

There may be occasions when it is difficult or inappropriate for an inspection to continue. For example, there may be a significant event involving a member of staff or a pupil, or significant concerns about a staff member's well-being or when the provider's well-being is of concern. We will consider these on a case-by-case basis, and will be sympathetic to the pressures placed on a provider, and in group provision, the manager and other staff. If, at any time, an inspector thinks that an inspection should be paused, they should immediately

contact the duty desk. The duty desk will liaise with the regional director, who will advise on next steps.]

Updated wording added to the 'Outcome: not met – actions' section

- [inform the nominated individual of the outcome (for group providers) if they are not present at the feedback meeting.]

Updated wording added to the 'Outcome: not met – actions' section

- [inform the nominated individual of the outcome (for group providers) if they are not present at the feedback meeting.]

Updated wording added to the 'After the inspection' section

[We expect providers to share the inspection outcome and findings with whoever they deem appropriate. They should be shared with the nominated individual and people who make up the registered person, irrespective of whether they attended the feedback meeting. Providers may also share inspection outcomes, in confidence, with others. This may include colleagues, family members, medical advisers and/or their wider support group. However, the information should not be made public or shared with parents.]

Updated wording added to the 'Concerns about an inspection' section

[The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, you should raise them with the inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. If there are any concerns that it is not possible to resolve with the inspector during the inspection, you or those responsible for group provision, can contact Ofsted and ask to speak to a senior inspector.

If an issue remains unresolved, you can contact Ofsted on the working day after the end of the inspection. This will be an opportunity for you to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the inspection. This will be directed to an inspector who is independent of the inspection, to discuss and to resolve, where appropriate, at the earliest opportunity.

If it is not possible to resolve concerns during the inspection,

through a telephone call the day after the inspection, or through submitting comments in response to the draft report, you may wish to lodge a formal complaint when you receive the final report. The lead inspector will ensure that you are informed how to make a formal complaint and that all [information about how to complain is available on GOV.UK](#).

Where a provider has a safeguarding concern about an inspector, they will be advised to use the phone number provided at the beginning of the inspection (regional desk phone number) and to ask to speak with an SHMI.]

[Carrying out Childcare Register compliance inspections](#)

Childminder agencies: inspection guidance

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

[Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with the respect and sensitivity they deserve. They will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Inspecting childminder agencies' section

Childminder agencies must be inspected by Ofsted. [Ofsted inspects and regulates registered providers, and not the individuals that register with them.] We carry out the first inspection of a newly registered agency within 12 months of the date that it registers its first childcare provider. Inspections will then take place within 36 months of the first or previous inspection, as set out in the [inspection arrangements](#) published by the Department for Education.

Updated wording added to the 'Start of the inspection' section

The lead inspector will hold an initial meeting with your agency's owner or nominated individual.

[At the heart of our inspections is a professional dialogue between inspectors and leaders. During the inspection,

inspectors will need to speak to staff in a range of different roles. They will do so in line with our code of conduct, and at all times act with professionalism, courtesy, empathy and respect.] The lead inspector will hold an initial meeting with your agency's owner or nominated individual [and will encourage them to have at least one other senior leader present to support them.] This meeting may take place on site or by telephone.

[Inspectors will take careful account of the well-being of agency staff and adjust their approach or activity as appropriate. If any staff member becomes upset or distressed at any point during the inspection, the lead inspector will pause the activity to check on their wellbeing. Where appropriate, inspectors will make reasonable adjustments to enable the staff member to continue. Inspectors will inform those responsible for the person's wellbeing. In extreme circumstances (such as when inspectors have serious concern about a staff member's well-being) the lead inspector will contact the duty desk to discuss what action to take. They may need to consider pausing the inspection.]

During the initial meeting, the lead inspector will:

- [agree a process for keeping leaders informed of progress throughout the inspection. This will normally mean regular meetings with agency leaders to enable them to raise concerns or seek clarification. This will include informing agency leaders if there is evidence that the agency may be judged ineffective. The lead inspector will emphasise that final judgements are not made until the feedback meeting on the final day of the inspection]
- [clarify who agency nominated individual/senior managers have to support them if needed during or after the inspection, this should typically be someone who is connected to the registration and who can understand the context of the inspection, and how to contact who is responsible for leaders wellbeing on a day to day basis]
- agree the timetable for inspection activities, including meetings and arrangements for joint observations and for completing the visits to a sample of childcare providers, [this includes agreeing that childcare providers may be accompanied by a person of their choice when speaking to inspectors. However, it is important that childcare providers are able to express their views freely to inspectors. Therefore, we would urge them where possible, to speak to inspectors without agency staff present.]

Updated wording added to the 'Agency staff, discussions and observations' section

[To help leaders understand how the inspection is progressing, and to continue the constructive professional dialogue the lead

inspector should hold brief discussions with the agency/nominated individual/senior managers to discuss the findings that are emerging during the inspection and record all these in the inspection evidence. The lead inspector will allow them to raise any issues, concerns or to seek clarification about the inspection]

Inspectors can also speak directly to any parents who have asked to speak to them after being notified of the inspection. They can do this by telephone. [Telephone discussions with parents must take place without the presence of agency leaders or staff, unless there are exceptional circumstances.]

Inspectors will hold discussions with any of the agency's staff who provide support to the childcare providers visited as part of the sample. If any quality assurance visits are due to take place, the inspector will arrange, where practicable, to carry out joint observations with the agency staff as part of the sample. [A constructive, respectful and empathetic dialogue with agency staff will enable us] to explore how the agency is supporting the childcare provider's practice and bringing about improvement.

Updated wording added to the 'End of the inspection and feedback' section

At the end of the inspection, the lead inspector will give feedback to the agency's nominated/lead person on the main findings and provisional judgements. [Any person the agency nominated individual/senior manager wants present to assist and support them can attend.]

[If the feedback is likely to be challenging or is likely to raise sensitive issues, the lead inspector will be sympathetic to the implications of the feedback. The lead inspector and agency nominated individual/senior managers will agree which other people should attend. Attendance at the feedback meeting is voluntary and any attendee may leave at any time.]

Inspectors will not provide a written summary of the inspection or written feedback before sending the inspection report. [The lead inspector will encourage the agency nominated individual/senior manager or a representative to take written] notes at the feedback meeting. The inspector will summarise in their evidence base the main points raised at the feedback meeting and the responses to these.

At the feedback meeting, the lead inspector [will allow time for you to raise any issues, concerns or seek clarification on points discussed. This includes those related to the conduct of the inspection or inspectors. You can also contact Ofsted on the working day after the end of the inspection if needed. The lead

inspector] must make it clear that the findings are restricted and confidential to the relevant senior personnel (as determined by the agency) and should not be shared more widely or published until the provider receives the final report. [This should not prevent discussion of the inspection outcome with others, in confidence, as long as the information is not made public or shared with childcare providers registered with the agency or parents. This may include nominated individuals/senior managers' colleagues, family members, medical advisers and/or their wider support group.] As the grades are provisional, they may change as a result of quality assurance procedures. We may share a draft of the inspection report with the DfE and other bodies as necessary. This will only take place following moderation or quality assurance.

Updated wording added to the 'Requests for deferral' section

[While it is important that we carry out our planned inspections wherever possible, we understand that sometimes there may be reasons why a planned inspection may not go ahead. In these circumstances an agency may request a deferral of its inspection.]

Any request to defer an inspection should be made during the notification call [, or at the earliest opportunity afterwards, before the start of the inspection] This will be considered in line with our [deferral policy]. We make these decisions on a case-by-case basis.

Updated wording added to the 'Childminder visits' section

Inspectors will spend between an hour and 3 hours with each childcare provider. They will explain to them that the purpose of the visit is to assess the quality of the support being offered by the agency. The visit is not an inspection and will not result in a judgement or feedback from Ofsted. [During the visit, inspectors will maintain a constructive professional dialogue and treat childcare providers with the respect and sensitivity they deserve. At the start of the visit, inspectors will clarify who childcare providers have to support them if needed during or after visit. Childcare providers may be accompanied by a person or their choice when speaking to inspectors. However, it is important that childcare providers are able to express their views freely to inspectors. Therefore, we would urge them, where possible, to speak to inspectors without agency staff present.]

New '[Pausing inspections]' section

[There may be occasion where it is difficult or inappropriate for

an inspection to continue. This could include where there is a significant event (involving a member of agency staff, childcare providers or a child) or where are significant concerns about the nominated individual's/senior manager's welfare. We will consider these on a case by case basis, and will be sympathetic to the pressures placed on the nominated individual/senior managers and staff. If, at any time an inspector thinks that an inspection should be paused, they should immediately contact the duty desk. The duty desk will liaise with the regional director who will advise on next steps.

If, at any time, an inspector thinks that an inspection should be paused, they should immediately contact the duty desk. The duty desk will liaise with the regional director who will advise on next steps.]

Updated wording added to the 'Notification of inspection' section

During the notification call:

- provide an opportunity for you to raise any questions [, issues or concerns, or to seek clarification before the inspection]

Updated wording added to the 'After the inspection' section

The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. [If there are any concerns that it is not possible to resolve with the lead inspector during the inspection, the agency nominated individual/senior manager can contact Ofsted on the working day after the inspection to speak to a senior inspection. This will be an opportunity for the provider to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the inspection. This will be directed to an inspector independent to the inspection to discuss and resolve any concerns at the earliest opportunity.]

Following the quality assurance process, Ofsted will share the report with the registered person or nominated individual of the childminder agency. [We aim to send reports to the agency as quickly as reasonably possible.] You will have 5 working days to comment on the draft report, inspection process and findings. [We expect you to share the findings with relevant senior personnel and anyone you deem appropriate. You may also

share provisional inspection outcomes, in confidence, with others not involved in the agency, provided the information is not made public or shared with parents.] We will consider all comments, and we will respond to the comments when we share the final report with you within 30 working days after the inspection.

If it is not possible to resolve concerns during the inspection, [shortly after the inspection] or through submitting comments in response to the draft report, the agency may lodge a formal complaint within 5 working days of receipt of the final report. The lead inspector will ensure that the agency is informed that they are able to make a formal complaint and that information about how to complain is available on GOV.UK. The lead inspector should advise you of the above at the feedback meeting at the close of the inspection.

[Where an agency has a safeguarding concern about an inspector, they will be advised to use the phone number provided at the beginning of the inspection (regional desk phone number) and to ask to speak with a SHMI.]

[Childminder agencies: inspection guidance](#)

Early career framework and national professional qualification inspection framework and handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during full inspections and LPMVs' section

[[Ofsted's code of conduct](#) outlines our expectations of the conduct of our inspectors and our expectations of providers during inspection.]

[Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with the respect and sensitivity they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.] Inspectors should be as flexible as possible to fit in with the lead provider and delivery partners, while ensuring that they can gather robust evidence to support their judgements.

[Providers should approach their inspection with integrity and be

open, transparent and honest. This includes providing evidence – or access to evidence – that will enable inspectors to report honestly, fairly and reliably. It means not withholding or concealing evidence, or providing false, misleading, inaccurate or incomplete information.]

Updated wording added to the ‘Clarification for lead providers’ section

[The focus of these inspections is on lead providers and how all the individuals that work as part of lead providers work together to make sure ECTs and NPQ participants receive the highest possible quality of professional development and training. The focus is not on inspecting the specific individuals that work as part of lead providers.]

Ofsted will:

- invite leaders from the lead provider to observe inspectors’ daily team meetings and final team meetings. [At least one member of staff may attend the meeting to support the lead provider representative. This should typically be someone who deputises for them who can understand and discuss the educational content of the meeting with the lead provider representative. Additional members of staff may attend at the discretion of the lead inspector, but attendees should be few in number to allow for a productive conversation in the time available. Leaders will attend the meeting to observe inspectors bringing the evidence together.]

Updated wording added to the ‘Inspection planning discussions’ section

The lead inspector will take account of the lead provider’s representative’s availability, and aim to avoid disrupting the provider’s day-to-day business. [The lead inspector will discuss what will work best for the lead provider representative(s).]

These discussions will normally take place on a Monday, after the reflective, educationally focused conversation, and will continue on the Thursday and Friday. [They will be used to agree the inspection plan with the lead provider representative(s).]

[To help leaders understand how the inspection is progressing and maintain a constructive professional dialogue, the lead inspector will use this call to invite the lead provider representative(s), and at least one other member of staff, to observe the daily inspection [team meetings](#). The lead inspector will make clear that attendance is optional and that the lead provider representative(s) may leave at any point if they wish,

including for a short time and then returning.]

For each inspection or LPMV, the relevant lead inspector will:

- [check on the lead provider representative's well-being, and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact the person responsible for the lead provider representative's well-being on a day-to-day basis so that the lead inspector can pass on well-being concerns when appropriate and necessary
- give the lead provider an opportunity to raise any issues, or concerns, or seek clarification before the inspection and explain how the lead provider will be able to raise any matters during the inspection itself
- ask the lead provider to read Ofsted's [code of conduct] (<https://www.gov.uk/guidance/conduct-during-ofsted-inspections>), which sets out expectations for both inspectors and providers, and explain that if the provider has any concerns about inspectors not acting in accordance with the code of conduct, they should raise this as soon as possible with the lead inspector. This is so that any issues can be resolved before the inspection is completed
- arrange meetings with relevant staff (and any person that the staff member wishes to be present for those meetings)]

Updated wording added to the 'Engaging with the lead provider representative(s)' section

[At the heart of our inspections is a professional dialogue between inspectors and leaders, and so the lead inspector will agree a process for keeping leaders informed of progress throughout the inspection. This will normally mean regular meetings with the lead provider representative and/or any other previously agreed staff.]

The lead inspector will ensure that the lead provider's representative/leaders:

- [understand that they can raise any issues, concerns or seek clarification about the inspection, including related to the conduct of the inspection or the conduct of individual inspectors
- are informed by the end of day 1 or during any of the other days of the inspection if there is emerging evidence that the lead provider might be judged as requires improvement or inadequate (or, for LPMVs, that leaders and managers are not taking effective action to ensure the high-quality delivery of the programmes). The lead inspector must emphasise that

final judgements are not made until the final team meeting at the end of day 3 for LPMVs, and the end of day 4 for full inspections.]

[Attendance at these meetings is optional, and leaders from the lead provider may leave at any point if they wish, including for a short time and then returning. They may also invite at least one other member of staff to accompany them at these meetings.]

Updated wording added to the 'Team meetings during the LPMV' section

[Attendance at these meetings is optional, and leaders from the lead provider may leave at any point if they wish, including for a short time and then returning. They may also invite at least one other member of staff to accompany them at these meetings.]

Updated wording added to the 'Requests for deferral or cancellation' section

[While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that a planned inspection may not go ahead and so a] lead provider may request a deferral of [an] inspection. [A lead provider] may make a request during the initial notification phone call [, or at the earliest opportunity afterwards before the start of the inspection. Inspections may also, exceptionally, need to be [paused] (#pausing-inspections) once inspectors have arrived onsite.] We will not normally consider requests for deferral if we receive them after 4.30pm on the day the lead provider is notified. If the ISA or lead inspector receives a request, they must immediately contact the regional duty desk. We will decide whether this should be granted in accordance with our [deferral policy](#).

Updated wording added to the 'Preparation' section

Following notification, the lead inspector will contact the lead provider's representative(s) for the preparatory conversations. These can be video or telephone calls. [This is an opportunity for the lead provider's representative(s) to provide a fuller context of the lead provider that may not be expressed through data alone. It is also an opportunity for the lead provider's representative(s) to discuss the particular circumstances of the lead provider that have had a role in the decisions made by leaders.] These conversations will have 2 elements:

[The lead inspector will encourage the lead provider representative to have at least one other senior leader present during both calls, to assist and support them. This will usually be staff that typically deputise for them and can understand and

discuss the educational content of the calls. The lead inspector will also invite the lead provider to consider if there are any reasons, of either a personal or professional nature, that may mean they wish to ask for a deferral.]

Updated wording added to the 'The reflective, educationally focused conversation' section

This conversation will take place on the same day as the notification call, normally between 1pm and 3pm. However, the lead inspector will try to take account of staff availability and avoid disrupting the lead provider's day-to-day work. The conversation will usually last around 90 minutes[, but may be longer. It will help the lead inspector and the lead provider representative(s) to establish a constructive professional relationship for the 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 lead provider and its progress since the previous inspection.]

[We encourage lead provider representative(s) to have at least one other senior leader present during this call, to assist and support them. This will usually be staff who typically deputise for them and can understand and discuss the educational content of the call. They may also wish to have someone present to take notes.]

Updated wording added to the 'Seeking the views of stakeholders' section

Inspectors will meet with a range of stakeholders during both LPMVs and full inspections, including delivery partners, ECTs, mentors, schools leaders and NPQ participants. [They will do so constructively, respectfully, and empathetically, in line with our code of conduct, and at all times act with professionalism, courtesy, empathy and respect. Staff (including leaders at all levels) may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors. Therefore, meetings with ECTs and NPQ participants must take place without the presence of any leaders or ECF mentors, unless there are relevant exceptional circumstances.]

Updated wording added to the 'Meeting with stakeholders' section

[Inspectors should take careful account of the well-being of leaders and staff and adjust their approach or activity, as appropriate, as they go about their inspection work in the best interests of ECTs and NPQ participants. If inspectors see or

suspect that a staff member (including all leaders and the lead provider representative) is upset or distressed at any point during the inspection, inspectors should respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The lead inspector should contact the regional duty desk and/or regional SHMI for Teacher Development to discuss what action to take.]

[In exceptional circumstances they may need to consider [pausing the inspection](#).]

[Meetings with ECTs and NPQ participants must take place without the presence of any leaders or ECF mentors, unless there are relevant exceptional circumstances.]

Updated wording added to the 'The activities for the LPMV' section

[Staff (including leaders at all levels) may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors. Therefore, meetings with ECTs and NPQ participants must take place without the presence of any leaders or ECF mentors, unless there are relevant exceptional circumstances.]

New '[Pausing inspections]' section

[There may be exceptional occasions where a pause to inspection needs to be considered. We will consider these on a case-by-case basis.]

Updated wording added to the 'Providing feedback' section

The lead inspector must ensure that the lead provider [and all other attendees are] clear:

- [that the provider representative can decide who they want present to assist and support them
- that the attendance at the feedback meeting is voluntary and any attendee may leave at any time, including leaving for a short time and then returning
- if the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback, and will therefore will discuss with the lead provider representative which other people may attend to ensure the necessary support for lead provider representative(s)]
- that the grades are provisional and may be subject to change

as a result of quality assurance procedures or moderation.

We expect the lead provider's representative(s) to discuss the inspection outcome and findings with whoever they deem appropriate[. They should be shared with lead provider staff and those responsible for governance,] irrespective of whether they attended the meeting. The lead provider's representative(s) may also share inspection outcomes, in confidence, with others not involved [with] the lead provider. [This may include leaders' colleagues, family members, medical advisers and/or their wider support group. However, the information should be not made public or shared with wider stakeholder groups]

- that the [lead provider is invited and encouraged to complete the] post-inspection survey is available for them to complete
- [that, in addition to being able to raise concerns at any stage during the inspection, the lead provider has an opportunity to raise any issues, concerns or seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if needed]

Updated wording added to the 'Providing feedback (LPMV)' section

The lead inspector must ensure that the lead provider [and all other attendees are] clear:

- [that the provider representative can decide who they want present to assist and support them
- that the attendance at the feedback meeting is voluntary and any attendee may leave at any time, including leaving for a short time and then returning
- if the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback, and will therefore will discuss with the lead provider representative which other people may attend to ensure the necessary support for lead provider representative(s)]
- that the grades are provisional and may be subject to change as a result of quality assurance procedures or moderation. We expect the lead provider's representative(s) to discuss the inspection outcome and findings with whoever they deem appropriate[. They should be shared with lead provider staff and those responsible for governance,] irrespective of whether they attended the meeting. The lead provider's representative(s) may also share inspection outcomes, in confidence, with others not involved [with] the lead provider. [This may include leaders' colleagues, family members, medical advisers and/or their wider support group. However, the information should be not made public or shared with wider stakeholder groups]

- that the [lead provider is invited and encouraged to complete the] post-inspection survey is available for them to complete
- [that, in addition to being able to raise concerns at any stage during the inspection, the lead provider has an opportunity to raise any issues, concerns or seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if needed]

Updated wording added to the 'Arrangements for publishing the report' section

[Inspection reports are sent to the lead provider following moderation and quality assurance. We aim to send reports to lead providers as quickly as reasonably possible. In most circumstances, we will send the draft report to the lead provider within 18 working days of the end of the inspection.] We may share the draft report, in whole or in part, with the DfE. [This will only take place following moderation or quality assurance.]

[The lead provider will have 5 working days to comment on the draft report, inspection process and findings. We will consider all comments. We will respond to them when we share the final report with the lead provider. This will normally be within 30 working days of the end of the inspection.] Usually the final report will be published on our reports website within 38 working days of the end of the inspection.

[As set out above, we expect leaders to share the inspection outcomes and findings with whoever they deem appropriate (see [providing feedback](#).)

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

Updated wording added to the 'Arrangements for publishing the LPMV letter' section

[LPMV letters are sent to the lead provider following moderation and quality assurance. We aim to send LPMV letters to lead providers as quickly as reasonably possible. In most circumstances, we will send the draft LPMV letter to the lead provider within 18 working days of the end of the inspection.] We may share the draft LPMV letter, in whole or in part, with the DfE. [This will only take place following moderation or quality assurance.]

[The lead provider will have 5 working days to comment on the draft LPMV letter, inspection process and findings. We will consider all comments. We will respond to them when we share

the final report with the lead provider. This will normally be within 30 working days of the end of the inspection.] Usually the final LPMV letter will be published on our reports website within 38 working days of the end of the inspection.

[As set out above, we expect leaders to share the LPMV outcomes and findings with whoever they deem appropriate (see [providing feedback](#).)]

[In all cases, the LPMV process should not be treated as complete until all inspection activity has been carried out and we have sent the final version of the LPMV letter to the lead provider.]

Updated wording added to the 'Handling concerns and complaints' section

The great majority of our work is carried out smoothly and without incident. If concerns do arise during the full inspection or LPMV, they should be raised with the relevant lead inspector as soon as possible, in order to resolve issues before the full inspection or LPMV is completed. Any concerns raised, and actions taken, will be recorded in the evidence. [If there are any concerns that it is not possible to resolve with the lead inspector during the inspection, the lead provider representative or another senior leader can contact a senior Ofsted leader using the number provided at notification.]

[If an issue remains unresolved, the lead provider can contact Ofsted on the working day after the end of the inspection. This will be an opportunity for the lead provider to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the inspection. This will be directed to an inspector who is independent of the inspection to discuss and to resolve, where appropriate, at the earliest opportunity.]

If it is not possible to resolve concerns during the inspection or LPMV, [through a telephone call the day after the inspection,] or through submitting comments in response to the draft full inspection report or LPMV letter, the lead provider may wish to lodge a formal complaint on receipt of the final report or letter. The relevant lead inspector will ensure that the lead provider is informed that it is able to make a formal complaint and that information about [how to complain](#) is available on our website.

[Early career framework and national professional qualification inspection framework and handbook](#)

Early years inspection handbook

This [handbook](#) has been updated.

Further education and skills handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly [and with the respect and sensitivity they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Types of providers subject to inspection' section

The term 'further education and skills provider' covers all of these types of provider and all of the types of provision set out in detail at [paragraph 90](#) (education programmes for young people, adult learning, apprenticeship provision at all levels, and provision for high needs learners). Apprenticeship training at all levels is understood to be part of skills training. [The focus of inspection is on the provider and how all of the individuals within the provider work together to make sure learners receive the highest quality of education and training. It does not focus on inspecting the specific individuals that work in them.]

Updated wording added to the 'Notification of inspection' section

We will normally notify the provider [(usually the senior leader of the provider - the Principal, CEO or equivalent)] on the morning of the notification day with a call and will then email the notification letter. [During the call, the senior leader will want to establish for the lead inspector who they want to act as the inspection nominee (and as the skills nominee if it is an enhanced inspection), whether they will have a shadow nominee and whether the senior leader will attend the planning call.] The lead inspector will then contact the [nominee], normally by phone, as soon as possible and by the following morning at the latest.

Updated wording added to the 'Notification of enhanced college inspections and of inspections of other large and

complex providers' section

In the case of a full inspection of a further education college, sixth-form college, or designated institution (including specialist designated institutions) and of some other large and complex providers,⁴⁵ from September 2023, we will normally notify the provider of the inspection 5 or 6 working days before the inspection starts. From this point, the whole planning of the full inspection will begin. That includes the planning of the 'deep dives' and other inspection activities as set out in paragraphs 97, and also the preparation for the skills aspects of enhanced inspections in the case of colleges as set out in paragraphs 98 and paragraph 106. We will normally notify the provider on the morning of the notification day and will email the notification letter. The lead inspector will then contact the provider, normally by phone, as soon as possible during the notification day. [On a college inspection the lead inspector should put in place arrangements to meet the chair of governors, and any governors who wish to meet with the inspection team, if at all possible.]

Updated wording added to the 'Planning for the inspection' section

[While it is important that we carry out our inspections as planned wherever possible, sometimes there may be a reason why an inspection may not go ahead. So] a provider may request a deferral of its monitoring visit or inspection. We will decide whether this should be granted in accordance with our [deferral policy](#). The lead inspector will liaise with the provider to ensure that, wherever possible, the inspection or monitoring visit can go ahead.

To ensure that the provider understands the inspection process, the lead inspector will hold a telephone planning meeting with the nominee. [The senior leader and shadow or skills nominee (or other senior managers) may also attend. The nominee(s) and senior leader will be able to share information with each other and provide mutual support throughout the inspection. Inspectors should take account of the well-being of leaders and staff and adjust their approach or activity as appropriate in the best interest of learners. Where appropriate inspectors will consider suitable adjustments to allow the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being.]

During the planning call with the inspection nominee, the lead inspector will seek to understand the specific impact of COVID-19 on the provider and learners and how leaders and managers had responded. [The lead inspector will give the provider an opportunity to raise any issues, or concerns or to seek

clarification before the inspection and will explain how the provider will be able to raise any matters during the inspection itself.]

The lead inspector will discuss with the [nominee] the inspectors' schedule, the activities that inspectors will carry out face to face and the activities they plan to carry out remotely, such as through telephone or video calls.

Updated wording added to the 'Meetings during inspection' section

The lead inspector [will hold inspector team meetings during the inspection to which the nominee will be invited. At these meetings the nominee can hear the emerging judgements, understand how the inspection is progressing and continue the constructive professional dialogue.] By taking part in discussions about evidence collected during the inspection, the nominee can help to ensure that all appropriate evidence is taken into account (although they may not contribute to decisions about inspection judgements). [The lead inspector will check whether there are any issues, concerns or points of clarification that the provider wants to raise about the inspection.] Any concerns about evidence should be raised with the lead inspector. The nominee will report to the provider's staff on the progress of the inspection. [The senior leader may also be invited to the meeting.]

Updated wording added to the 'The role of the nominee in inspection' section

Providers, other than further education colleges, sixth-form colleges or designated institutions, may, if they wish, have a shadow nominee as well as their nominee. This is for staff developmental purposes. The shadow nominee [will] act as an observer and support for the provider and the nominee. They [will] not [normally] contribute to discussions with inspectors. This does not affect the role of the nominee as set out above and how inspection team meetings are managed.

Updated wording added to the 'Meetings during the inspection' section

Inspections will normally begin with in-depth discussion with senior leaders and managers about the provider's curriculum to establish the intent of the curriculum. This initial meeting will also provide useful insights into leadership and management and other areas. This initial meeting with leaders and managers should be carried out face to face. [This is an opportunity for senior managers to provide a fuller context that may not be expressed through documents and data alone. It is also an

opportunity for senior leaders to discuss the particular circumstances of the provider that have had a role in the decisions made by leaders. It will help the inspectors and senior managers to establish a constructive, professional dialogue for inspection.]

Updated wording added to the '[Pausing inspections and] Incomplete inspections' section

[There may be exceptional occasions where it is difficult or inappropriate to continue with an inspection and the inspection needs to be paused. There could be a range of possible eventualities that could give rise to this. Each situation will be considered on a case-by-case basis.] We will apply our [policy on incomplete inspections](#) where that is appropriate.

Updated wording added to the 'Gathering and recording evidence' section

Inspections will normally begin with in-depth discussions with provider leaders and managers about the provider's curriculum to establish the intent of the curriculum. Inspectors will ask about what leaders intend learners to learn; what are the end points and next steps they wish them to reach through this; what are the key concepts that they need to understand; and in what order they will learn them. [During the inspection, inspectors will need to speak to staff in a range of different roles. They will do so in line with our code of conduct and at all times act with professionalism, courtesy, empathy and respect.]

Updated wording added to the 'Providing feedback' section

[At the end of the inspection the lead inspector will] ensure that the provider is clear:

- about the grades awarded for each judgement required
- that the grades awarded are provisional and, although unlikely, may be subject to change through moderation and quality assurance. [We expect leaders to share the inspection outcome and findings with whoever they deem appropriate. Leaders may also share inspection outcomes, in confidence, with others, not involved with the provider, provided the information is not made public. This may include leaders' colleagues, family members, medical advisers, and/or their wider support group in confidence.]
- that the points provided in the feedback, subject to any change, will be generally reflected in the report, although the text of the report may differ slightly from the oral feedback
- about the main findings and areas for improvement
- that inspection findings and provisional grades or

judgements may be shared with the Further Education Commissioner, ESFA, DfE, Ofqual, Office for Students (OfS) or other relevant regulator/inspectorate before the publication of the report

- about the procedures that will lead to the publication of the report
- [that the provider has an opportunity to raise any issues or concerns or to seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if needed]
- about the complaints procedure
- where relevant, about the implications of the provider being judged as requires improvement or inadequate overall
- that, if the overall effectiveness or the leadership and management of a sixth-form college, further education college or designated institution are judged inadequate, this has implications for the college in relation to appointing [newly qualified staff](#) in future years.

Updated wording added to the 'Arrangements for publishing the report' section

Inspection reports will be quality assured before we send a draft copy to the provider. The provider will normally receive the draft report within 18 working days after the end of the inspection.

[We expect leaders to share the inspection outcome and findings with whoever they deem appropriate. Leaders may also share inspection outcomes, in confidence, with others, not involved with the provider, provided the information is not made public. Leaders may share the findings with colleagues, family members, medical advisers and/or their wider support group in confidence.]

Updated wording added to the 'Handling concerns and complaints' section

The great majority of Ofsted's work is carried out smoothly and without incident. If concerns do arise during an inspection visit, they should be raised with the lead inspector as soon as possible in order to resolve issues before the inspection is completed. The lead inspector should seek advice where necessary. Inspectors should note any concerns raised, and actions taken, in the inspection evidence. [If an issue remains unresolved, the provider can contact Ofsted on the working day after the end of an inspection. This will be an opportunity for the provider to raise informal concerns about the inspection process or outcomes, queries about next steps or to highlight information they feel was not fully considered during the inspection. This will be directed to an inspector separate to the inspection to discuss and to resolve where appropriate, at the

earliest opportunity. Where a provider has a safeguarding concern about an inspector, they will be advised in the first instance to raise this with the lead inspector, but if not comfortable to do so, or if the concern is about the lead inspector to use the phone number provided at the beginning of the inspection.]

If it is not possible to resolve concerns during the inspection [, shortly after the inspection] or through submitting comments in response to the draft report, the provider may wish to lodge a formal complaint. The lead inspector should ensure that the provider is informed of the procedures for making a formal complaint and that [information about how to complain](#) is available on GOV.UK.

Updated wording added to the 'Notification and introduction (short inspections)' section

We will normally notify the provider up to 2 working days before the inspection, unless the inspection is unannounced. Ofsted reserves the right to carry out unannounced inspections or visits. We will notify the provider in the morning of the notification day and will email the notification letter. [The same expectations will apply as for a full inspection (see paragraph 114).] The lead inspector will then contact the provider as soon as possible. 203. During the initial [planning] telephone call to a provider selected for short inspection, the lead inspector will:

- establish contact with the provider's nominee
- confirm the date of the inspection
- explain the purpose of the inspection, including the different possible outcomes of the short inspection
- indicate the likely format and timings of the short inspection
- [give the provider an opportunity to raise any issues or concerns or to seek clarification before the inspection and explain how the provider will be able to raise any matters during the inspection itself]

Updated wording added to the 'Feedback at the end of a short inspection' section

The lead inspector will state one of the following:

- that the provider continues to be good/outstanding (depending on its current grade). [In that case, the feedback requirements will be the same as set out in paragraph 165 for full inspections]
- that there is evidence that the provider may no longer be good/outstanding or that there is insufficient evidence to conclude that the provider is still good/outstanding (as

applicable); if either is the case, they will explain that the inspection will be extended into a full inspection and the process for this

- that there is sufficient evidence of improved quality in the case of a currently good provider to extend the inspection to a full inspection

[Further education and skills handbook](#)

Independent schools inspection handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with [the] respect and sensitivity [they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Staff information and professional development' section

[The focus of these inspections is on schools and how all the individuals within them work together to make sure children receive the highest possible quality of education.]

Updated wording added to the 'Involving leaders and governance in inspections' section

We will invite the headteacher and the proprietor(s) to observe the inspectors' team meeting [at the end of each day. At least one other member of staff may attend the meeting to support the headteacher. This should typically be someone who deputises for them and can understand and discuss the educational content of the meeting with the headteacher. Additional members of staff may attend at the discretion of the lead inspector, but attendees should be few in number to allow for a productive conversation in the time available. Leaders will attend the meeting to observe inspectors bringing the evidence together. On day 1, this will help leaders to decide what they want to draw inspectors' attention to, clarify on any matters of fact and contribute to the construction of the timetable for the rest of the inspection. On subsequent inspection days, it will

help leaders to understand the evidence on which the judgements are based. On inspections with a single inspector, the lead inspector will have a short discussion with the headteacher (and the proprietor, where applicable) at the end of each day to set out the emerging and final findings.]

We will encourage the school to invite [any governor who is available] and [any member of the proprietor body who is available] to meet inspectors during an inspection. These meetings may include a virtual option using video or telephone calls if necessary.

[To help leaders understand how the inspection is progressing and maintain a constructive professional dialogue, the lead inspector will use this call to invite the headteacher, and at least one other member of staff, to observe the inspection team meetings at the end of each day. The lead inspector will make clear that attendance at the meeting is optional and that the headteacher may leave at any point if they wish. They will also explain to leaders that, on day 1, the aim is to help them identify what other evidence they want to draw inspectors' attention to, provide clarification on any matters of fact and contribute to the construction of the timetable for the rest of the inspection. On subsequent inspection days, the meeting will help leaders to understand the evidence on which judgements are based.]

Updated wording added to the 'Keeping leaders informed' section

It is important that inspectors speak to the proprietor, governors, leaders and anyone else the lead inspector thinks would be relevant during inspections. There is a wide variety of leadership and governance models in the school sector, so it is essential that inspectors establish who is responsible for what. The lead inspector will:

- ...
- [make arrangements for, as a minimum, a meeting with the chair and as many members of the proprietor body as are available]
- [ask the school to] invite as many members of the proprietor body as possible to attend the final feedback meeting
- establish the governance structure of the school and confirm arrangements for meetings with the school, those responsible for governance and anyone else the lead inspector thinks would be relevant
- [make arrangements for, as a minimum, a meeting with the chair of the board of governors and as many governors as are available]
- [ask the school to invite as many governors as are available]

to attend the final feedback meeting]

[At the heart of our inspections is a professional dialogue between inspectors and leaders, and so] the lead inspector will [agree a process for keeping leaders informed of progress throughout the inspection. This will normally mean regular meetings with the headteacher and/or any other previously] agreed school leader(s) [(at a minimum, at the start, middle and end of each day)] to:

- provide updates on emerging issues, including initial general findings about the quality of education, and to enable further evidence to be provided
- allow the headteacher to raise [any issues or concerns, or to seek clarification], including related to the conduct of the inspection or of individual inspectors
- alert the headteacher to any serious concerns
- [inform the headteacher if, by the end of day 1, or during subsequent inspection days, there is emerging evidence that the school might be judged as requires improvement or inadequate. The lead inspector must emphasise that final judgements are not made until the final team meeting at the end of the last on-site day.]

Updated wording added to the 'Providing feedback' section

The lead inspector may agree that other leaders can attend. [If the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback and will therefore discuss with the headteacher which other people may attend to ensure the necessary support for school leaders.]

[Attendance at the feedback meeting is voluntary and any attendee may leave at any time, including leaving for a short time and then returning.]

At the end of the final day of the inspection, inspectors will make an overall evaluation of the evidence [and make their final judgements]. They will record the main points for feedback to the school in the evidence base. The on-site inspection ends with a final feedback meeting with the school. Those connected with the school who may attend include:

- the proprietor or, where there is a proprietor body, as many members as [are available]; the clerk to the proprietor body, or their delegate, may also attend to take notes [(there can be more than one note-taker if desired)]
- the headteacher and other senior leaders, agreed by the lead inspector and headteacher

- [any person the headteacher or proprietor(s) wants present to assist and support them]
- if the school has a governing body, the chair, and as many representatives as [are available] from the governing body; the clerk to the governing body, or their delegate, may also attend to take notes [(there can be more than one note-taker if desired)]
- in an aligned inspection, social care regulatory inspectors and education inspectors, [who] will [provide] feed-back to education and residential staff

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

...

- about the provisional grades awarded for each key judgement and for overall effectiveness. They will also ensure that schools understand that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation. We expect leaders to share the inspection outcome and findings with those they deem appropriate. They should always be shared with governors, irrespective of whether they attended the meeting (and irrespective of what other role they may hold (for example, a teacher-governor). Leaders may also share inspection outcomes, in confidence, with others who are not involved with the school. [This may include leaders' colleagues, family members, medical advisers and/or their wider support group. However the information should not be made public or shared with parents]

...

- [that, in addition to being able to raise concerns at any stage during the inspection, the school has an opportunity to raise any issues or concerns, or to seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if needed]

Updated wording added to the 'Requests for deferral or cancellation' section

[While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that a planned inspection may not go ahead and so a] school may request a deferral of [an] inspection. [A school] may make a request during the initial notification phone call [,or at the earliest opportunity afterwards before the start of the inspection. Inspections may also, exceptionally, need to be paused once

inspectors have arrived onsite.] We will not normally consider requests for deferral if we receive them after 4.30pm on the day the school is notified. The lead inspector must immediately contact the regional duty desk. We will decide whether to grant a deferral in accordance with our [deferral policy](#).

[invite the school to consider if there are any reasons, of either a personal or professional nature, that may mean they wish to ask for a deferral]

Updated wording added to the 'Preparatory telephone call(s) from the lead inspector to the headteacher' section

In announced inspections, once we have informed the school of the inspection, the lead inspector will contact the school by telephone or video and ask to speak to the headteacher. [This is an opportunity for the headteacher to communicate what life in the school is like and provide further context about the school. It is also an opportunity for the headteacher to discuss the particular circumstances of the school that have had a role in the decisions made by leaders.] This will normally be later on in the afternoon following the initial notification call.

[We understand that there is a great deal of information to be discussed at this stage of the inspection. For this reason, it may be helpful to discuss these elements in 2] or more separate conversations with a break in between [.The lead inspector will discuss what will work best for the headteacher.]

[The lead inspector will encourage the headteacher to have at least one other senior leader present during both calls, to assist and support them. This will usually be staff who typically deputise for them and can understand and discuss the educational content of the calls.]

Updated wording added to the 'Inspection planning conversation' section

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

- [check on the headteacher's well-being, and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact whoever is responsible for the headteacher's well-being on a day-to-day basis, so that they can pass on well-being concerns when appropriate and necessary]
- [ask the headteacher if the school is experiencing, or has recently experienced, any tensions in or pressures from the community. If it has, the inspector will ask for details,

including what the school has done in response]

...

- [make arrangements for meetings with relevant staff (and any person that the staff member wishes to be present for those meetings)]

...

- [give the school an opportunity to raise any issues or concerns, or to seek clarification before the inspection, and explain how the school will be able to raise any matters during the inspection itself]

[The educationally focused conversation will normally last around 90 minutes, but may be longer. It will help the lead inspector and headteacher to establish a constructive, professional relationship for the 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 and its progress since the previous inspection.]

[This conversation will be used to agree the day 1 inspection plan with the headteacher.]

[We encourage headteachers to have at least one other senior leader present during this call, to assist and support them. This will usually be staff who typically deputise for them and can understand and discuss the educational content of the calls. They may also wish to have someone present to take notes.]

New '[Meetings with staff, pupils and parents]' section

[During the inspection, inspectors will need to speak to staff in a range of different roles. They will do so in line with our code of conduct, and at all times act with professionalism, courtesy, empathy and respect.]

[Staff (including leaders at all levels) may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors.]

[Inspectors should take careful account of the well-being of leaders and staff and adjust their approach or activity, as appropriate, as they go about their inspection work in the best interests of pupils. If inspectors see or suspect that a staff member (including all leaders and the headteacher) is upset or distressed at any point during the inspection, inspectors should

respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The lead inspector should contact the duty desk to discuss what action to take.]

[In exceptional circumstances they may need to consider [pausing the inspection]].

Updated wording added to the 'Meeting the proprietor and those responsible for governance' section

As with meetings with pupils [and] parents, meetings or telephone discussions with those responsible for governance should take place without leaders being present, [unless there are exceptional circumstances that have been discussed with the lead inspector.]

Updated wording added to the 'Talking about the curriculum with leaders' section

[A professional dialogue with] leaders is vital to [our] understanding [of] the curriculum within that subject leadership works differently in different schools – especially smaller schools – and will work within that context in each school.

Updated wording added to the 'Discussions with staff' section

[At the heart of our inspections is a professional dialogue between inspectors and the leaders, governors, proprietors and staff of the school.] Inspectors will discuss with staff:

[Staff may always be accompanied by another appropriate person when speaking to inspectors. However,] it is important that staff are able to express their views freely to inspectors.

Updated wording added to the 'Ofsted's approach to evaluating behaviour and attitudes on graded inspection' section

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. These discussions will include 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 will 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. [However, staff may always be accompanied by another appropriate person when talking to inspectors.]

Updated wording added to the 'Minor safeguarding improvements' section

Inspectors may identify minor improvements that need to be made to the school's safeguarding practices during inspection, such as administrative errors in paperwork or out-of-date policies. Some of the improvements may be rectified easily before the end of the inspection. Where this is the case, [have a constructive and professional conversation with leaders so that] inspectors will give the school the [has every] chance to make these minor improvements. Where minor improvements are required but these are not able to be resolved before the end of the inspection, if the school has taken steps to resolve the issue, the school can still be judged effective for safeguarding and paragraph 7 of the independent school standards can be judged as met. Importantly, any minor improvements that need to be made, while strengthening safeguarding practice, will not have an immediate impact on the safety of pupils.

New '[Pausing inspections]' section

[There may be exceptional occasions where a pause to inspection needs to be considered. We will consider these on a case-by-case basis and inform the DfE (registration authority). Leaders, responsible bodies and others can contact a senior leader in Ofsted directly if they have issues they do not feel they can raise directly with the lead inspector].

Updated wording added to the 'Inspection methodology' section

Our framework puts a [series of] joined-up, [professional] conversations about education at the heart of inspection. [It uses] a 3-part methodology to inspect schools on standard inspections. Through this methodology, inspectors build a view of the quality of education, behaviour and attitudes, personal development and leadership and management:

Updated wording added to the 'Arrangements for publishing the report' section

[Inspection reports are sent to the school following moderation and quality assurance. We aim to send reports to schools as quickly as reasonably possible. In most circumstances, we will send the draft report to the school within 18 working days of the

end of the inspection.]

[The school will have 5 working days to comment on the draft report, inspection process and findings. We will consider all comments. We will respond to them when we share the final report with the school. This will normally be within 30 working days of the end of the inspection. As set out above, we expect leaders to share the inspection outcome and findings with the proprietor and members of governing body and whoever they deem appropriate. We may also send the draft report to the DfE and other bodies as necessary. This will only take place following moderation or quality assurance.]

Updated wording added to the 'Handling concerns and complaints' section

The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. [If there are any concerns that it is not possible to resolve with the lead inspector during the inspection, the headteacher, another senior leader, the chair of governors or the proprietor(s) can contact a senior Ofsted leader using the number provided at notification.]

[If an issue remains unresolved, the school can contact Ofsted on the working day after the end of the inspection. This will be an opportunity for the school to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the inspection. This will be directed to an inspector who is independent of the inspection to discuss and to resolve where appropriate, at the earliest opportunity.]

If it is not possible to resolve concerns during the inspection, [through a telephone call the day after the inspection,] or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint when it receives the final report. The lead inspector will ensure that the school is informed that it is able to make a formal complaint and that [information about how to complain is available on GOV.UK](#).

[Independent schools inspection handbook](#)

Additional inspections of independent schools: handbook for inspectors

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with [the] respect and sensitivity [they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Gathering and recording evidence' section

[To help leaders understand how the inspection is progressing and maintain a constructive professional dialogue, the lead inspector will also meet with the headteacher throughout the inspection, to help them understand how the inspection is progressing. If there is more than one inspector, the lead inspector will also invite the headteacher, and at least one other member of staff, to observe the inspection team meetings. The lead inspector will make clear that attendance at the meeting is optional, and that the headteacher may leave at any point if they wish. They will also explain to the headteacher that the aim of both of these types of meeting is to help leaders identify what other evidence they want to draw inspectors' attention to and provide clarification on any matters of fact. The meetings will help leaders to understand the evidence on which judgements about compliance with the standards are based. On inspections with a single inspector, the lead inspector will have a short discussion with the headteacher (and the proprietor, where applicable) to set out the emerging and final findings.]

[During the inspection, inspectors may need to speak to staff in a range of different roles. They will do so in line with our code of conduct, and at all times act with professionalism, courtesy, empathy and respect. Staff (including leaders at all levels) may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors.]

[Inspectors should take careful account of the well-being of leaders and staff and adjust their approach or activity, as appropriate, as they go about their inspection work in the best interests of pupils. If inspectors see or suspect that a staff member (including all leaders and the headteacher) is upset or distressed at any point during the inspection, inspectors should respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue.

Where appropriate, inspectors will inform those responsible for the person's well-being. The lead inspector should contact the duty desk to discuss what action to take. In exceptional circumstances they may need to consider pausing the inspection.]

[Meetings with pupils or parents must take place without the presence of any leaders or staff, unless there are exceptional circumstances.]

Updated wording added to the 'The lead inspector's inspection planning telephone call' section

The lead inspector of an education-only or integrated inspection will contact the proposed school by telephone or video at a suitable time following the initial notification call. They will ask to speak to the headteacher or proprietor.

Pre-registration inspections: [This is an opportunity for the headteacher to communicate what life in the proposed school is intended to be like and provide further context about application to register as an independent school.]

Material change inspections: [This is an opportunity for the headteacher to communicate what life in the school is like and provide further context about the school. It is also an opportunity for the headteacher to discuss the particular circumstances of the school that have had a role in the decisions made by leaders.]

[The lead inspector will encourage the headteacher to have at least one other senior leader present during both calls, to assist and support them. This will usually be staff who typically deputise for them and can understand and discuss the educational content of the calls.]

Material change

The call will be short and focused on practical issues. Depending on the nature of the inspection, the lead inspector will:

- [check on the headteacher's well-being, and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact whoever is responsible for the headteacher's well-being on a day-to-day basis, so that they can pass on well-being concerns when appropriate and necessary]
- ...
- [make arrangements for, as a minimum, a meeting with the

chair and as many members of the proprietor body as are available

- ask the school to invite as many members of the proprietor body as possible to attend the final feedback meeting
- establish the governance structure of the school and confirm arrangements for meetings with the school, those responsible for governance and anyone else the lead inspector thinks would be relevant
- make arrangements for, as a minimum, a meeting with the chair of the board of governors and as many governors as are available
- ask the school to invite as many governors as are available to attend the final feedback meeting]
- [invite the school to consider if there are any reasons, of either a personal or professional nature, that may mean they wish to ask for a deferral]

Pre-registration

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

- [check on the headteacher's well-being, and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact whoever is responsible for the headteacher's well-being on a day-to-day basis (normally the local authority or trust), so that they can pass on well-being concerns when appropriate and necessary
- ...
- establish what the governance structure of the proposed school is, and confirm arrangements for meetings with the school, those responsible for governance and anyone else the lead inspector thinks would be relevant
- make arrangements for, as a minimum, a meeting with the chair of the board of governors and as many governors as are available
- ask the school to invite as many governors as are available to attend the final feedback meeting
- establish how the proposed school will give the lead inspector access to its policy documents and records so that inspectors can check the school's compliance with the independent school standards. We expect all documents to be provided in English
- let the proposed school know if and when interpreters will be present during the inspection
- ask the school to read Ofsted's [code of conduct](#), which sets

out expectations for both inspectors and providers

- provide an opportunity for the proposed school to give us information about any other factors they consider relevant to their current context, and ask any questions or to raise any concerns, such as perceived conflicts of interest
- give the school an opportunity to raise any issues or concerns, or to seek clarification before the inspection, and explain how the proposed school will be able to raise any matters during the inspection itself
- invite the school to consider if there are any reasons, of either a personal or professional nature, that may mean they wish to ask for a deferral]

Updated wording added to the 'Providing feedback' section

The on-site inspection ends with a final feedback meeting with the school. Those connected with the school who may attend include:

- [the proprietor or, where there is a proprietor body, as many members as are available; the clerk to the proprietor body, or their delegate, may also attend to take notes (there can be more than one note-taker if desired)
- the headteacher and other senior leaders, agreed by the lead inspector and headteacher
- any person the headteacher or proprietor(s) wants present to assist and support them
- if the school has a governing body, the chair, and as many representatives as are available from the governing body; the clerk to the governing body, or their delegate, may also attend to take notes (there can be more than one note-taker if desired)
- [in an aligned inspection, social care regulatory inspectors and education inspectors, who will provide feed-back to education and residential staff - only for pre-reg]

[Due to the diverse nature of school governance, in some schools a single individual may have more than one of the above roles.]

The lead inspector may agree that other leaders can attend. [If the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback and will therefore discuss with the headteacher which other people may attend to ensure the necessary support for school leaders.]

[Attendance at the feedback meeting is voluntary and any attendee may leave at any time, including leaving for a short

time and then returning.]

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

- [that, in addition to being able to raise concerns at any stage during the inspection, the school has an opportunity to raise any issues or concerns, or to seek clarification about the inspection, and can contact Ofsted on the working day after the end of inspection, if needed]

Updated wording added to the 'Requests for deferral or cancellation' section

[While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that a planned inspection may not go ahead and so a] school may request a deferral of [an] inspection. [A school] may make a request during the initial notification phone call [,or at the earliest opportunity afterwards before the start of the inspection. Inspections may also, exceptionally, need to be paused once inspectors have arrived onsite.] The lead inspector must immediately contact the regional duty desk. We will decide whether to grant a deferral in accordance with our [deferral policy](#).

Updated wording added to the 'Notification and introduction' section

[The lead inspector will encourage the headteacher to have at least one other senior leader present during both calls, to assist and support them. This will usually be staff who typically deputise for them and can understand and discuss the educational content of the calls.]

Updated wording added to the 'Minor safeguarding improvements' section

Inspectors may identify minor improvements that need to be made to the school's safeguarding practices during inspection, such as administrative errors in paperwork or out-of-date policies. Some of these improvements may be rectified easily before the end of the inspection. Where this is the case, inspectors will [have a constructive and professional conversation with leaders so that] the school [has every] chance to make these minor improvements. Where minor improvements are required but these are not able to be resolved before the end of the inspection, if the school has taken steps to resolve the issue, the school can still be judged effective for safeguarding and paragraph 7 of the independent

school standards can be judged as met. Importantly, any minor improvements that need to be made, while strengthening safeguarding practice, will not have an immediate impact on the safety of pupils.

New '[Pausing inspections]' section

[There may be exceptional occasions where a pause to inspection needs to be considered. We will consider these on a case-by-case basis and inform the registration authority (the Department for Education). Leaders, responsible bodies and others can contact a senior leader in Ofsted directly if they have issues they do not feel they can raise directly with the lead inspector]

Updated wording added to the 'Arrangements for publishing the report' section

[Inspection reports are sent to the school following moderation and quality assurance. We aim to send reports to schools as quickly as reasonably possible. In most circumstances, we will send the draft report to the school within 18 working days of the end of the inspection.]

[The school will have 5 working days to comment on the draft report, inspection process and findings. We will consider all comments. We will respond to them when we share the final report with the school. This will normally be within 30 working days of the end of the inspection. As set out above, we expect leaders to share the inspection outcome and findings with the proprietor and members of governing body and whoever they deem appropriate. We may also send the draft report to the DfE and other bodies as necessary. This will only take place following moderation or quality assurance.]

Updated wording added to the 'Handling concerns and complaints' section

The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. [If there are any concerns that it is not possible to resolve with the lead inspector during the inspection, the headteacher, another senior leader, the chair of governors or the proprietor(s) can contact a senior Ofsted leader using the number provided at notification.]

[If an issue remains unresolved, the school can contact Ofsted on the working day after the end of the inspection. This will be

an opportunity for the school to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the inspection. This will be directed to an inspector who is independent of the inspection, to discuss and to resolve, where appropriate, at the earliest opportunity.]

If it is not possible to resolve concerns during the inspection, [through a telephone call the day after the inspection,] or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint when it receives the final report. The lead inspector will ensure that the school is informed that it is able to make a formal complaint and that [information about how to complain is available on GOV.UK](#).

[Additional inspections of independent schools: handbook for inspectors](#)

Initial teacher education (ITE) inspection framework and handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

So that inspection is productive and beneficial, it is important that inspectors and ITE providers establish and maintain an appropriate working relationship. [Inspectors will hold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with the respect and sensitivity they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Why we inspect ITE providers' section

This framework sets out the purpose of ITE inspections, how Ofsted inspections promote improvement, the principles of inspection and the statutory basis for ITE inspections. It explains who inspects ITE and the factors that determine the timing of an ITE inspection. [The focus of these inspections is on providers and how all the individuals within them work together to make sure trainees receive the highest possible quality of ITE and training. The focus is not inspecting the specific individuals that work in them.]

Updated wording added to the 'Clarification for providers' section

Ofsted will:

- invite the provider's representative, or equivalent, phase leaders and managers to observe the inspectors' end-of-day team meetings. [At least one member of staff may attend to support the provider representative. This should typically be the person who deputises for the provider representative and can understand and discuss the educational content of the meeting with the provider representative. Additional members of staff may attend at the discretion of the lead inspector, but attendees should be few in number to allow for a productive conversation in the time available. Leaders will attend the meeting to observe inspectors bringing the evidence together.]

Updated wording added to the 'Inspection planning discussion' section

This discussion will normally begin on the morning after the notification call, normally on a Thursday. However, the lead inspector will try to ensure that practical arrangements take account of the provider representative's availability and aim to avoid disrupting the provider's day-to-day programme. [The lead inspector will discuss what will work best for the provider representative.]

[This conversation will be used to agree the inspection plan with the provider representative.]

The lead inspector will (where applicable):

- [check on the provider representative's well-being, and whether any steps need to be taken to ensure any issues or concerns are addressed, including that appropriate support is available. The lead inspector should be clear on how to contact the person responsible for the provider representative's well-being on a day-to-day basis so that the lead inspector can pass on well-being concerns when appropriate and necessary]
- [ask the provider to read Ofsted's [code of conduct] (<https://www.gov.uk/guidance/conduct-during-ofsted-inspections>), which sets out expectations for both inspectors and providers, and explain that if the provider has any concerns about inspectors not acting in accordance with the code of conduct, they should raise this as soon as possible with the lead inspector. This is so that any issues can be resolved before the inspection is completed]

[give the provider an opportunity to raise any issues, concerns or to seek clarification before the inspection and explain how the provider will be able to raise any matters during the inspection itself]

[To help leaders understand how the inspection is progressing and maintain a constructive professional dialogue, the lead inspector will use this call to invite the provider representative, and at least one other member of staff, to observe the inspection team meetings at the end of each day (see paragraph 51). The lead inspector will make clear that attendance at the meeting is optional, and that the provider representative may leave at any point if they wish, including for a short time and then returning. They will also explain to leaders that, on day 1, the aim is to help them identify what other evidence they want to draw inspector's attention to, provide clarification on any matters of fact and contribute to the construction of days 2, 3 and 4 timetable. On day 4, the meeting will help leaders to understand the evidence on which judgements are based.]

Updated wording added to the 'Engaging with the provider's representative, leaders and managers' section

Inspection has the strongest impact on improvement when the ITE provider understands the evidence and findings that have led to the judgements and recommendations for improvement. [At the heart of our inspections is a professional dialogue between inspectors and leaders, and so the lead inspector will agree a process for keeping leaders informed of progress throughout the inspection. This will normally mean regular meetings with the provider representative and/or any other previously agreed leader(s)]. The lead inspectors will ensure that the provider representative/leader[(s)] and managers at team and final meetings:

- [are informed by the end of day 1 or during any of the other days of inspection, that there is emerging evidence that the provider might be judged as requires improvement or inadequate. The lead inspector must emphasise that final judgements are not made until the final team meeting at the end of day 4.]

The lead inspector should meet with the provider's representative daily during the inspection to:

- allow the provider's representative to raise any [issues], concerns [or to seek clarification], including those related to the conduct of the inspection or the conduct of individual inspectors

Updated wording added to the 'Providing feedback' section

The on-site inspection ends with a final feedback meeting with the ITE provider. The lead inspector must ensure that the ITE provider is clear:

- [that the provider representative can decide who they want present to assist and support them, provided the person they choose is connected to the ITE provider]
- [that the attendance at the feedback meeting is voluntary and any attendee may leave at any time, including for a short time and then returning]
- [that if the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback and will therefore discuss with the provider representative which other people may attend to ensure the necessary support is available]
- that the grades are provisional and may be subject to change as a result of quality assurance procedures or moderation. [We expect leaders to share the inspection outcome and findings with whoever they deem appropriate.] They [should] be shared with provider staff and those responsible for governance, irrespective of whether they attended the meeting. [Leaders may also share inspection outcomes, in confidence, with others who are not involved with the ITE provider. This may include leaders' colleagues, family members, medical advisers and/or their wider support group. However, the information should be not made public or shared with wider stakeholder groups]
- [that the provider has an opportunity to raise any issues, concerns or seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if needed]

Updated wording added to the 'Requests for deferral or cancellation' section

[While it is important that we carry out our planned inspection wherever possible, sometimes there may be reasons that a planned inspection may not go ahead and so] a provider may request a deferral of [an] inspection. [A provider] may make a request to the ISA when it is notified of the inspection, or [at the earliest opportunity afterwards before the start of the inspection. Inspections may also, exceptionally, need to be [paused](#) once inspectors have arrived onsite]. We will not normally consider a deferral request if we receive it after 4.30pm on the day the provider is notified. If the ISA or lead inspector receives a request, they must immediately contact the regional duty desk. We will decide whether this should be granted, in accordance with [our deferral policy](#).

Updated wording added to the 'Preparation' section

Once we have informed the ITE provider of the inspection, the lead inspector will contact the provider by telephone and ask to speak to the ITE provider representative. In multi-phase provision, this conversation will be held for each phase of the provider. [This is an opportunity for the provider representative to communicate the fuller context of the provider that may not be expressed through data alone. It is also an opportunity for the provider representative to discuss the particular circumstances of the provider that had a role in the decisions made by leaders.]

[The lead inspector will encourage the provider representative to have at least one other senior leader present during both calls, to assist and support them. This will usually be someone who typically deputise for them and can understand and discuss the educational content of the calls. The lead inspector will also invite the provider to consider if there are any reasons, of either a personal or professional nature, that may mean they wish to ask for a deferral.]

Updated wording added to the 'The reflective, educationally-focused conversation' section

This discussion will take place on the day of the notification call, normally between 12.30pm and 3pm. However, the lead inspector will try to ensure that practical arrangements are in place that take account of the provider staff's availability and avoid disrupting the provider's day-to-day programme. This conversation will usually last around 90 minutes [, but may be longer. It will help the lead inspector and provider representative to establish a constructive, professional relationship for the 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 the leaders' views of the provider and its progress since the previous inspection.]

[We encourage the provider representative to have at least one other senior leader present during this call, to assist and support them. This will usually be staff that typically deputise for them and can understand and discuss the educational content of the call. They may also wish to have someone present to take notes].

Updated wording added to the 'Information for inspectors' section

[Staff may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors.]

Updated wording added to the 'Meeting with stakeholders' section

Inspectors will hold meetings or conference calls with [staff in a range of roles. They will do so in line with our code of conduct, with professionalism, courtesy, empathy and respect. Those individuals or groups include:]

[Staff (including leaders at all levels) may always be accompanied by another appropriate person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors. Therefore, meetings with trainees, ECTs and former trainees must take place without the presence of any leaders or mentors, unless there are exceptional circumstances.]

[Inspectors should take careful account of the well-being of leaders and staff and adjust their approach or activity, as appropriate, as they go about their inspection work in the best interests of trainees. If inspectors see or suspect that a staff member (including all leaders and the provider representative) is upset or distressed at any point during the inspection, inspectors should respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The lead inspector should contact the regional duty desk and/or the regional Senior His Majesty's Inspector (SHMI) for Teacher Development to discuss what action to take. They may need to consider pausing the inspection.]

New '[Pausing inspections]' section

[There may be exceptional occasions where a pause to inspection needs to be considered. We will consider these on a case-by-case basis.]

Updated wording added to the 'Inspection methodology' section

The ITE framework focuses on factors that both research and inspection evidence indicate contribute most strongly to high-quality education and training. The framework seeks to put a single, joined-up [professional] conversation about education at the heart of inspection. It is built around the connectedness of the trainee curriculum, training on pedagogical approaches and assessment of trainees within the 'quality of education and training' judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors can gather evidence of how a provider's activities deliver high-

quality education and training for its trainees.

Updated wording added to the 'Arrangements for publishing the report' section

Inspection reports will be quality assured before we send a draft copy to the ITE providers. [We expect the provider representatives to share the draft inspection outcome and findings with whoever they deem appropriate, provided the information is not made public or shared with wider stakeholder groups. We may share the draft findings and/or provisional judgements of the inspection, in whole or in part, with the DfE. We aim to send reports to providers as quickly as reasonably possible.]

Normally within 18 working days of the end of the inspection, the ITE provider will be invited to comment on the draft report. The ITE provider will have five working days to [comment on the draft report, inspection process and findings. We will consider all comments.]

[As set out above, we expect leaders to share the inspection outcomes and findings with whoever they deem appropriate (see paragraph 141).]

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

Updated wording added to the 'Handling concerns and complaints' section

The great majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. [If there are any concerns that cannot be resolved with the lead inspector during the inspection, the provider representative or another senior leader can contact a senior Ofsted leader using the number provided at notification.]

[If an issue remains unresolved, the provider can contact Ofsted on the working day after the end of the inspection. This will be an opportunity for the provider to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information they feel was not fully considered during the inspection. This will be directed to an inspector who is independent of the inspection to discuss and to resolve, where appropriate, at the earliest opportunity.]

If it is not possible to resolve concerns during the inspection[, through a telephone call the day after the inspection,] or through submitting comments in response to the draft report, the ITE provider may wish to lodge a formal complaint on receipt of the final report. The lead inspector will ensure that the provider is informed that it is able to make a formal complaint and that [information about how to complain](#) is available on GOV.UK.

[Initial teacher education \(ITE\) inspection framework and handbook](#)

Inspecting Cafcass: framework

Changes are indicated in [square brackets].

New '[Conduct during inspections]' section

[Ofsted's code of conduct sets out the expectations for both inspectors and providers. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Deferring an inspection' section

[While it is important that we carry out our planned inspections wherever possible, we understand that sometimes there may be reasons that this is not possible. A deferral may be requested during the initial notification phone call or at the earliest opportunity. This will be considered in line with our [deferral policy](#). We make these decisions on a case-by-case basis.]

Updated wording added to the 'Engaging with leaders and staff' section

Interviews with practitioners, managers and stakeholders

Inspectors will triangulate evidence by talking to practitioners and/or managers, either by telephone or in person. Lead inspectors will only request that groups of people are brought together for discussions or meetings if this is the only way to triangulate evidence and is required to explore lines of enquiry arising from case evaluations.

When talking to family court advisers about practice, inspectors are likely to ask questions about a range of issues, for example:

- the quality and impact of supervision and management oversight
- the ways in which they are helped to strengthen families and minimise risk
- workloads and workload management
- the availability, quality and impact of training and development opportunities
- the impact on practice through multi-agency training and the dissemination of learning from national or local learning reviews

Inspectors will usually speak about these issues alone with family court advisers. They may ask for the practitioner's line manager to be present.

If these individuals are not available, inspectors may talk to those who are deputising for them in their absence.

[If inspectors see that a staff member is upset or distressed at any point during the inspection, inspectors will respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The inspector will also contact their manager/regional duty manager to take advice.]

Updated wording added to the 'Inspection principles' section

Ofsted's [corporate strategy](#) outlines how we will carry out inspection and regulation that is:

- intelligent: all of our work will be evidence-led, and we will work to ensure that our evaluation tools and frameworks will be valid and reliable
- responsible: our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear
- focused: we will target our time and resources where they can lead directly to improvement

Our approach to inspecting Cafcass is further underpinned by 3 principles that apply to all social care inspections. Inspection should:

- focus on the things that matter most to children's lives
- be consistent in our expectations of providers
- prioritise our work where improvement is needed most

[Inspectors will work with leaders and staff constructively and will act with professionalism, courtesy, empathy and respect.]

Updated wording added to the 'Feedback at the end of the inspection/visit' section

On the final day on site, the lead inspector will invite the CEO and senior leaders to meet with the inspection team to hear the provisional findings and/or judgements and, most importantly, the evidence that supports them. The meeting should encourage dialogue between the inspection team and Cafcass about this evidence.

Because the strengths and areas for development should have been discussed in the daily meetings, there should be no surprises on the final day.

Senior leaders are invited to engage in this final discussion about the evidence supporting the provisional findings and/or judgements to:

- understand the evidence that the team used to reach findings and/or judgements to support improvement (where judged to be good, this includes understanding the factors that kept it from being judged outstanding)
- participate in a dialogue about the areas for development that are likely to follow the inspection and to ensure that senior leaders fully understand the issues that have been identified
- understand what will make the most difference for Cafcass and the children and families that it serves
- support understanding of the evidence so that the findings and/or judgements of the inspection can be disseminated accurately and inform internal discussions about improvement

To make findings and/or judgements clear and to inform the discussion with Cafcass, inspectors should share their analysed, prioritised and themed summary evidence. They will highlight strengths and areas for development across the scope of the inspection/visit. This is an opportunity for dialogue with senior leaders to help them understand the findings and not just a scripted presentation by inspectors. The meeting will usually last no longer than 60 minutes. Inspectors will not have produced a written report or letter at this stage of the inspection.

[If the feedback is likely to be challenging or is likely to raise sensitive issues, the inspector will be sympathetic to the implications of this feedback. The inspector will discuss with the CEO which other people should attend to ensure the necessary

support is given. Attendance at the feedback meeting is voluntary and any attendee may leave at any time.]

At the feedback meeting, the lead inspector will set out the procedures for sharing the draft report/letter for any comments about the draft report, publishing the report/letter and for making a complaint. [Before leaving, the lead inspector should ensure that Cafcass is clear that it has an opportunity to raise any issues, concerns or to seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if needed.

Senior leaders may share the provisional inspection outcome and findings with whoever they deem appropriate. They may also share inspection outcomes, in confidence, with others who are not involved with Cafcass. This may include colleagues, family members, medical advisers and/or their wider support group. However, the information should not be made public.]

Updated wording added to the 'Clearing and publishing inspection reports and letters' section

The quality assurance manager allocated to the inspection will review the report/letter and support the lead inspector throughout the report-writing process. Our National Director, Regulation and Social Care, will review reports.

Cafcass will be given an opportunity to make any comments on the report/letter before we publish it. [The draft inspection outcome and findings may be shared with whoever Cafcass deem appropriate.]

We will send the final version of the report to Cafcass. We will also send it to the Ministry of Justice. We will publish the final version on our reports website.

Updated wording added to the 'Complaints' section

Most of our work is carried out smoothly and without incident. If concerns arise during an inspection, these should be raised with the lead inspector or quality assurance manager as soon as possible during the inspection visit. This provides an opportunity to resolve the matter before the inspection is completed.

[If an issue remains unresolved, Cafcass can contact the quality assurance manager on the working day after the end of an inspection. This is an opportunity to informally raise concerns about the inspection process or outcomes, queries about next steps or to highlight information they feel was not fully considered during the inspection. This will be directed to the

quality assurance manager - a senior HMI who is independent of the inspection team - to try to resolve any concerns at the earliest opportunity.

If it is not possible to resolve concerns during the inspection, shortly after the inspection or through submitting comments in response to the draft report, Cafcass may wish to lodge a formal complaint when it receives the final report. The inspector will ensure that Cafcass is informed that it is able to make a formal complaint, and that [information about how to complain is available on GOV.UK.](#)]

[Inspecting Cafcass: framework](#)

Inspecting local authority children's services (ILACS)

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

Ofsted's code of conduct sets out the expectations for both inspectors and providers. At the set-up discussion, the lead inspector will explain these expectations and will ask providers to read the code. [Inspectors will work with leaders and staff constructively and will act with professionalism, courtesy, empathy and respect.]

Updated wording added to the 'Engaging the DCS during an inspection/visit' section

The lead inspector will inform the DCS or another member of the senior staff of emerging findings throughout the inspection/visit. This is likely to be on a daily basis through a brief face-to-face meeting, which may involve other inspectors from the team [and other leaders in the local authority]. This gives the local authority the opportunity to challenge and understand emerging findings. In a large local authority, where the inspection team is working at different locations on different days, the lead inspector may ask the DCS to travel to that location for the daily meeting or be in touch by telephone or video conference.

Updated wording added to the 'Feedback at the end of the inspection/visit' section

On the final day on site, the lead inspector will invite the DCS and senior leaders to meet with the inspection team to hear the provisional findings and/or judgements and, most importantly, the evidence that supports them. The meeting should encourage dialogue between the inspection team and the local authority about this evidence. Because the strengths and areas for development should have been discussed in the daily meetings, there should be no surprises on the final day. In short and standard inspections, the lead inspector will inform the DCS of the provisional judgements before the meeting. [Attendance at the feedback meeting is voluntary and any attendee may leave at any time.]

Updated wording added to the 'Deferring an inspection' section

[While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that an inspection cannot go ahead.] The local authority [can] request a deferral of an inspection or visit [after they have been notified and before fieldwork starts.] We will decide whether a deferral should be granted in accordance with our policy.

Updated wording added to the 'Notifying the local authority and requesting information' section

[This conversation will help the lead inspector and local senior leaders to establish a constructive and professional relationship and give them a shared understanding of the starting point of the inspection.]

In the week before inspectors are on site, the lead inspector will work with the link person and/or DCS to prepare for the on-site activity. The lead inspector will:

- [ask whether any steps need to be taken to ensure the well-being of local authority staff, including senior leaders, during the inspection. The lead inspector will ask who to contact if the inspection team need to pass on any concerns about someone's well-being]
- [provide the local authority with an opportunity to raise any issues or concerns about the inspection and explain how the local authority can raise any matters during the inspection]

Updated wording added to the 'Engaging with leaders and staff' section

Inspectors will triangulate evidence by talking to practitioners and/or managers, either by telephone or in person. [They will follow our code of conduct, acting with professionalism, courtesy, empathy and respect.]

In most instances inspectors will want to have confidential conversations with practitioners and managers and will usually ask to speak alone with social workers. A social worker may ask to have a colleague present at this discussion to support them. This should not usually be their direct manager, unless the inspector agrees this is appropriate. It is the responsibility of both local authority staff and Ofsted inspectors to ensure that discussions are not overheard or influenced by others. If the individuals that inspectors want to speak to are not available, they may talk to those who are deputising for them. If a member of staff becomes upset or distressed, inspectors will take a break from the discussion. The inspector will inform those responsible for that person's welfare, the lead inspector and the QA manager. The discussion will resume after the necessary steps have been taken to ensure the person's well-being. If appropriate, inspectors will change the arrangements for the staff member to enable the discussion to continue.

Updated wording added to the 'Inspection activity and gathering evidence' section

Almost all inspection evidence will be gathered by looking at individual children and young people's experiences. This will be largely through meeting with practitioners to understand the nature and impact of their work with children and families, including scrutinising electronic records. [Inspectors will work with leaders and staff constructively and will act with professionalism, courtesy, empathy and respect.]

Updated wording added to the 'Feedback at the end of the inspection/visit' section

At the feedback meeting, the lead inspector will set out the procedures for [raising any concerns or issues after fieldwork,] sharing the draft report/letter for the local authority to review, publishing the report/letter and making a [formal] complaint. [Local authority leaders can share inspection findings, in confidence, with others who were not involved in the inspection before the report is published. This may include their colleagues, family members, medical advisers and/or their wider support group. Leaders should not make the findings public.]

Updated wording added to the 'Concerns and complaints about an inspection' section

Most of our work is carried out smoothly and without incident. If concerns arise during an inspection, these should be raised with the lead inspector or quality assurance manager as soon as possible during the inspection/visit. This provides an

opportunity to resolve the matter before the inspection/visit is completed. [If an issue remains unresolved, the local authority can contact the quality assurance manager – a senior HMI who is independent of the inspection team – on the working day after the end of fieldwork. This is an opportunity for the local authority to raise concerns about the inspection process or outcomes informally to try to resolve these concerns at the earliest opportunity.]

[If it is not possible to resolve concerns during the inspection, shortly after the inspection or through submitting comments about the draft report, the local authority may wish to make a formal complaint when it receives the final report under our complaints procedure.]

[Inspecting local authority children's services \(ILACS\)](#)

Inspecting secure training centres: framework

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

[Ofsted's code of conduct sets out the expectations for both inspectors and providers. At the start of the inspection (usually during the preparatory conversations) the lead inspector will explain these expectations and will ask providers to read the code. Inspectors will work constructively with providers and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'The focus of inspections' section

This framework has a consistent and clear focus on evaluating the impact of care and support on the experiences and progress of children, largely through case tracking and sampling. This means that:

- inspectors spend less time looking at policies and procedures and more time looking at the impact of services on children's lives
- we give the minimum or no notice of inspection, so that we can see settings as they are on a day-to-day basis, and so that the time providers may spend preparing for inspection is reduced as much as possible

- we have set out as clearly as possible the details of the information required by inspectors to assist their inspection. This will enable STCs to produce their best evidence

[The focus of these inspections is the provision at the centre, not the individuals that work in them.]

Updated wording added to the 'Discussions with managers and staff' section

During the inspection, the lead inspector (and usually another team member) holds daily KIT meetings with the director to share headline summaries of emerging findings. [To help the director understand how the inspection is progressing, and to continue the constructive professional dialogue where meetings are held to keep them informed of emerging findings, the director can be accompanied by a colleague where appropriate. This will allow them to raise any issues or concerns or to seek clarification, including related to the conduct of the inspection.]

[In most cases inspectors will want to have confidential conversations with the staff and will usually ask to speak to them alone so the staff can express their views freely. However, individuals may ask to have a colleague present to support them if they prefer.

If inspectors see that a staff member is upset or distressed at any point during the inspection, inspectors will respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The inspector will also contact their manager/regional duty manager to take advice.]

During the inspection, the lead inspector (and usually another team member) holds daily KIT meetings with the director to share headline summaries of emerging findings. [To help the director understand how the inspection is progressing, and to continue the constructive professional dialogue where meetings are held to keep them informed of emerging findings, the director can be accompanied by a colleague where appropriate. This will allow them to raise any issues or concerns or to seek clarification, including related to the conduct of the inspection.]

Updated wording added to the 'End of the full inspection and feedback' section

The lead inspector, further education and skills HMI and the inspector from CQC will give verbal feedback on the main findings and provisional judgements. A QAM from one of the inspectorates will usually be present. This feedback will usually

be given to the director. [If the feedback is likely to be challenging or is likely to raise sensitive issues, the inspector will be sympathetic to the implications of this feedback. The inspector will discuss with the director which other people e.g. senior staff, should attend to ensure the necessary support is given. Attendance at the feedback meeting is voluntary and any attendee may leave at any time.] The day of feedback is counted as the last day of the inspection.

The inspectors should:

- cover the main findings of the inspection, including both strengths and weaknesses
- clearly communicate the likely judgements
- use the grade descriptors and the evidence to clearly indicate how the judgements have been reached
- [ensure that the centre has the opportunity to raise any issues, concerns or seek clarification about the inspection, and can contact Ofsted on the working day after the end of the inspection, if needed]
- confirm when the report will be sent to the director for comments on factual accuracy (see the timeframe section)
- inform the centre that, if the healthcare provider has not met the required standards, CQC will confirm this and provide a requirement notice (Annex B) for the relevant healthcare provider for comments on factual accuracy at the same time as the draft report
- confirm that, when CQC has issued a requirement notice, it will also issue a requirement letter (Annex C) once the requirements have been agreed

Inspectors will not provide a written summary of the inspection or written feedback in advance of the inspection report being sent. STCs may choose to take their own notes at feedback [and may share the provisional inspection outcome and findings with whoever they deem appropriate, though may need to be cautious/sensitive to the risk of provisional outcomes that may be subject to change potentially being shared with children when this could create uncertainty for them. Inspection outcomes may be shared, in confidence, with others who are not involved with the setting. This may include colleagues, family members, medical advisers and/or their wider support group. However, the information should not be made public.]

Updated wording added to the 'Concerns' section

Most of the inspectorates' work is carried out smoothly and without incident. If concerns do arise during an inspection, they should be raised with the lead inspector as soon as possible during the inspection visit. [This provides an opportunity to

resolve the matter before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence.]

If [, during the inspection,] the STC is unable to resolve the matter with the lead inspector, it should speak with the visiting QAM.

If an issue remains unresolved, the centre can contact Ofsted on the working day after the end of an inspection. This will be an opportunity for the provider to raise informal concerns about the inspection process or outcomes, queries about next steps or to highlight information they feel was not fully considered during the inspection.

[The centre also has another opportunity to raise concerns about the inspection process and findings when they receive the draft report.]

Updated wording added to the 'Complaints' section

[If it has not been possible to resolve concerns during the inspection, shortly after the inspection or through submitting comments in response to the draft report, a formal complaint may be lodged by the centre when it receives the final report. [Information about how to complain is available on GOV.UK](#)].

[Inspecting secure training centres: framework](#)

Joint inspections of local area services (JTAI)

JTAI guidance will be updated shortly with equivalent changes following consultation with the other inspectorates involved

[Joint inspections of local area services \(JTAI\)](#)

School inspection handbook

This [handbook](#) has been updated.

School monitoring handbook

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during

inspections' section

Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with [the] respect and sensitivity [they deserve. Inspectors will work constructively with leaders and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'Ofsted's monitoring policy' section

All schools that received an overall effectiveness judgement of inadequate in their most recent graded inspection, or of requires improvement in their two most recent graded inspections, are eligible for routine monitoring until they secure an improved grade (but see part 2 below, as there are many cases where this will not happen). Schools judged inadequate solely due to ineffective safeguarding will have an early monitoring inspection. [This will normally take place around 3 months (12 school weeks, where a school week is any week in which there is at least one school day) from when the graded inspection took place, but can take place at any point] within 3 months of the publication of the graded inspection report. The monitoring inspection could be deemed a graded inspection and therefore could change the overall effectiveness grade.

The aims of this process are to:

- establish and maintain a constructive, [professional] relationship between leaders and inspectors

New '[Keeping leaders informed]' section

[At the heart of our inspections is a professional dialogue between inspectors and leaders and so the lead inspector will agree a process for keeping leaders informed of progress throughout the inspection. This will normally mean regular meetings with the headteacher and/or any other previously agreed school leader(s) to:

- provide updates on emerging issues, including initial general findings and to enable further evidence to be provided
- allow the headteacher to raise any issues or concerns, including related to the conduct of the inspection or of individual inspectors, or to seek clarification.
- alert the headteacher to any serious concerns.]

Updated wording added to the 'Feedback at the end of the monitoring inspection' section

The school will receive verbal feedback, in which the lead inspector will:

- report the range of evidence gathered
- comment on the impact of any support for school improvement
- cover any specific issues identified by the lead inspector in the pre-inspection preparation and during the inspection
- make clear that the text of the report may differ from the verbal feedback, but that the judgements will not change unless quality assurance deems that appropriate
- [make clear that, in addition to being able to raise concerns at any stage during the inspection, the school has an opportunity to raise any issues, concerns or to seek clarification about the inspection, and can also contact Ofsted on the working day after the end of the inspection, if necessary]

The lead inspector will chair the final feedback meeting, and they will agree who should attend with the headteacher.

Normally, the final feedback meeting will be attended by:

- the headteacher (or equivalent) and, for academies, the CEO/their delegate (or equivalent) and other leaders, as agreed by the lead inspector and headteacher
- [any person the headteacher or CEO wants present to assist and support them]
- for maintained schools, the chair of the school's governing body and as many governors as [are available]; the clerk to governors (or equivalent), or their delegate, may also attend to take notes [(there can be more than one note taker if desired)]
- for academies, the chair of the board of trustees [or their delegate], and as many trustees as are available; the clerk to the trustees or the board (or equivalent) or their delegate, may also attend to take notes [(there can be more than one note taker if desired)]
- a representative from the local authority [(always for maintained schools and additionally for academies where safeguarding is found to be ineffective)]
- [a representative from the sponsor and/or designated responsible body, diocese or other responsible body]

[If the feedback is likely to be challenging or is likely to raise difficult issues, the lead inspector will be sensitive to any implications arising from this feedback and will therefore discuss with the headteacher which other people may attend the meeting to ensure the necessary support for school leaders.]

[Attendance at the feedback meeting is voluntary and any attendee may leave at any time, including leaving for a short time and then returning.]

During the final feedback meeting of a monitoring inspection, the lead inspector will ensure that leaders, governors/trustees and all attendees are clear:

- that the judgements are provisional and so may be subject to change as a result of quality assurance procedures or moderation. We expect leaders to share the inspection outcome and findings with whoever they deem appropriate. The outcome and findings should be shared with governors/trustees, irrespective of whether they attended the meeting, and irrespective of what other role they may hold (for example, a teacher governor). Leaders may also share inspection outcomes, in confidence, with others, not involved in the school, provided the information is not made public or shared with parents. [This may include leaders' colleagues, family members, medical advisers, and/or their wider support group
- that, in addition to being able to raise concerns at any stage during the inspection, the school has an opportunity to raise any issues or concerns or to seek clarification about the inspection, and can contact Ofsted on the working day after the end of the inspection, if necessary]

If there are serious concerns about the lack of urgency in tackling weakness at the school, the lead inspector will expect to speak to the governing board or board of trustees, or as many governors/trustees as [are available,] and will share the concerns with the school and make specific recommendations for more urgent action or intervention. If needed, they will arrange to do this after the inspection. For an academy, the lead inspector should also invite the CEO or their delegate and other leaders within the trust (as required) to the final feedback meeting. These meetings may include a virtual option using video or telephone calls if necessary.

Updated wording added to the 'Requests for inspections to be deferred or cancelled' section

[While it is important that we carry out our planned inspections wherever possible, sometimes there may be reasons that a planned inspection may not go ahead and so] a school may request a deferral of [an] inspection. [A school may make a request during the initial notification phone call, or at the earliest opportunity afterwards, before the start of the inspection. Inspections may also, exceptionally, need to be paused once inspectors have arrived onsite.] We will not normally consider

deferrals if we receive them after 4.30pm on the day the school is notified. The lead inspector must immediately contact the regional duty desk. We will decide whether this should be granted in accordance with [our deferral policy](#).

If a school is within 6 months of confirmed closure, and this is evidenced in a funding agreement, for example, but the school does not request a cancellation when [notified of an inspection, the lead inspector] will call the regional duty desk to highlight this and get advice about whether the inspection should still be carried out. We will make decisions on a case-by-case basis.

Updated wording added to the 'Notification' section

- [make it clear that the headteacher is encouraged to have at least one other senior leader present during the call to assist and support them. This will usually be staff who typically deputise for them (or a member of trust staff) and who can understand and discuss the educational content of the call. The headteacher may also wish to have someone present to take notes
- check on the headteacher's well-being, and find out whether any steps need to be taken to ensure that any issues or concerns are addressed, including that appropriate support is available. The lead inspector should ascertain how to contact whoever is responsible for the headteacher's well-being on a day-to-day basis (normally the local authority or trust), so that they can pass on well-being concerns when appropriate and necessary]
- confirm that the school will inform the governors/trustees and (where relevant) the local authority and/or diocese and that the lead inspector will wish to speak to, at a minimum, the chair [(or their delegate)] during the inspection to discuss how aspects of the quality of education are improving
- discuss which leaders and staff will need to be involved in the inspection, the practical arrangements for inspection and the inspection activities needed, which may include:
 - meeting staff
 - reviewing documentation
 - talking to pupils
 - reviewing pupils' work
 - visiting lesson
- discussing any specific issues that the lead inspector should be made aware of before arriving to start the monitoring inspection
- asking the school to upload any action or improvement plan and/or self-evaluation they have completed to the portal
- [agree a process for keeping leaders informed of progress throughout the inspection. This will normally mean regular

meetings with the headteacher and/or any other previously agreed school leader(s) see Keeping leaders informed

- give the school the opportunity to raise any issues or concerns or to seek clarification before the inspection
- explain how the school will be able to raise any matters during the inspection itself.]

Updated wording added to the 'Activities carried out by inspectors' section

During all monitoring inspections, the lead inspector will:

- meet the headteacher and other leaders (including, in an academy, the CEO or other trust leaders) to establish a purposeful and productive working relationship and focus on discussing the actions taken so far to tackle issues from the graded inspection. [At least one other member of staff may attend to support the headteacher or other leaders. This should typically be someone who deputises for them (or a member of trust staff) and who can understand and discuss the educational content of the meeting with the headteacher or other leaders]
- hold meetings with the chair and [as many] members of the governing board or board of trustees [as are available] and (where relevant) the local authority to establish what action is being taken

[During the inspection, inspectors will need to speak to staff in a range of different roles. They will do so in line with our code of conduct, and at all times act with professionalism, courtesy, empathy and respect.]

[Staff (including leaders at all levels) may always be accompanied by another person when speaking to inspectors. However, it is important that staff are able to express their views freely to inspectors.]

[Inspectors should take careful account of the well-being of leaders and staff and adjust their approach or activity, as appropriate, as they go about their inspection work, in the best interests of pupils. If inspectors see or suspect that a staff member (including all leaders and the headteacher) is upset or distressed at any point during the inspections, inspectors should respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The lead inspector should contact the duty desk to discuss what action to take.]

[In exceptional circumstances, inspectors may need to consider

pausing the inspection.]

[Meetings with pupils or parents must take place without the presence of any leaders or staff, unless there are exceptional circumstances.]

Updated wording added to the 'Evaluating support provided to inadequate schools that are judged to require special measures' section

During the first monitoring inspection of an inadequate school that is judged to require special measures, inspectors will meet with the headteacher, the CEO or their delegate (or equivalent in a trust), the chair of the governing body or board of trustees (where possible) and as many governors/trustees as [are available. At least one other member of staff may attend the meeting to support the headteacher. This should typically be someone who deputises for them (or a member of trust staff) who can understand and discuss the educational content of the meeting with the headteacher. Additional members of staff (this could include trust staff or local authority representatives) may attend at the discretion of the lead inspector, but attendees should be few in number to allow for a productive conversation in the time available.] Inspectors will look for evidence of how well leaders and governors/trustees are implementing the school's plans for improvement.

New '[Pausing inspections]' section

[There may be exceptional occasions when a pause to inspection needs to be considered. We will consider these on a case-by-case basis according to our published guidance. This policy sets out in detail how to request a pause in inspection, the importance of leader and staff welfare, the role of the responsible body, and how leaders, responsible bodies and others can contact a senior leader in Ofsted directly if they have issues they do not feel they can raise directly with the lead inspector.]

Updated wording added to the 'Inadequate schools that are subject to special measures' section

This judgement is not subject to moderation. We expect leaders to share the inspection outcome and findings with whoever they deem appropriate. The outcome and findings should be shared with governors/trustees, irrespective of whether they attended the meeting, and irrespective of what other role they may hold (for example, a teacher governor). Leaders may also share inspection outcomes, in confidence, with others [who are] not involved [with] the school. [This may include leaders' colleagues, family members, medical advisers and/or their

wider support group. However, the information should not be made public or shared with parents.]

Updated wording added to the 'Arrangements for publishing the report' section

Inspection reports [are sent to the school following moderation and quality assurance. We aim to send reports to schools as quickly as reasonably possible. In most circumstances, we will send the draft report to the school within 18 working days from the end of the inspection.]

The school will have 5 working days to comment on the draft report, inspection process and findings. We will consider all comments. We will respond to them when we share the final report with the school. [This will normally be] within 30 working days [of] the [end of the] inspection. As set out in paragraph 139, [we] expect leaders to share the inspection outcome and findings with governors/trustees and whoever they deem appropriate. The outcome and findings should be shared with governors/trustees, irrespective of whether they attended the meeting, and irrespective of what other role they may hold (for example, a teacher governor). Leaders may also share inspection outcomes, in confidence, with others not involved in the school, provided the information is not made public or shared with parents. [This may include leaders' colleagues, family members, medical advisers, and/or their wider support group.] We may also send the draft report to the DfE and other bodies. This will only take place following moderation or quality assurance.

Updated wording added to the 'Quality assurance and complaints' section

The [great] majority of our work is carried out smoothly and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised, and actions taken, will be recorded in the inspection evidence. [If there are any concerns that are not possible to resolve with the lead inspector during the inspection, the headteacher, another senior leader, the local authority or a trust representative can contact a senior Ofsted leader using the number provided as part of the notification process.]

[If an issue remains unresolved, the school or responsible body can contact Ofsted on the working day after the end of the inspection. This will be an opportunity for the school to raise informal concerns about the inspection process or outcomes, ask about next steps or highlight information that they feel was not fully considered during the inspection. This will be directed

to an inspector who is independent of the inspection to discuss and to resolve, where appropriate, at the earliest opportunity.]

If it is not possible to resolve concerns during the inspection, [through a telephone call the day after the inspection], or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint when it receives the final report. The lead inspector will ensure that the school is informed that it is able to make a formal complaint and that [information about how to complain is available on GOV.UK](#).

Updated wording added to the 'Introduction' section

A school which requires special measures is a school that meets the definition of '[requiring special measures]', as set out in [section 44 of the Education Act 2005](#).

Updated wording added to the 'Deeming of monitoring inspections of schools that are inadequate with serious weaknesses' section

The ['Information about this inspection'] section of the report must include the statement: [The inspector(s)] carried out [this inspection] under section 8 of the Education Act 2005. [We] deemed [the inspection] to be a graded [(section 5)] inspection under the same Act.

Updated wording added to the 'Deeming of monitoring inspections of schools that are inadequate with serious weaknesses solely due to safeguarding' section

Inspectors will remain alert to any [other] concerns, [including those] relating to:

- [compliance with the] Equality Act [2010], including [any concerns about] separation by sex
- teaching [of] the protected characteristics
- gaming
- the school's approach to inclusion and off-rolling.

The ['Information about this inspection' section] of the report must include the statement: [The inspector(s)] carried out [this inspection] under section 8(2) of the Education Act 2005, following concerns over safeguarding being raised at a graded inspection on [dd mmm yyyy]. On this [current] inspection, inspectors found that safeguarding is now effective and so [we] deemed [the inspection] to be a graded [(section 5)] inspection under the same Act. The judgements in this report draw on evidence collected at the earlier graded inspection.

[The statement above must also be placed on the front page of

the report.]

[School monitoring handbook](#)

Social care common inspection framework (SCCIF)

Changes are indicated in [square brackets].

Updated wording added to the 'Conduct during inspections' section

Ofsted's code of conduct sets out the expectations for both inspectors and providers. At the start of the inspection (usually during the preparatory conversations) the lead inspector will explain these expectations and will ask providers to read the code. [Inspectors will work constructively with providers and staff, demonstrating professionalism, courtesy, empathy and respect at all times.]

Updated wording added to the 'The start of the inspection' section

[At the heart of our inspections is a constructive, respectful and empathetic dialogue between inspectors and providers.]

At the start of all inspections, the inspector confirms their identity by producing their Ofsted inspector identification. They do not need to carry paper copies of Disclosure and Barring Service (DBS) checks.

The inspector always meets with the registered manager/person in charge at the beginning of the inspection to:

- outline the plan for the inspection and confirm whether it is a full or an assurance inspection
- arrange to interview the registered manager during the inspection; if the registered manager is unavailable and the responsible individual is also unavailable to attend the inspection, the responsible individual should identify a suitable representative
- outline any lines of enquiry for the inspection, including those generated through reading the statement of purpose
- provide the person in charge with the opportunity to share any current information or personal issues relating to any of the children living in the home or members of staff that the inspector needs to be aware of during the inspection
- ensure that Ofsted holds the correct details on the inspection

database, including email address and telephone numbers for the manager, registered provider and/or responsible individual, any other partners, or directors or trustees (see Annex A)

ensure that Ofsted hold records of the latest qualifications for the registered manager or progress made on any qualifications being undertaken to comply with regulation 28

- arrange the approximate time that verbal feedback will be given and who is to receive this; feedback is normally given to the registered manager or senior member of staff present and the responsible individual; additional senior staff linked to the home may also attend at the discretion of the inspector and registered manager, if agreed in advance
- [check the registered manager's welfare, and whether any steps need to be taken to ensure their well-being. This should include being clear how to contact who is responsible for their welfare on a day-to-day basis, to be able to pass on welfare concerns when appropriate and necessary
- provide the opportunity to raise any issues, concerns or seek clarification about the inspection and explain how the provider can raise any matters during the inspection itself.]

Additionally, for multi-building children's homes, the inspector will discuss and arrange to visit all the buildings included in the registration over the course of the inspection with the registered manager/person in charge at the beginning of the inspection. If the registered manager/person in charge is not at the first building the inspector visits, they should contact them immediately and arrange to meet with them as soon as practicable.

[Inspectors will agree a process for keeping managers informed of progress throughout the inspection. This will normally mean regular meetings with managers to enable them to raise concerns or seek clarification. This will include informing managers if there is evidence that the service may be judged inadequate. The inspector will emphasise that final judgements are not made until the feedback meeting at the end of the inspection.]

If the inspection has been prompted by our receiving information about a concern or allegation, the inspector should explain to the registered manager or person in charge of the establishment or agency the nature of that information. This is so that the manager is fully aware of the concerns. This also provides an opportunity for the manager to provide additional information and for the inspector to be as open with them about the information as possible. If the information is from a whistle-

blower or from someone who wishes to remain anonymous, then the inspector must take the utmost care to ensure that the person's identity is not revealed.

Updated wording added to the 'Discussions with managers and staff' section

Individual interviews are held with the registered manager/person in charge and other staff. The inspector should always try to talk to the responsible individual. The number of staff interviewed depends on the size of home but includes a sample of permanent staff and any agency staff working in the home at the time of inspection.

For multi-building children's homes, the inspector will speak to staff who work in each building. This is in order to evaluate the effectiveness of the staffing arrangements and to understand how the arrangements ensure that there is continuity of staff for children.

Where the registered manager is not available, the inspector should ask to interview the responsible individual.

The inspector always asks to interview the responsible individual where:

- there is no registered manager in post
- there are concerns about the quality of care and/or the effectiveness of monitoring arrangements, or the quality of the leadership and management of the home
- evidence indicates that the home is failing to protect children
- there are concerns about staffing, the premises or resources to manage and run the provision

The interview with the registered manager usually covers:

- issues that have arisen from pre-inspection information/early lines of enquiry
- a discussion about the ethos of the home as described in the statement of purpose and any specific lines of enquiry arising from this
- the registered manager's evidence of the effectiveness of the home on the experiences and progress of the children living there and those who have recently left; this includes how the home works with individual children to meet their needs and the help on offer to support them to make and sustain attachments with adults
- questions about the theoretical and professional understanding and approach to work with vulnerable and upset children

- a summary of the needs of the children living at the home, including how any incidents or concerns are managed and the action taken to prevent similar situations or difficulties arising
- discussions about how regular routines are established for children around mealtimes, bedtimes, school and weekend activities
- the registered manager's knowledge and understanding of the strengths and weaknesses of the home and plans for future development and how they effectively lead the team and promote a culture of continuous improvement
- discussions about helping children to have safe contact with their families and friends
- follow-up on progress in response to previous requirements and recommendations
- the quality and effectiveness of practice-related supervision received by the manager and given by the manager to staff
- challenge and enquiry about the relationship of the children's home with other professionals and services
- plans for staff development, including arrangements to ensure that staff have obtained appropriate qualifications by the relevant dates
- discussions about the safe recruitment and selection of staff with the manager's qualification; if their qualification does not meet regulation 28 of the Children's Homes (England) Regulations 2015, how they intend to obtain an appropriate qualification
- any further evidence that the manager may wish to highlight to the inspector

In multi-building children's homes, the inspector will also discuss with the manager:

- the specific management arrangements to ensure that there is good-quality management oversight across more than one building
- how staffing arrangements are managed across the buildings to provide continuity of care for children
- the plans that are in place to recruit staff safely when they are needed quickly or in an emergency, if not all of the buildings are regularly used

During the inspection, the inspector shares emerging findings about the home's strengths and weaknesses with the registered person (usually the registered manager) so that they fully understand emerging issues.

The inspector usually meets with the registered person at the

end of day 1 to share emerging findings. The inspector normally sets out for the manager what they intend to consider later in the inspection (where relevant) so that the manager can prepare or direct inspectors to any specific information or evidence required.

[To help managers understand how the inspection is progressing, and to continue the constructive professional dialogue where meetings are held to keep them informed of emerging findings, the manager can be accompanied by a colleague where appropriate. This will allow them to raise any issues or concerns or to seek clarification, including related to the conduct of the inspection.

If the registered manager is not present, inspectors will agree a process with the responsible individual (if available) for keeping other people informed of progress throughout the inspection.]

Shortfalls that could have an immediate impact on the safety of staff or children should be brought to the attention of the manager or senior member of staff on duty as soon as the inspector has identified the problem.

Inspectors want to establish that the home's monitoring systems are robust enough to identify any strengths and weaknesses in practice. Inspectors do not count medication or petty cash, carry out vehicle checks, check water temperatures or contents of fridges, freezers and food storage areas unless these are a specific line of enquiry.

Inspectors should be prepared to alter interview arrangements if staff have to attend to the needs of children.

[In most cases inspectors will want to have confidential conversations with the staff and will usually ask to speak to them alone so the staff can express their views freely. However, individuals may ask to have a colleague present to support them if they prefer.

If inspectors see that a staff member is upset or distressed at any point during the inspection, inspectors will respond sensitively. Where appropriate, inspectors will consider suitable adjustments to enable the staff member to continue. Where appropriate, inspectors will inform those responsible for the person's well-being. The inspector will also contact their manager/regional duty manager to take advice.]

Updated wording added to the 'Deferrals' section

[While it is important that we carry out our planned inspections wherever possible, we understand that sometimes there may be

reasons that this is not possible. A provider may request a deferral of an inspection at the earliest opportunity/start of the inspection. This will be considered in line with our [deferral policy](#). We make these decisions on a case-by-case basis.]

Updated wording added to the 'End of the inspection and feedback' section

The inspector will give verbal feedback of the main findings and provisional judgements. This feedback will usually be given to the manager, responsible individual (as appropriate). Additional senior staff from the provider may also attend, if agreed in advance with the inspector. In some circumstances, the inspector may need extra time after the inspection fieldwork to take advice before giving feedback. The day of feedback is counted as the last day of the inspection.

[If the feedback is likely to be challenging or is likely to raise sensitive issues, the inspector will be sympathetic to the implications of this feedback. The inspector will discuss with the provider which other people should attend to ensure the necessary support is given. Attendance at the feedback meeting is voluntary and any attendee may leave at any time.]

In some circumstances, the inspector may need extra time after the inspection fieldwork to take advice before giving feedback. The day of feedback is counted as the last day of the inspection.

The inspector should:

- cover the main findings of the inspection, including both strengths and weaknesses
- clearly communicate the likely judgements
- indicate likely requirements and recommendations, with clear reference to the relevant regulation or guidance in the [Guide to the regulations and quality standards](#), providing a clear direction for improvement
- use the grade descriptors and the evidence to clearly indicate how the judgements have been reached
- [ensure that the provider has the opportunity to raise any issues, concerns or seek clarification about the inspection, and can contact Ofsted on the working day after the end of the inspection, if needed]
- confirm [when the draft report](#) will be sent to the manager for comments

Inspectors will not provide a written summary of the inspection or written feedback in advance of the inspection report being sent. Providers may choose to take their own notes at

feedback.

[Managers may share the provisional inspection outcome and findings with whoever they deem appropriate, though providers may need to be cautious/sensitive to the risk of provisional outcomes that may be subject to change potentially being shared with children when this could create uncertainty for them. Provisional inspection outcomes may also be shared, in confidence, with others who are not involved with the setting. This may include colleagues, family members, medical advisers and/or their wider support group. However, the information should not be made public.]

Updated wording added to the 'Quality assurance and arrangements for publishing the report' section

The inspector is responsible for the quality of the report. The inspector will check the completed draft report carefully before submitting it to their manager for pre-publication quality checks before it is shared with the provider.

Any proposed change of judgement from the provisional judgement given at verbal feedback during the inspection will be discussed by the appropriate managers within Ofsted. On these rare occasions, the inspector must inform the provider of the revised judgements and provide reasons for the changes before the provider receives the draft report.

We will send the draft inspection report to the provider within 18 working days of the end of the inspection.

The provider will have 5 working days to comment on the draft report, process and findings.

We will consider all comments and we will respond to the comments when we share the final report with the provider. This will be within a maximum of 30 working days after the inspection.

[We expect managers to share the inspection outcome and findings with whoever they deem appropriate.]

Following the inspection, we will ask providers for feedback about the inspection through a post-inspection survey. This is sent to the provider at the same time it receives the final inspection report. We will use feedback from providers to improve the quality of inspections.

Updated wording added to the 'Concerns' section

Most of Ofsted's work is carried out smoothly and without

incident. If concerns do arise during an inspection, they should be raised with the inspector as soon as possible during the inspection visit. This provides an opportunity to resolve the matter before the inspection is completed. [Any concerns raised, and actions taken, will be recorded in the inspection evidence.]

If [, during the inspection,] the provider is unable to resolve the matter with the inspector, they should contact the inspector's RIM for further discussion.

[If an issue remains unresolved, the provider can contact Ofsted on the working day after the end of an inspection. This will be an opportunity for the provider to raise informal concerns about the inspection process or outcomes, queries about next steps or to highlight information they feel was not fully considered during the inspection. This will be directed to a RIM separate to the inspection to discuss and to resolve, where appropriate, at the earliest opportunity.]

Providers also have another opportunity to raise concerns about the inspection process and findings when they receive the draft report.

Updated wording added to the 'Complaints' section

[If it is not possible to resolve concerns during the inspection, shortly after the inspection or through submitting comments in response to the draft report, the provider may wish to lodge a formal complaint when it receives the final report. The inspector will ensure that the provider is informed that it is able to make a formal complaint, and that [information about how to complain is available on GOV.UK.](#)]

Equivalent changes will be made to all the SCCIF handbooks appropriate to each provider type

[Social care common inspection framework \(SCCIF\)](#)

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