School inspection handbook

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

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Introduction

1. This handbook describes the main activities undertaken during inspections of schools in England under section 5 of the Education Act 2005.[1] It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.

2. The handbook has two parts:

   - Part 1. How schools will be inspected
     This contains information about the processes before, during and after the inspection.

   - Part 2. The evaluation schedule
     This contains the evaluation criteria inspectors use to make the graded judgements about schools and includes exemplification of the kinds of evidence and activities used by inspectors to make their judgements.

3. This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the process and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school. This handbook should not be regarded as a set of inflexible rules, but as an account of the procedures that govern inspection. Inspectors will exercise their professional judgement when using it. This handbook is for school inspections to be carried out from September 2015 under the 'Common inspection framework: education, skills and early years' (CIF).[2]

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

[2] 'Common inspection framework', Ofsted, August 2015; www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015.

Part 1. How schools will be inspected

What are the legal requirements for the inspection of schools?

How schools are selected for inspection

4. The CIF and this handbook set out the statutory basis for school inspections conducted under the Education Act 2005.

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

   - community, foundation and voluntary schools
   - community and foundation special schools
   - pupil referral units[4]
   - maintained nursery schools
   - academies[5]
   - city technology colleges
   - city technology colleges for the technology of the arts
   - certain non-maintained special schools approved by the Secretary of State under section 342 of the Education Act 1996.

[3] There is a separate handbook for inspections conducted under section 8 of the Education Act 2005: 'School inspection handbook - Section 8', Ofsted, October 2017; www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

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

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

6. An inspection of boarding or residential provision in a boarding or residential special school will be integrated with the school inspection, where possible (see Annex). Integrated inspections cannot be carried out when inspection cycles do not coincide. In such cases, only an inspection of the boarding or residential provision will be conducted.[6]

7. All schools have a unique reference number (URN). Any institution with its own URN that Ofsted inspects will receive an inspection report.[7] However, Ofsted may seek to coordinate the inspection of certain groups of schools where this is possible.

8. Ofsted is required to inspect at prescribed intervals all schools to which section 5 applies.[8] The regulations set the interval for section 5 inspections 'within five school years from the end of the school year in which the last inspection took place.'[9] The exceptions to this requirement are schools that are exempt from section 5 inspection (known as 'exempt schools').

Risk assessment

9. Ofsted uses risk assessment to ensure that its approach to inspection is proportionate and so that it can focus its efforts where it can have the greatest impact. Risk assessment has two stages:

   - Stage one involves an assessment of each school, based on analysis of publicly available data.
   - Stage two involves a more in-depth desk-based review of a wider range of available information.

10. The outcomes of the risk assessment are used differently depending on the previous inspection grade of the school. Ofsted uses a broad range of indicators to select providers for inspection. The risk assessment process normally takes

[6] The boarding/residential provision will be inspected under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools or residential special schools, as appropriate. The inspection will follow 'Social care common inspection framework (SCCIF): boarding schools and residential special schools', Ofsted, April 2017; www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools

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

[8] Under section 5(1) of the Education Act 2005.

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

place in time for the start of the third school year after the most recent inspection.[10]

11. In conducting a risk assessment, Ofsted analyses:

- pupils' academic achievement over time, taking account of both attainment and progress
- pupils' attendance
- the outcomes of any inspections, such as survey inspections, carried out by Ofsted since the last routine inspection
- the views of parents,[11] including those shown by Parent View,[12] an online questionnaire for parents
- qualifying complaints[13] about the school referred to Ofsted by parents
- any other significant concerns that are brought to Ofsted's attention.

12. Ofsted may also conduct unannounced inspections and monitoring visits at any time.

Outstanding/exempt schools

13. Maintained primary and secondary schools and academies that were judged to be outstanding in their overall effectiveness at their most recent section 5 inspection are exempt from inspection under section 5. They can only be inspected under section 8 of the Education Act 2005. This exemption also applies to academy converter schools[14] where the overall effectiveness of the predecessor school was outstanding at its most recent section 5 inspection.

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

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[10] 'Methodology note: the risk assessment of good and outstanding providers', Ofsted, August 2017; www.gov.uk/government/publications/ofsted-standards-for-official-statistics.
[11] 'Parents' refers to mothers, fathers and/or carers.
[12] https://parentview.ofsted.gov.uk.
[13] Ofsted has specific powers (under section 11A–C of the Education Act 2005) to investigate certain complaints about schools, known as qualifying complaints.
[14] Academy converter schools are schools that have been approved by the Secretary of State to convert to become an academy.

15. If Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by section 5), HMCI has powers to inspect it at any time under section 8 of the Act. Under section 8, the Secretary of State may require HMCI to conduct an inspection of an exempt school (or any other school covered by section 5). The Secretary of State may also require HMCI to treat the inspection as if it were carried out under section 5.

16. Exempt schools are subject to risk assessment. If the risk assessment process raises concerns about the performance of an exempt school, it may be inspected at any time after the completion of the risk assessment. If no concerns are raised from the risk assessment, the school will not be informed.

17. Where risk assessment identifies sufficient concerns about decline in the performance of pupils' academic achievement and overall decline in performance, these outstanding schools will receive a section 8 no formal designation inspection (see paragraph 22). If, during the course of the inspection, the lead inspector finds that the school's overall effectiveness may have significantly declined to less than good, then the lead inspector may deem the section 8 inspection as a section 5 inspection.[15]

18. Where an exempt school subsequently makes structural changes, such as adding a new key stage or amalgamating with another school, the school will receive a section 8 no formal designation inspection.

19. In addition, exempt schools may be inspected between risk assessments where:

    - safeguarding, including a decline in the standards of pupils' behaviour and the ability of staff to maintain discipline and/or welfare concerns, suggests that it should be inspected
    - a subject or thematic survey inspection raises more general concerns
    - Ofsted has received a qualifying complaint about a school that, taken alongside other available evidence, suggests that it would be appropriate to inspect the school
    - concerns are raised about standards of leadership or governance
    - concerns are identified about the breadth and balance of the curriculum (including where the statutory requirement to publish information to parents is not met)

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

- HMCI or the Secretary of State has concerns about a school's performance.

20. If any of the concerns listed above are identified for exempt schools, these schools will usually be inspected under the section 8 no formal designation procedures set out in the separate section 8 handbook.[16]

Short inspections of good schools

21. The frequency of inspection is proportionate to the performance and circumstances of schools. Schools judged to be good at their previous section 5 inspection will normally receive a one-day short inspection, carried out under section 8, approximately every three years, as long as the quality of education remains good at each short inspection. The separate section 8 handbook explains how these short inspections will be carried out. Some good schools will automatically receive a full section 5 inspection instead of a section 8 short inspection. This will affect approximately a fifth of good schools, and will occur when Ofsted's risk assessment process indicates that the quality of provision may have deteriorated significantly.

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

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

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

- HMCI or the Secretary of State has concerns about the school's performance that suggest that it should be inspected earlier than its next scheduled inspection.

23. Pupil referral units, special schools (including maintained special schools and non-maintained special schools) and maintained nursery schools that were judged good or outstanding at their previous section 5 inspection will normally receive short inspections approximately every three years carried out under section 8, to confirm that the quality of education remains good or outstanding.[17] These settings are not exempt from routine inspections if they are judged outstanding.

Schools requesting an inspection

24. Schools are able, via the appropriate authority (normally the school's governing body[18]), to request an inspection. Such an inspection will be treated as an inspection under section 5. If Ofsted carries out such an inspection, HMCI may charge the appropriate authority for its cost.

Using evidence from section 5 and section 8 inspections

25. Ofsted may collect evidence on other aspects of provision through section 5 and section 8 inspections and use it to inform national reporting.

Schools with a religious character

26. The Secretary of State designates certain schools as having a religious character.[19] The content of collective worship and denominational education in such schools is inspected separately under section 48 of the Education Act 2005. Further details are provided in the Annex at the end of this document.

Separately registered childcare provision

27. Early years or childcare provision of more than two hours a day that is not managed by the governing body must normally be registered with Ofsted. If provision managed directly by a school governing body includes care for children under two years old, or where no child attending it is a pupil of the school, it must be registered with Ofsted. Provision registered in this way is not inspected under section 5 of the Act.

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[17] Some of these good schools will automatically receive a full section 5 inspection instead of a short inspection when evidence shows that the quality of provision may have deteriorated significantly.
[18] The term governing body is used to define the accountable authority for the school. In the case of an academy, including schools within a multi-academy trust, this will be the board of trustees.
[19] Under section 69(3) of the School Standards and Framework Act 1998; www.legislation.gov.uk/ukpga/1998/31/contents.

When can an inspection take place?

28. Inspection can take place at any point after the end of five working school days in the autumn term. For example, if pupils return to school on a Wednesday, inspection can take place as early as the following Wednesday.

Before the inspection

Clarification for schools

29. The information below serves to confirm facts about the requirements of Ofsted and to dispel myths about inspection that can result in unnecessary workloads in schools. It is intended to highlight specific practices that are not required by Ofsted. Inspectors **must not** advocate a particular method of planning, teaching or assessment. It is up to schools themselves to determine their practices and for leadership teams to justify these on their own merits rather than by reference to this inspection handbook.

Lesson planning

- Ofsted **does not** require schools to provide individual lesson plans to inspectors. Equally, Ofsted **does not** require schools to provide previous lesson plans.
- Ofsted **does not** specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.
- Ofsted **does not** expect tutor groups/form time to include literacy, numeracy or other learning sessions. Schools can use form time as they wish.

Self-evaluation

- Ofsted **does not** require self-evaluation to be graded or provided in a specific format. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes.

Grading of lessons

- Ofsted **does not** award a grade for the quality of teaching or outcomes in the individual lessons visited. Inspectors do not grade individual lessons. Ofsted **does not** expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.

Lesson observations

- Ofsted **does not** require schools to undertake a specified amount of lesson observation.

- Ofsted **does not** expect schools to provide specific details of the pay grade of individual teachers who are observed during inspection.

Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.

- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Evidence for inspection

- Ofsted **does not** expect schools to provide evidence for inspection beyond that set out in this inspection handbook.

- Ofsted **will** take a range of evidence into account when making judgements, including published performance data, the school's in-year performance information and work in pupils' books and folders, including that held in electronic form. However, unnecessary or extensive collections of marked pupils' work **are not** required for inspection.

- Ofsted **does not** expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school.

- Ofsted **does not** require teachers to undertake additional work or to ask pupils to undertake work specifically for the inspection.

- Ofsted **will** usually expect to see evidence of the monitoring of teaching and learning and its link to teachers' professional development and the teachers'

standards, but this should be the information that the school uses routinely and **not** additional evidence generated for inspection.

- Ofsted **does not** require schools to provide evidence for each teacher for each of the bulleted sub-headings in the teachers' standards.[20]

- Ofsted **does not** expect to see photographic evidence of pupil's work. Ofsted is very aware of teachers' workload and inspectors are happy to speak to pupils during an inspection about what they have learned.

- Ofsted **does not** require schools to predict their progress scores. It is impossible to predict progress as test results are compared nationally and this cannot be done until after the tests.

- Ofsted **does not** require schools to hold onto books and other examples of pupils' work for pupils who left school the previous year.

- Inspectors are not required to routinely check personnel files, but may do so in specific cases as part of looking at schools' procedures for checking the suitability of employees to work with children.

- There is no requirement for multi-academy trusts to maintain single central records for all staff. Each academy school should maintain a single central record. Where the multi-academy trust employs staff who are not assigned to an individual academy, these employees must be recorded on the single central record for the multi-academy trust, along with all others employed by the multi-academy trust and trustees.

Statutory provisions

- Ofsted **will** report on any failure to comply with statutory arrangements, including those relating to the workforce, where these form part of the inspection framework and evaluation schedule (Part 2 of this handbook).

Leadership and governance

- As many governors or trustees as possible are invited to meet inspectors during an inspection.

- For academies, inspectors meet those directly responsible for management and governance, including the CEO/their delegate (or equivalent), the chair of the board of trustees and other trustees.

- An inspector may talk to the chair of governors by telephone if s/he is unable to attend a face-to-face meeting with the inspector in school.

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[21] https://parentview.ofsted.gov.uk/.

- For academies, the headteacher and CEO/their delegate (or equivalent) are invited to observe the inspectors' final team meeting.

- All those responsible for governance need to know the outcome of the inspection as soon as possible. Individual governor representatives must keep the outcomes confidential until the school has received the final inspection report.

Inspectors' planning and preparation

30. The lead inspector will prepare for the inspection by gaining an overview of the school's recent performance and any changes since the last inspection. The lead inspector will use all available evidence to develop an initial picture of the school's performance. The planning will be informed by analysis of:

    - the previous inspection report

    - the findings of any recent Ofsted survey and/or monitoring letters

    - responses from Parent View,[21] Ofsted's online survey available for parents

    - issues raised by or the findings from the investigation of any qualifying complaints[22] about the school (inspectors do not investigate individual complaints but they must consider any wider issues raised by the complaint)[23]

    - information available from the provider information portal (PIP),[24] including any warning notices issued to maintained schools[25]

    - the executive summary and areas for development of the most recent Ofsted inspection report on the relevant local authority's child protection arrangements; this may be either as a stand-alone inspection or as part of the wider inspection of services for children in need of help and protection, children looked after and care leavers

[21] https://parentview.ofsted.gov.uk/.
[22] Ofsted has specific powers (under section 11A-C) of the Education Act 2005 to investigate certain complaints known as qualifying complaints. Further guidance is available in 'Complain about a school or childminder'; www.gov.uk/complain-about-school.
[23] Further internal guidance is available to inspectors on obtaining information on complaints in preparation for inspections.
[24] The provider information portal (PIP) provides a high-level view for Ofsted inspectors of information about providers we inspect and regulate.
[25] Warning notices for academies are listed at www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance. Inspectors should also note that they can locate individual warning notices by conducting a search on GOV.UK by typing the name of the academy followed by the words 'warning notice' into the search facility.

- information on the school's website (taking into account current government requirements for maintained schools and academy funding agreements and non-statutory guidance) including its pupil premium strategy (including rationale and evaluation), in primary schools the PE and sport premium, in secondary schools the Year 7 literacy and numeracy catch-up premium[26], the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school's curriculum and whether it is likely to promote preparation for and an appreciation of life in modern Britain), the special educational needs (SEN) information report, the presence and suitability of the safeguarding guidance, and information about the promotion of equality of opportunity and other information for parents[27]

- data from the inspection data summary report (IDSR), 'Analyse school performance' (ASP), including on attendance and exclusions, and the Level 3 Value Added (L3VA) report

- any other information publicly available or available from relevant stakeholders such as regional schools commissioners, local authorities, the Department for Education (DfE) and the police.

31. The lead inspector will prepare and distribute brief joining instructions for the inspection team. This will include factual information, a brief analysis of the pre-inspection information and the key issues and lines of enquiry that are the focus for the inspection.

32. Ofsted may schedule concurrent inspections of schools with collaborative arrangements that share important aspects of their provision, such as schools with shared 16 to 19 study programmes or a shared inclusion unit. Inspectors should make sure that they communicate with each other before and during the inspection. They should ensure that they give sufficient consideration to the emerging judgements about the linked provision.

33. The inspection of boarding or residential provision in a school is undertaken by one or more social care regulatory inspectors. Contact between the education and social care regulatory inspectors should take place before the inspection. Guidance on pre-inspection activity for integrated inspections is set out in the

[26] Guidance on Year 7 literacy and numeracy catch-up premium funding, details of how much each school receives and advice on how to use it are provided on: www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools.
[27] Guidance for schools about information required on a maintained school's website is available at www.gov.uk/guidance/what-maintained-schools-must-publish-online. Non-statutory guidance for academies and free schools about information on their websites is available at: www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online.

'Social care common inspection framework (SCCIF): boarding schools and residential special schools'.[28]

Notification and introduction

34. Ofsted will normally contact the school by telephone to announce the inspection during the afternoon of the working day before the inspection.

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

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

37. Once Ofsted has informed the school of the inspection, the lead inspector will contact the school and ask to speak to the headteacher. The call will be short and focused on practical issues.

38. The purpose of the lead inspector's initial call is to:

- make the school aware of its statutory duty to inform parents of the inspection and that Parent View is the main vehicle for gathering the views of parents at the point of inspection; inspectors should remind the school that Ofsted's letter to parents containing the link to Parent View may be sent electronically as well as a paper copy sent via pupils
- if the school has a special educational needs resource base, the lead inspector will discuss the nature of this resource in more detail
- establish whether the school has any pupils who attend off-site alternative provision, either full-time or part-time. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full-time for five or more pupils of compulsory school age, or one such pupil who is looked after, has an education, health and care (EHC) plan or has a statement of special educational needs
- discuss any off-site units that cater for pupils with behaviour or attendance difficulties either run by the school or in partnership with other schools

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

- make arrangements for the inspection; this includes an invitation to the headteacher to participate in observations of teaching and learning and to observe the main inspection team meetings
- make arrangements for meetings with key staff
- confirm what the governance structure of the school or academy is,[29] including with reference, particularly for academies and multi-academy trusts, to the range of functions delegated to local governing bodies or other committees
- make arrangements for a meeting with the chair of the governing body or, where appropriate, the chair of the board of trustees and as many governors as possible – they will also invite as many governors as possible to attend the final feedback meeting
- request either a face-to-face meeting or a telephone call with a representative from the local authority, academy chain, multi-academy trust board, sponsor or other relevant responsible body as appropriate
- request that a representative from the local authority, academy chain, multi-academy trust board, sponsor or other relevant responsible body is present at the final inspection feedback meeting as appropriate
- request that, where appropriate, the chief executive officer (CEO)/their delegate, or equivalent of the multi-academy trust is present at the final team meeting and at the final feedback to the school
- request that relevant school documents are made available as soon as possible from the start of the inspection (see paragraph 39)
- provide an opportunity for the school to ask any questions.
- establish whether the school has received support from other schools or services, including schools or services within the same multi-academy trust, (it will be important to establish the extent and the impact of this).

39. Inspectors will request that the following information is available at the start of the inspection:
    - a summary of any school self-evaluation or equivalent

[29] This must be checked with the headteacher as part of the call. Where multi-academy trusts have delegated responsibility to local governing bodies, this should be set out in a scheme of delegation. Academies should also set out their governance structure in their annual statement of accounts, which can generally be accessed through the DfE performance tables' site. Inspectors should clarify where responsibility lies and who they should talk with during the inspection, especially where a school is part of a multi-academy trust.

- the current school improvement plan or equivalent, including any strategic planning that sets out the longer term vision for the school
- school timetable, current staff list and times for the school day
- any information about pre-planned interruptions to normal school routines during the inspection
- the single central record of the checks and vetting of all staff working with pupils
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation;
- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who are open cases with children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils
- records of the evaluation of the quality of teaching, learning and assessment
- documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust
- any reports of external evaluation of the school, including any review of governance or use of the pupil premium funding.

Resource bases

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

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

- the number of pupils and the range of the needs catered for by the specially resourced provision, together with pupils' timetables, including when they

are taught within mainstream classes (with and without support) and when they receive specialist support in separate resourced provision

- the type(s) of language/communication systems used; if the specialist provision is for deaf pupils, it is important to establish whether a British Sign Language interpreter is required when meeting with the pupils. (The lead inspector should contact the inspection support administrator as soon as possible if this support is needed. Details will be available on the team room.)

- staffing arrangements and details of any outreach services provided by the resourced provision.

Requests for deferral or cancellation

42. If a school requests a deferral of its inspection, the inspection support administrator or lead inspector must immediately make Ofsted aware by contacting the Ofsted regional duty desk. Ofsted will decide whether this should be granted in accordance with its deferral policy.[30]

43. In exceptional circumstances, an inspection might be cancelled or deferred after the school has been notified, following a request made by the school. Normally, however, if pupils are receiving education in the school, an inspection will go ahead.

44. If a school is within six months of confirmed closure, but the school does not request a cancellation when the inspector makes contact, the inspection coordinator should call the regional duty desk to highlight this and get advice as to whether the inspection should still be carried out. Decisions will be made case by case.

45. In the case of unannounced inspections, any requests for a deferral will be passed to the Ofsted Regional Director, who will decide whether the request can be granted.

No-notice inspections

46. Ofsted may conduct inspections without notice.[31] When this happens, the lead inspector will normally telephone the school about 15 minutes before arriving on site. In these cases, the inspector will make the initial call simply to inform

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

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

the school that the inspection is about to begin and will leave all other arrangements until arriving at the school.

Using the school's self-evaluation

47. Ofsted does not require schools to produce a self-evaluation document or summary in a particular format. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes.

Safeguarding

48. Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this key aspect of a provider's work, inspectors will always make a written judgement under leadership and management in the report about whether or not the arrangements for safeguarding children and learners are effective.

49. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding in all the settings covered by the CIF. The document 'Inspecting safeguarding in early years, education and skills settings', August 2016,[32] should be read alongside the framework and this handbook.

50. It is also essential that inspectors are familiar with the statutory guidance in relation to safeguarding:

- 'Keeping children safe in education: Statutory guidance for schools and colleges'[33]
- 'Working together to safeguard children'.[34]

Reporting on evidence or allegations of child abuse

51. On a very small number of occasions, inspectors may come across evidence or allegations of child abuse within a school. Inspectors should consult 'Inspecting safeguarding in early years, education and skills settings' and 'Guidance for

[32] 'Inspecting safeguarding in early years, education and skills settings', Ofsted, August 2016; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015 revised
[33] 'Keeping children safe in education', Department for Education, 2016; www.gov.uk/government/publications/keeping-children-safe-in-education--2.
[34] 'Working together to safeguard children', Department for Education, 2017; www.gov.uk/government/publications/working-together-to-safeguard-children--2.

inspectors: what to do if a child or young person discloses a safeguarding concern'.[35] Inspectors must not attempt to investigate the incident.

Seeking the views of registered parents and other stakeholders

52. When a school is notified of a section 5 inspection, it is required to take such steps as are reasonably practicable to notify all registered parents of registered pupils[36] at the school, including those who have been excluded, attend alternative provision or are away from school. Schools are also required to notify relevant bodies of the inspection, including providers of alternative provision.[37]

53. Inspectors also have a statutory duty to have regard to the views of parents and other prescribed persons[38] at the point of a section 5 inspection. Ofsted's email confirming the inspection includes a letter that formally notifies parents. It also explains how to use Parent View and how parents can contact inspectors. Schools should encourage parents to complete Parent View by placing a link on their website to the Parent View website.[39] In addition, inspectors should encourage the school to notify parents using its own electronic systems (such as SMS messages), where these are available.

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

55. Inspectors will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned.

56. If individual parents raise serious issues, inspectors should follow these up with the school and record its response.

57. During integrated inspections of boarding or residential special schools, social care regulatory inspectors will take account of the views that parents have given on Parent View about the school's boarding or residential provision. Views of children and young people who are boarders or residential pupils and boarding staff will have been gathered through Ofsted's annual point-in-time

[35] Safeguarding concerns: guidance for inspectors, Ofsted 2016, www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors
[36] Under section 6(1) of the Education Act 2005.
[37] Under regulation 4 of the Education (School Inspection) (England) Regulations 2005.
[38] Under section 7 of the Education Act 2005.
[39] https://parentview.ofsted.gov.uk.

surveys.[40] The views of placing authorities are also gathered for residential special schools.

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

During the inspection

Days allocated to inspection and inspection team members

59. Inspections do not normally last longer than two days. The size of the inspection team will vary according to the size and nature of the school. Inspectors will spend most of their time gathering first-hand evidence to inform judgements.

The start of the on-site inspection

60. Inspectors will not arrive before 8.00am. The lead inspector should meet the headteacher and/or senior leadership team briefly at the beginning of the inspection to:

- introduce any team inspectors
- make arrangements for a longer meeting at a convenient time with the headteacher to discuss the school's self-evaluation or equivalent and other relevant matters
- confirm arrangements for meetings with representatives of those responsible for the governance of the school and with key staff
- confirm arrangements for a meeting with the CEO/their delegate, or equivalent if the school is part of the multi-academy trust
- confirm arrangements for providing feedback following observing teaching and learning in lessons
- request information about staff absence and other practical issues

[40] 'Point-in-time survey for boarders or residential pupils about a school's boarding houses or residential provision', Ofsted, November 2015; www.gov.uk/government/publications/survey-of-boarders-or-residential-pupils-about-accommodation.

- ascertain whether there are particular reasons why any teachers should not be observed, for example where they are subject to capability procedures

- ensure that the headteacher is aware that Ofsted's evidence from observations of teaching and learning, whether joint or otherwise, must not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management.

61. Where there is more than one inspector, a short team meeting should take place to clarify inspection activities, the initial lines of enquiry the team should explore and individual roles and responsibilities.

Gathering and recording evidence

62. Inspectors must spend as much time as possible gathering evidence about the quality of teaching, learning and assessment in lessons and other learning activities, to collect a range of evidence about the typicality of teaching, learning and assessment in the school. Inspectors will scrutinise pupils' work, talk to pupils about their work, gauging both their understanding and their engagement in learning, and obtain pupils' perceptions of the typical quality of teaching in a range of subjects.

63. Inspectors will evaluate evidence relating to the achievement of pupils in the school, including disadvantaged pupils, the most able pupils, and pupils who have special educational needs and/or disabilities. [41] The pupil groups focused on will depend on the areas for investigation during the inspection. Inspectors will give specific attention to the quality of learning within mainstream lessons and on-site separate provision and evidence of learning in off-site alternative provision.

64. Other evidence gathered by inspectors will include discussions with pupils and staff, listening to pupils read (with particular focus on hearing lower-attaining pupils read) and looking at examples of pupils' work to seek out evidence for progression in knowledge, understanding and skills. Inspectors will also scrutinise the school's records and documentation relating, for example, to pupils' academic and vocational achievement and the welfare and safety of pupils in alternative provision.

Observing teaching, learning and assessment

65. Inspectors will visit lessons to gather evidence about teaching, learning and assessment and will consider this first-hand evidence alongside documentary

[41] Disadvantaged pupils refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

evidence about the quality of teaching and views from leaders, governors, staff, pupils and parents. Inspectors will also include evidence from observing pupils learning in, for example, extra-curricular activities. This range of evidence also informs the evaluation of pupils' progress, pupils' personal development, behaviour and welfare, and the impact of leaders' and managers' improvements to teaching and assessment.

66. Once agreed with the headteacher, the lead inspector will share the strategy for observing in lessons with the inspection team and ensure that senior leaders and inspectors understand the rationale for it. Observations in lessons will seek to cover as wide a range of subjects, key stages and ability groups as possible. The school will not normally be informed in advance about which classes will be visited. Not all teachers and classes will necessarily be observed. This will be the case in most secondary schools and large primary schools.

67. Inspectors may engage in:

- short visits to a number of lessons, spending a few minutes in each
- short observations of small group teaching
- observing learning in lessons, during which they may observe activities, talk with pupils about their work and scrutinise pupils' work
- joining a class or specific group of pupils as they go from lesson to lesson, to assess their experience of a school day or part of a school day. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils' experience, such as their behaviour, their attitudes to learning and their access to the curriculum
- joint observations of teaching and learning carried out with the headteacher and/or senior staff.

Feedback to and discussion with teachers and other staff after observations

68. Inspectors must offer feedback to teachers. Feedback may take a variety of forms, at the discretion of inspectors, such as one-to-one or discussions with groups of observed teachers or with whole staff groups. The lead inspector should make the arrangements clear to senior leaders so that all staff understand how feedback will be conducted. These discussions should encourage a dialogue between the inspector and teacher about the strengths and weaknesses in the teaching observed, the context of the lesson and how the lesson fits into the pupils' programme of learning.

69. Inspectors must **not** provide an overall grade for the lesson or for the quality of teaching, learning and assessment or outcomes. The headteacher is responsible for advising staff that the feedback will not be used by the school for performance management purposes; it is provided in confidence.

Joint observations

70. The lead inspector should invite the headteacher or senior and/or middle leaders to take part in joint observations. The number of these is at the discretion of the lead inspector.

71. After a joint observation, the inspector and headteacher or other leader must discuss their views about the strengths and weaknesses of the teaching, learning and assessment or other aspects of the lesson they have observed. Following a joint observation, the headteacher or leader will feed back to the teacher observed. If possible, the inspector should observe this feedback. This may provide evidence about the quality of leaders' discussion about pedagogy and the effectiveness of the school's arrangements for professional development.

72. If the headteacher or other leader offers a written record of the observation, the inspector should consider this. The inspector and the school's observer should discuss any differences in their analysis of the strengths and weaknesses of the teaching, learning and assessment or other aspects of the lesson they have observed and the pupils' personal development, behaviour and welfare. Any notes taken by the headteacher or other leader should remain in the school; they should not be included in the evidence base for the inspection.

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

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

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

74. Inspectors should meet as many NQTs as possible and, where feasible, see their practice. Inspectors must assess the effectiveness of the support and professional development put in place for NQTs and other teachers who are in the early stages of their careers, particularly in dealing with pupil behaviour. This must include the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training providers.

75. Inspectors should meet any trainees who are training on the School Direct (salaried) route and are employed by the school in order to assess the support, mentoring and induction given to these new teachers.

76. When assessing the strengths and weaknesses of teaching, learning and assessment, inspectors should take into account the stage of trainees' development. The teachers' standards state that providers should assess

trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the awarding of qualified teacher status (QTS).[42] Inspectors **should not** take trainees' performance into account when assessing the quality of teaching, learning and assessment across the school.

Talking to and observing pupils outside lessons

77. Inspectors must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and welfare, for example:

- at the start and finish of the school day
- during lunchtime, including in the dining hall, and break or play times
- during assemblies and tutor periods
- when moving between lessons
- during enrichment activities (including clubs and activities outside of the normal timetabled curriculum).

The use of performance information

78. During inspection, inspectors should consider performance information presented by the school for current pupils across year groups and previous cohorts, including that provided by external organisations. They should also consider the published data available to them before the inspection.

79. Performance information must be considered alongside other evidence gathered during the inspection on progress, attainment, attendance and exclusion to evaluate:

- overall consistency in performance, trends of improvement or decline, and differences in the performance of groups, but only where groups are large enough for valid inferences to be drawn, as we might otherwise form unfair judgements about a provider. Under-performance by a sub-group may indicate specific problems with one or more children, or equally may reflect deficiencies in the provider's main curriculum provision.
- the accuracy of the school's assessment of pupils' progress and attainment

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

- the robustness and accuracy of the school's self-evaluation or equivalent, particularly about pupils' outcomes, teaching, learning and assessment and pupils' personal development, behaviour and welfare.

80. Inspectors should consider a wide range of information. No single measure or indicator should determine judgements.

81. Inspectors should not report separately on small numbers (typically fewer than five) where individual pupils could be identified.

Meetings with pupils, parents, staff and other stakeholders

82. Inspectors must take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, inspectors must ask them about their experiences of learning and behaviour in the school, including the prevention of bullying and how the school deals with discrimination and prejudiced behaviour, if they happen.

83. As well as meeting pupils, inspectors should usually conduct meetings with:

- parents (these may be informal at the start and end of the day)
- staff (including conducting a specific meeting with NQTs and trainees to discuss, for example, the effectiveness of induction and mentoring arrangements)
- other stakeholders.

84. Many schools gather views regularly from these groups and inspectors will consider findings from these consultations/surveys where available.

85. These meetings must take place without the presence of the headteacher or senior staff. In drawing on evidence from such meetings, every endeavour must be made to protect the identity of individuals. There may be circumstances, however, in which it is not possible to guarantee the anonymity of the interviewee. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where there are concerns about serious misconduct, bullying of staff or criminal activity.

Meeting those responsible for governance

86. Inspectors will always seek to meet those responsible for governance during the inspection. This will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist). However, in a multi-academy trust, the board of trustees may have established a local governing body to which it may have delegated certain governance functions. In some other cases, there may be a local governing body that is wholly advisory, with no formal governance responsibilities

delegated to it. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

87. The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the meetings between inspectors and pupils, parents and staff, meetings with those responsible for governance should take place without the headteacher or senior staff.

88. The lead inspector should meet the headteacher regularly throughout the inspection to:

- provide an update on emerging issues, including initial general findings about teaching, learning and assessment and to enable further evidence to be provided
- allow the headteacher to raise concerns, including those related to the conduct of the inspection or of individual inspectors
- alert the headteacher to any serious concerns.

89. The lead inspector must ensure that the executive headteacher, if such arrangements exist, is invited to contribute to the inspection.

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

- meet briefly at lunchtime on day one
- meet at the end of day one to discuss and record emerging findings (the headteacher should be invited)
- meet at the end of day two to finalise judgements and identify areas for improvement-
- record important points from, and the outcomes of, all team meetings on evidence forms, including electronic summary evaluation forms for the meetings at the end of day one and end of day two.

91. The lead inspector should invite the headteacher and, where appropriate, the CEO/their delegate or equivalent of a multi-academy trust, to the final team meeting at the end of day two. It is important that the lead inspector makes it clear that observers who are invited to attend the final team meeting are there to listen to the scrutiny of evidence and corporate judgements made by the inspection team. As appropriate, the lead inspector may request that observers clarify key points during the meeting.

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

Reaching final judgements

93. Inspection activity, including lesson observations, should continue throughout the second day. The team should also ensure that time is set aside to complete any feedback to staff and to prepare for the final team meeting and the final feedback. During the final team meeting, an electronic summary evaluation form will be completed. This will provide an accurate record of the evidence used to arrive at the final inspection judgements. The main points for feedback to the school will be recorded as the meeting progresses.

Providing feedback

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

- the headteacher and other senior leaders agreed by the lead inspector and headteacher
- the chair of the school's governing board and as many governors as possible
- for academies, the chair of the board of trustees and as many trustees as possible
- in an academy that is part of a multi-academy trust, the CEO/their delegate or equivalent
- a representative from the local authority (for maintained schools) or academy sponsor and/or the designated responsible body.

95. During this meeting, the lead inspector will ensure that the headteacher and governors are clear:

- about the provisional grades awarded for each key judgement; sufficient detail must be given by the lead inspector to enable all attendees to understand how judgements have been reached and for governors to play a part in beginning to plan how to tackle any areas for improvement
- that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school); they must not be shared beyond the school's leadership team and governors (including those unable to attend the final feedback meeting); information about the inspection outcomes should be

shared more widely only when the school receives a copy of the final inspection report

- that the main findings of the inspection and the main points provided orally in the feedback, subject to any change, will be referred to in the text of the report, although the text of the report may differ slightly from the oral feedback
- about any recommendations for improvement
- about the reasons for recommending an external review of governance and/or an external review of the use of the pupil premium (where applicable) and reference to the fact that this will be followed up at the next inspection
- that, on receipt of the draft report, they must ensure that the report remains restricted and confidential to the relevant senior personnel (as determined by the school, but including governors) and that the information contained within it is not shared with any third party or published under any circumstances
- that the headteacher is invited and encouraged to complete the post-inspection survey
- about the implications of the school being placed in a category of concern if the school is judged to be inadequate
- where a school requires special measures, whether NQTs may be appointed[43]
- about the procedure for making a complaint about the inspection.

96. With regard to the appointment of NQTs in maintained schools, regulations governing the induction of teachers provide that induction may not be served in a school that has been judged to require special measures, unless HMCI has given permission in writing.[44] Where the lead inspector has informed a maintained school that it may not appoint NQTs, the school must seek approval if it later wishes to appoint NQTs, by writing to the relevant Ofsted regional director with supporting reasons. The restriction on the appointment of NQTs does not extend to trainee teachers on employment-based training programmes.

[43] In the case of an academy made subject to special measures, the lead inspector will make a recommendation on whether or not the academy may appoint newly qualified teachers.
[44] http://www.legislation.gov.uk/uksi/2012/1115/regulation/6/made

Schools that are judged as requires improvement

97. A school that is judged as requires improvement (overall effectiveness grade 3) is a school that is not good but overall provides an acceptable standard of education. The judgement of requires improvement is not a formal category of concern but the school may be subject to monitoring by Ofsted, although this will not normally apply to a school that has been judged as requires improvement for the first time. The school will be re-inspected under section 5 usually no later than the end of the term in which the 24th month after the publication of the report falls.

98. In schools judged as requires improvement, where a new headteacher joins the school after the section 5 judgement, the school will normally be re-inspected no later than 30 months after the publication of the previous report.[45]

99. Where the school is judged as requires improvement, inspectors should direct schools to Ofsted's section 8 handbook.

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

Schools causing concern

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

Procedures for judging a school as inadequate

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

103. The lead inspector will be asked for her or his name and the name and unique reference number (URN) of the school, and will then be put through to one of Her Majesty's Inspectors (HMI) on duty. In this call, the lead inspector **must** talk through the evidence used by inspector(s) in reaching an emerging

[45] 'Educational excellence everywhere', Department for Education, 2016; www.gov.uk/government/publications/educational-excellence-everywhere.

judgement of inadequate. The overall effectiveness judgement is not confirmed at this point. The lead inspector must record the main points of the conversation on an evidence form.

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

Serious weaknesses

105. A school is judged to have serious weaknesses because one or more of the key judgements is inadequate (grade 4) and/or there are important weaknesses in the provision for pupils' spiritual, moral, social and cultural development.

Special measures

106. A school requires special measures if:

- it is failing to give its pupils an acceptable standard of education
- the persons responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school.[46]

107. When the evidence indicates that one or more of the key judgements is inadequate, inspectors must consider whether the school is failing to give its pupils an acceptable standard of education. If this is confirmed by the evidence, inspectors must consider whether leaders, managers and governors are demonstrating the capacity to improve the school. If both of these conditions are met then the school requires special measures. If neither or only one of these two conditions are met, the school has serious weaknesses.

Informing a school that it is deemed to be causing concern

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

- Where the school has serious weaknesses:

[46] As set out under section 44 of the Education Act 2005.

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

- Where the school requires special measures:

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

Implications for a school causing concern

109. If a school is judged to be causing concern, the timescale for publishing the report is extended so that the judgements can be moderated and, in the case of schools judged to require special measures, confirmed either by HMCI or a Regional Director on HMCI's behalf.

110. Maintained schools and pupil referral units that are judged to be causing concern will be subject to an academy order. The Secretary of State has a duty to make an academy order for all maintained schools and PRUs judged to have serious weaknesses and for those that require special measures. For academies that are causing concern, the Secretary of State has a power to terminate the funding agreement and the academy may be rebrokered to another trust. Whether newly-academised or rebrokered, these schools will become new sponsored academies and will subsequently be inspected as new schools within three years of operation, and normally in the third year. However, in exceptional circumstances, the newly-academised or rebrokered academy may receive a section 8 inspection before their next section 5 inspection.

111. Academies judged to have serious weaknesses, which are not rebrokered, will be subject to monitoring by Ofsted.[47] They will normally be re-inspected within 18 months of the inspection in which they were judged to have serious weaknesses.

112. Academies judged to require special measures, which are not rebrokered, will be subject to monitoring by Ofsted. The timing of the next section 5 inspection will be determined by the academy's rate of improvement. However, it will normally take place no later than 24 months after the inspection that judged it to require special measures.

[47] As set out in the 'School inspection handbook – Section 8', Ofsted, October 2017; www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

113. Maintained nursery schools judged inadequate are not subject to academy orders and will be monitored by Ofsted as set out in the 'School inspection handbook – section 8'.[48]

Taking a school out of a category of concern

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

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

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

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

After the inspection

Arrangements for publishing the report[49]

116. The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report should explain the judgements and reflect the evidence. The findings in the report should be consistent with the feedback given to the school at the end of the inspection.

117. Inspection reports will be quality-assured before Ofsted sends a draft copy to the school. The draft report is restricted and confidential to the relevant personnel (as determined by the school), including those responsible for governance, and should not be shared more widely or published.

118. The school will be informed of the timescale for commenting on the draft report. The lead inspector will consider comments including details of any factual inaccuracies identified by the school and will make changes as appropriate. Ofsted will notify the school of the lead inspector's response.

[48] As set out in the 'School inspection handbook – Section 8', Ofsted, October 2017.

[49] The term 'report' is used to describe the formal written outcome from the inspection.

119. Ofsted may share a draft of the inspection report with the DfE, funding bodies or regional schools commissioners as necessary, where HMCI considers it appropriate to do so.

120. Typically, schools will receive an electronic version of the final report within 14 working days of the end of the inspection. In most circumstances, the final report will be published on Ofsted's website within 19 working days. Ofsted will tell the school the publication date when the draft report is sent.

121. If Ofsted decides that a report should be subject to further quality assurance, the school will usually receive an electronic version of the final report within 23 working days. In these circumstances, the final report will usually be published within 28 working days.

122. Once a school has received its final report, it is required to take such steps as are reasonably practicable to secure that every registered parent of a registered pupil at the school receives a copy of the report within five working days.[50] After that time, the report will normally be published on Ofsted's website. However, Ofsted may publish the report at any time after the report has been received by the school.

123. Ofsted will notify the DfE and/or the relevant funding body as necessary before final publication. In all cases, the inspection process should not be treated as complete until all inspection activity has been undertaken and the final version of the inspection report has been sent to the provider.

The inspection evidence base

124. The evidence base for the inspection must be retained in line with Ofsted's retention and disposal policy. This is normally six months from when the report is published. Information must not be disposed of if it is found that it is still required by Ofsted and inspection evidence must be kept for longer than six months, for example when:

- safeguarding is ineffective
- the school is being monitored because it is less than good or an investigation is linked to the inspection or there is a potential or current litigation claim against Ofsted, such as a judicial review
- a complaint has been made
- inspections are of a very sensitive nature, or are likely to be of national or regional importance due to high levels of political or press interest.

[50] Under section 14(4)(c) of the Education Act 2005.

Quality assurance and complaints

Quality assurance

125. All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct.

126. Ofsted monitors the quality of inspections through a range of formal processes and HMI/Senior HMI visit some schools to quality assure inspections. Ofsted may also evaluate the quality of an inspection evidence base. The lead inspector will be responsible for feeding back to team inspectors about the quality of their work and their conduct.

127. All schools are invited to take part in a post-inspection evaluation in order to contribute to inspection development.

Handling concerns and complaints

128. The great majority of Ofsted's work is carried out smoothly and without incident. If concerns do arise during an inspection, they should be raised with the lead inspector as soon as possible in order to resolve issues before the inspection is completed. The lead inspector should seek advice where necessary. Any concerns raised and actions taken should be recorded in the inspection evidence.

129. If it is not possible to resolve concerns during the inspection, the school may wish to lodge a formal complaint. The lead inspector should ensure that the school is informed of the procedures for making a formal complaint. Information about how to complain is available on Ofsted's website.[51]

130. Complaints must be submitted no more than 10 working days after the publication of any inspection report. Ofsted does not normally delay publication of an inspection report while complaints are investigated. Complainants should not wait for the outcomes of any related Freedom of Information (FOI) request before making a complaint.

[51] 'Complaints about Ofsted', Ofsted, 2017; www.gov.uk/government/publications/complaints-about-ofsted.

Part 2. The evaluation schedule – how schools will be judged

Background to the evaluation schedule

131. The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document: 'How schools will be inspected' and the 'Common inspection framework: education, skills and early years' (the CIF).

132. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to pupils' age, stage and phase of education.

133. In line with the CIF, inspectors will make key judgements on the following areas:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

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

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

The evaluation schedule and grade descriptors

Overall effectiveness: the quality and standards of education

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

136. In judging the overall effectiveness, inspectors will take account of the four key judgements. Inspectors should first make the key judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

137. In coming to each of these key judgements, inspectors will also draw on evidence from inspection of any early years provision or from the 16 to 19 study programmes (the sixth form provision) and consider its impact in the wider context of the school.

138. Inspectors will then judge the effectiveness of any early years provision or the 16 to 19 study programmes. For either case or both, inspectors must provide a grade and write sections in the report that summarise the key findings and explain the effectiveness grading. However, inspectors may decide not to provide a grade and a written section in the report on the provision in early years or in 16 to 19 study programmes if this risks identification of pupils because numbers are so small. Typically, this will be when there are fewer than five pupils.

139. The grade for early years and/or the grade for the 16 to 19 study programmes may be the same as, higher or lower than the overall effectiveness grade. Inspectors will take into account the size of the early years and 16 to 19 provision in relation to the size of the school, when considering the impact of these judgements on the overall effectiveness grade. Inspectors will explain any difference between the early years and/or 16 to 19 provision and the overall effectiveness grades in the report.

140. Inspectors will then make the key judgement on the effectiveness of leadership and management. In making this judgement, inspectors must take into proportionate account any significant issues in the quality of early years provision and/or 16 to 19 study programmes that may have an impact on judging the effectiveness of the leadership and management of the school as a whole.

141. Inspectors will always make a written judgement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.

142. Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development (see below)

- the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
  - pupils who have disabilities
  - pupils who have special educational needs.

Defining spiritual, moral, social and cultural development

143. The spiritual development of pupils is shown by their:

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

144. The moral development of pupils is shown by their:

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

145. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

146. The cultural development of pupils is shown by their:

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

Grade descriptors for overall effectiveness

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.
- There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding is effective.

Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Effectiveness of leadership and management

147. The CIF sets out the overarching criteria for judging the effectiveness of leadership and management.

148. In making this judgement in schools, inspectors will consider:

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this

- how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this
- the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors promote effective practice across the school
- how effectively leaders monitor the progress of pupils to ensure that none falls behind and underachieves, and how effectively governors hold them to account for this
- how well leaders and governors engage with parents and other stakeholders and agencies to support all pupils
- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- the effectiveness of governors in discharging their core statutory functions[52] and how committed they are to their own development as governors in order to improve their performance
- how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)[53], through their words, actions and influence within the school and more widely in the community
- the effectiveness of safeguarding
- the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

149. Where the school has received support, for example from the local authority, academy proprietor or trust, inspectors will evaluate and report on the quality and the impact of the support and challenge on improvement in the school.

[52] 'Governance handbook', Department for Education and National College for Teaching and Leadership, April 2017; www.gov.uk/government/publications/governance-handbook.
[53] As defined by section 4 of the Equality Act 2010 www.legislation.gov.uk/ukpga/2010/15.

Sources of evidence

150. Inspectors will obtain a range of evidence from meetings with leaders and governors and first-hand evidence of their work across the school. Inspectors will use documentary evidence provided by the school, evaluating the impact of leaders' and governors' work, both currently and over time, in conjunction with first-hand evidence. Responses to the staff questionnaire and Parent View will also provide useful evidence for judging the culture that has been established in the school by leaders and managers.

151. Inspectors should consider any evidence the school has from regularly surveying the staff and how leaders and managers have responded to concerns raised by staff or parents, for example about how teachers are supported by senior leaders to tackle low-level disruptive behaviour. Inspectors will always report on the school's activity to survey staff, whether through the school's internal procedures or its use of the Ofsted questionnaire (they will do this in the 'information about this inspection' section).

Safeguarding

152. In judging the effectiveness of leadership and management, inspectors **must** also judge whether the school's arrangements for safeguarding pupils are effective, and whether those responsible for governance ensure that these arrangements are effective. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in early years, education, skills settings'.

Governance

153. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board[54] at school level, as well as the trustees.

154. Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.

155. Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition

[54] In a multi-academy trust, this could include meeting with a local governing board where relevant responsibilities are devolved in accordance with the scheme of delegation.

- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- performance manage the headteacher rigorously
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
- ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

156. Inspectors will report on the achievement of pupils who have special educational needs and/or disabilities. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.

157. Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:

> 'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'

158. The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/reviews-of-school-governance.

Use of the pupil premium

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

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years[55]
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

160. Inspectors will recommend an external review of the school's use of the pupil premium if they identify weakness[56] regarding the provision and outcomes for disadvantaged pupils. The form of words to be used in the inspection report is:

> 'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.'

161. This means that the school should seek support from an independent external system leader with a track record of accelerating disadvantaged pupils' achievement. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/pupil-premium-reviews, which includes a link to the revised guide to pupil premium reviews, where there are also examples of the optional template to support schools in reporting their pupil premium strategy on their website. Inspectors will follow up on the review during any subsequent inspections.

Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but

[55] The allocation for children looked after must be managed by the designated virtual school headteacher in the local authority that looks after those children, whose responsibilities are set out at: www.gov.uk/pupil-premium-virtual-school-heads-responsibilities. The virtual headteacher should ensure that the local authority looking after the child works with his/her education setting so pupil premium funding is used to contribute to meeting the needs identified in the young person's personal education plan (PEP). When a pupil leaves the care system through adoption or another formal route (special guardianship or a child arrangements order), they still attract the higher level of funding, which will be sent directly to the school the following year.

[56] This weakness may exist whether or not a similar weakness exists for other pupils.

especially for disadvantaged pupils. They are uncompromising in their ambition.

- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use professional development effectively to improve teaching.

They use accurate monitoring to identify and spread good practice across the school.

- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Requires improvement (3)

- Leadership and management are not yet good.
- Safeguarding is effective.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, or who have special educational needs and/or disabilities.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
- An unbalanced or poorly taught curriculum does not provide adequately for all pupils.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent

discriminatory behaviour and prejudiced actions and views.

- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

Quality of teaching, learning and assessment

162. The CIF sets out the overarching criteria for judging the quality of teaching, learning and assessment.

163. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment in schools by evaluating the extent to which:

- the teachers' standards are being met[57]
- teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and the most able teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers
- the school's engagement with parents and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning

[57] 'The teachers' standards', Department for Education, 2011; www.gov.uk/government/publications/teachers-standards.

- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

Sources of evidence

164. Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching. Direct observations in lessons will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teachers and support assistants have on pupils' progress. Inspectors will **not** grade the quality of teaching, learning and assessment in individual lessons or learning walks.

165. Inspectors will consider:

- leaders' evaluations of teaching and its impact on learning
- how information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and key stage 1 and between key stages 2 and 3
- whether work in all year groups, particularly in key stage 3, is demanding enough for all pupils
- pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
- information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff
- parents' views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly leaders tackle poor teaching
- scrutiny of pupils' work, with particular attention to:
  - pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
  - how pupils' knowledge, understanding and skills have developed and improved
  - the level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy
  - how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should

note the clarification points set out in Part 1 about pupils' work and marking.

166. In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place
- assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

Inspecting the impact of the teaching of literacy including reading

167. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.

168. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

169. During the inspections of infant, junior, primary and middle schools, inspectors must listen to children reading. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them. This is to find out how effectively the school is teaching reading and to assess whether the pupils are equipped with the phonic strategies needed to tackle unfamiliar words. There may be occasions when inspectors need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools.

170. Inspectors should decide which pupils they will listen to read, taking into account the school's progress information and published data on reading and other information such as lesson observations. In addition to the lower-attaining pupils, inspectors should listen to some of the most able pupils read. Inspectors should hear children read from books that are appropriate to their age, including from previously unseen books. When listening to younger children read, inspectors may use the national phonics check material[58] to help

[58] Statutory guidance '2016 Key stage 1: assessment and reporting arrangements (ARA)' (Section 7: Phonics screening check), Standards and Testing Agency, April 2016;

them make their judgements about the impact of phonics teaching. Wherever possible, inspectors should listen to children reading within a classroom or in an open area with which pupils are familiar.

Inspecting the impact of the teaching of mathematics

171. When evaluating the effectiveness of a school's work in mathematics through the analysis of performance information/published data, observations in lessons and scrutiny of pupils' work, inspectors will consider:

- how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics in secondary schools
- in the mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching:
  - fosters mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves
  - ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms
  - uses resources and approaches to enable pupils in the class to understand and master[59] the mathematics they are learning
  - develops depth of understanding and readiness for the next stage, be it the next lesson, unit of work, year or key stage, and including into post-16 mathematics. Note that the national curriculum for mathematics[60] at key stages 1 and 2 specifies the aims and then states, 'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace'. At all key stages, the national curriculum[61] states, 'Decisions about when to progress should always be based on the

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www.gov.uk/government/publications/key-stage-1-assessment-and-reporting-arrangements-ara/phonics-screening-check.

[59] An increasing number of schools are adopting mastery approaches to the teaching of mathematics. Such approaches reflect particular beliefs and pedagogical practices. However, it for each school to determine, in the best interests of its pupils, how the mathematics curriculum is taught.

[60] 'Statutory guidance - National curriculum in England: mathematics programmes of study', Department for Education, July 2014; www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study.

[61] 'Statutory guidance – National curriculum in England: mathematics programmes of study', Department for Education, July 2014

security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on'

- enables pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught

- how well pupils develop and/or use their mathematical knowledge, understanding and skills across the curriculum.

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their

thinking in a wide range of subjects, and to practise key skills. ■ The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. ■ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.
Requires improvement (3) ■ Teaching, learning and assessment are not yet good.
Inadequate (4) **Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.** ■ Teaching is poorly planned. ■ Weak assessment practice means that teaching fails to meet pupils' needs. ■ Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. ■ Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum. ■ Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Personal development, behaviour and welfare

172. The CIF sets out the overarching criteria for judging personal development, behaviour and welfare.

173. Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.

174. Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors must consider carefully the effectiveness of safeguarding when pupils' welfare is judged to require improvement or be inadequate.

Attendance and punctuality

175. Inspectors will consider:

- overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils

- the extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)
- punctuality in arriving at school and at lessons.

Sources of evidence

176. Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons. Inspectors will assess the school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils.[62] Inspectors will gather the views of parents, staff, governors and other stakeholders.

177. Inspectors must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.

178. Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), pupils who have special educational needs and/or disabilities, children looked after, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

179. If the school runs (on its own or in partnership with other schools) an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector must visit the unit. Inspectors will assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils' behaviour, learning and attendance.

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas

[62] 'Exclusion from maintained schools, academies and pupil referral units in England', Department for Education, 2017; www.gov.uk/government/publications/school-exclusion.

and points of view.

- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.

- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

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

Outcomes for pupils

180. The CIF sets out the overarching criteria for judging outcomes.

181. Inspectors will take account of current standards and progress, including the school's own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum
- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs.

182. To judge outcomes, inspectors will evaluate pupils' academic and vocational achievement across the curriculum.

183. In judging achievement, inspectors will give most weight to pupils' progress. They will take account of pupils' starting points in terms of their prior attainment and age when evaluating progress. Within this, they will give most weight to the progress of pupils currently in the school, taking account of how this compares with the progress of recent cohorts, where there are any. Inspectors will consider the progress of pupils in **all** year groups, not just those who have taken or are about to take examinations or national tests. As part of pupils' progress, inspectors will consider the growth in pupils' security, breadth and depth of knowledge, understanding and skills.

Sources of evidence

184. Inspectors will gather evidence about the progress of current pupils through:

- observations in lessons
- discussions with pupils about their understanding of things they have been learning about
- scrutiny of pupils' acquisition of knowledge, understanding and skills over time as shown in their work, including that in their books
- the school's own information, taking account of the quality and rigour of the assessment on which it is based.

185. Inspectors will recognise that published data for small groups of children **must** be treated with caution. Whilst inspectors will analyse all pupil-level and group-level data, there will be some groups that are too small for group-level reporting to be meaningful. Only if groups are large enough will inspectors be able to draw valid inferences from group-level performance. This is to avoid forming unfair judgements about a school. For example, it will not be possible to draw conclusions about trends in relation to small groups. Equally, it will be misleading to compare national rates of progress and attainment with progress

and attainment rates for small groups or for groups that have high proportions of pupils with special educational needs arising from their low cognitive abilities.

186. When considering the school's records for the progress of current pupils, inspectors will recognise that schools are at different points in their move towards adopting a system of assessment without national curriculum levels.

187. In scrutinising pupils' work, inspectors will consider how well:

- pupils are making good progress towards meeting or exceeding the expected attainment for their age, as set out in the school's own curriculum and assessment policies
- pupils are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
- pupils are gaining and consolidating knowledge, understanding and skills
- pupils do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.

Disadvantaged pupils

188. Inspectors will take particular account of the progress made by disadvantaged pupils from their starting points. They will consider the progress made by the end of the key stage compared with that made nationally by other pupils with similar starting points. Inspectors must review carefully what data is meaningful and avoid focusing on the performance of small groups where assessment information is less reliable.

189. For current pupils, inspectors will consider the impact of what a school is doing to reduce any differences in progress and attainment between disadvantaged and other pupils with the same starting points. Where performance information is limited due to small group size, inspectors should gather a wide range of other evidence to ensure the school is providing effectively for disadvantaged pupils, including reviewing pupils' work, and talking to pupils and teachers.

190. Inspectors should talk to leaders about the quality of teaching, behaviour and the design and delivery of the curriculum to examine why there may be underperformance for some pupils. Where there is an identifiable shortfall in progress or attainment of disadvantaged children or in wider evidence, inspectors should consider:

- the adequacy of the core provision and approaches that have an impact on all children
- identified needs of the child, e.g. SEND, and how these are met, and

- any additional provision that may appropriately be made on the basis of family economic or social disadvantage.

The most able

191. Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should across the curriculum. They will also consider whether the most able pupils are receiving the support they need to reach their full potential. For example, inspectors will consider whether pupils who had the highest attainment at the end of key stage 2 in English and mathematics achieve the top grades at GCSE in these subjects by the age of 16 and whether enough current pupils are on track to do so. Where performance information is limited due to small group size, inspectors should gather a wide range of other evidence to ensure the school is providing effectively for the most able pupils, including reviewing pupils' work, and talking to pupils and teachers.

Lower-attaining pupils

192. Inspectors will consider the progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they reach standards expected for their age. Inspectors will also consider the impact of provision on raising the attainment of other pupils who have fallen behind so that they attain as well as they should. Where performance information is limited due to small group size, inspectors should gather a wide range of other evidence to ensure the school is providing effectively for lower-attaining pupils, including reviewing pupils' work, and talking to pupils and teachers.

193. In evaluating progress in literacy and mathematics, inspectors will take into account the progress of those for whom the Year 7 literacy and numeracy catch-up premium provides support.

Pupils who have special educational needs and/or disabilities

194. Inspectors will consider the progress of pupils who have special educational needs and/or disabilities in relation to the progress of all pupils nationally with similar starting points. Inspectors will examine the impact of funded support for them on removing any differences in progress and attainment. The expectation is that the identification of special educational needs leads to additional or different arrangements being made and a consequent improvement in progress.

195. Inspectors will consider whether any differences exist between the progress and attainment of pupils in resource-based provision and those with similar starting points who have special educational needs and/or disabilities in the main school. Inspectors are likely to report on any differences and the reasons. When considering any whole-school published data on progress and attainment, inspectors will take into account the impact that a large number of pupils in resource-based provision might have on these figures.

196. For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations should not take account of their attainment compared with that of all other pupils.

Incomplete key stages

197. When evaluating pupil progress, inspectors will take account of those pupils who started a key stage elsewhere or have not completed their current key stage. This could include middle schools and newly opened schools, or where pupil mobility is high. For maintained nursery schools with children aged three and four years who move to primary school before any nationally comparable assessments are made, inspectors will evaluate the children's learning and progress relative to their age and draw on evidence of their starting points. When evaluating pupil progress between key stages 2 and 4, inspectors will take into account where pupils start part way through a phase or key stage (for example if they join a university technical college at age 14).

Off-site provision

198. Inspectors must consider the progress of pupils who attend off-site alternative provision for all or part of the week and the school's own records of these pupils' progress.

Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.

- From different starting points, the progress in English and in mathematics is high compared with national figures.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly**.**
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Requires improvement (3)

- Outcomes are not yet good.

Inadequate (4)

Outcomes are likely to be inadequate if one or more of the following applies.

- Progress from starting points in any key subject [63]or key stage indicates that pupils are underachieving considerably.
- From their different starting points, the progress of pupils in different year groups in English or mathematics is consistently low and shows little or no improvement.

[63] 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any subjects studied by a high proportion of pupils.

- For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently well below that of other pupils nationally and shows little or no improvement.
- There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving.
- The school's performance regularly falls below the floor standards.[64] Any improvement is insufficient, fragile or inconsistent.
- Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
- Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.

Inspecting the effectiveness of the early years provision: quality and standards

199. Inspectors are required to grade the quality of the early years provision and write a section in the inspection report that summarises its effectiveness.

200. In order to achieve comparability with the way in which registered early years providers are inspected and judged under the common inspection framework, the grade descriptors below reflect those in the early years handbook.

201. Inspectors will judge the overall quality and standards of the early years provision, taking into account:

    - the effectiveness of leadership and management
    - the quality of teaching,[65] learning and assessment
    - how well the provision contributes to children's personal development, behaviour and welfare
    - outcomes for children.

[64] Floor standards refer to the expected levels of performance at key stages 2 and 4 set by the government.

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

202. Inspectors will consider:

- the rigour and effectiveness of systems to drive improvement, including
  - monitoring of the quality of provision and children's outcomes
  - the professional development of staff
  - evaluation of the impact of actions taken
  - setting ambitious targets
- how effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on diminishing any differences in children's outcomes
- the effectiveness of safeguarding procedures and the culture of safeguarding
- how well teaching nurtures, engages and motivates children and promotes their sense of achievement and commitment to learning
- the breadth of the curriculum and how well it is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs
- the quality and impact of phonics teaching
- how well all staff work with parents, engage them in their children's learning and keep them informed about their children's achievements and progress
- children's enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically
- how well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- the extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe
- the proportions of children who have made typical or better progress from their starting points, including pupils who have special educational needs and/or disabilities
- the attainment of children at the end of Reception compared with early years foundation stage profile national figures, including the proportion that

achieve a good level of development,[66] particularly in terms of how well children are prepared for key stage 1

- whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics
- how quickly disadvantaged children, and any groups of pupils that are underachieving, are catching up.

Inspecting provision for two-year-olds

203. From September 2015, schools that take two-year-olds as part of their early years provision will no longer need to register that provision with Ofsted. The provision for two-year-olds will be inspected under section 5. Inspectors should ensure that the written judgement on the effectiveness of early years provision includes evaluation of the provision for two-year-olds.

204. When observing provision for two-year-olds, inspectors will assess whether practitioners are:

- knowledgeable about the typical development and characteristics of learning for two-year-olds, including their emotional and physical dependency on adults
- aware of the large difference in development between children who are 'just two' and those approaching their third birthday
- aware when children need comforting and respond in an appropriate way that provides that comfort
- focused on teaching children through the three prime areas of learning
- attentive to children's care needs and use times caring for them as an opportunity to help children's learning
- giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play
- patient, attentive and allow two-year-olds to express their ideas
- listening to children and responding to children's verbal and non-verbal communication rather than interrupting children

[66] A child achieves a good level of development, as defined by the government, if she or he meets the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. This is not the same as making good progress.

- gently talkative with children and are not put off when there is no response
- not reactive when children display a tantrum.

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

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

Grade descriptors for the effectiveness of the early years provision

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to highly focused professional development and improves the quality of teaching.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Assessment is accurate and based on high-quality evidence. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of

children's achievement so that every child undertakes highly challenging activities.

- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Almost all children, including those who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education.

Good (2)

- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- Safeguarding is effective.
- Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- The quality of teaching is good.
- All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.
- Children, including those who have special educational needs and/or disabilities, make consistently strong progress from their starting points. Children develop the knowledge, skills and understanding needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any differences between the

attainment of groups, including those for whom the school receives additional funding and all children nationally, are diminishing.
Requires improvement (3) ■ The effectiveness of the early years provision is not yet good. ■ Safeguarding is effective. ■ There are no material breaches of statutory welfare requirements.
Inadequate (4) **The early years provision is likely to be inadequate if one or more of the following applies.** ■ Self-evaluation is weak, with too little focus on improving children's outcomes and the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective. ■ The curriculum does not offer a broad range of experiences that challenge children or promote their understanding of people and communities beyond their own experience. ■ Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted. ■ Safeguarding is ineffective. ■ Statutory welfare requirements are not met. ■ Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs. ■ Information from assessment is not accurate and not used well enough to enable children to make the progress they should. ■ Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders children's learning and/or puts them and others at risk. ■ Children or specific groups of children such as children who have special educational needs and/or disabilities, those for whom the school receives additional funding, or the most able do not achieve as well as they can. Many children start Year 1 without the skills and knowledge they need. ■ Low attainment of any group of children shows little sign of improvement. Wide differences between groups of children show little sign of diminishing or may be widening. ■ Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how they can help them to improve.

Inspecting the effectiveness of the 16 to 19 study programmes

206. Inspectors are required to write a section in the inspection report that summarises the effectiveness of the 16 to 19 study programmes and to provide a grade for it.

207. In order to achieve comparability with the way in which 16 to 19 provision within further education and skills providers are inspected and judged under the

common inspection framework, the grade descriptors below reflect those in the further education and skills handbook.

208. Inspectors will judge the effectiveness of the 16 to 19 study programmes, taking into account:

- the effectiveness of leadership and management
- the quality of teaching, learning and assessment
- the personal development, behaviour and welfare of learners
- outcomes for learners.

209. Inspectors will consider how well:

- leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of 16 to 19 provision and improving the progress and achievement of learners and groups of learners
- study programmes for each learner are planned and managed so that they meet fully the principles of the DfE's 16 to 19 study programmes[67] by providing progression, stretch, mathematics and English for all learners without GCSE legacy grades A* to C (reformed grades 9–4), as well as work experience and non-qualification activities
- teaching and assessment support and challenge learners
- study programmes build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so
- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans
- learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- learners understand how to keep themselves safe and healthy, both physically and emotionally

[67] The guidance on 16 to 19 study programmes www.gov.uk/government/publications/16-to-19-study-programmes-advice-on-planning-and-delivery provides a set of principles that cover all 16 to 19 provision (other than apprenticeships and traineeships) in all settings.

- learners make progress from their different starting points, remain on their study programme, achieve their core aim and make progress towards a GCSE grade legacy C (reformed grade 4) in English and/or mathematics if they do not already have one

- learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship

- the 16 to 19 minimum standards are met where applicable.

210. Inspectors will also consider whether or not arrangements for safeguarding learners are effective.

Grade descriptors: the effectiveness of the 16 to 19 study programmes

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.
- Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.
- Learners without GCSE legacy grades A* to C (reformed grades 4-9) in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards legacy grade C (reformed grade 4) or above.
- High quality and impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.
- Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
- Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.

- Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
- Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.

Good (2)

- Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.
- Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.
- Learners without GCSE legacy grades A* to C (reformed grades 9–4) in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards legacy grade C (reformed grade 4).
- Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.
- Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.
- Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.
- Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.
- The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.
- The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.

Requires improvement (3)

- Effectiveness of the 16 to 19 study programmes is not yet good.

- Safeguarding is effective.

Inadequate (4)

Effectiveness of the 16 to 19 study programmes is likely to be inadequate if one or more of the following applies.

- Leadership of 16 to 19 study programmes is weak.
- The requirements of the 16 to 19 study programmes are not met.
- Study programmes are insufficiently challenging or relevant to learners' prior attainment or planned next steps.
- Weak assessment practice or poor planning mean that teaching fails to meet learners' needs.
- Learners or groups of learners make inadequate progress from their starting points.
- Too few learners are retained on their courses or achieve their core aim.
- Learners or groups of learners are ill prepared for their next steps in terms of attainment, personal skills or behaviours.
- Too many learners or groups of learners are unsuccessful in securing relevant sustained education, employment or training.
- The 16 to 19 minimum standards are not met for either vocational or academic qualifications.
- Safeguarding is ineffective.

Annex. Additional guidance

New academies

When a school becomes an academy, an Academy Order is made by the Secretary of State. The predecessor school is closed and a new school, the academy, is established. The new academy is legally a new school, even though in many cases it is likely to comprise the same pupils, teachers and buildings. Academies are independent of local authority control but are state-funded schools. Statutory regulations permit Ofsted to provide ASP data from a predecessor school to the new academy.

When inspecting and reporting on academies, inspectors must have regard for their new legal status. Inspectors must take care not to include undue consideration of the progress and attainment in the predecessor school nor take account of the progress made by a new academy against the areas for improvement identified in the most recent inspection report of its predecessor school.

Although inspectors may take account of information relating to a predecessor school, either from a predecessor school inspection report or from another source such as ASP, such information may only be used to inform the inspection of an academy during the period from the date on which the academy was established. However, information or data relating to a predecessor school may be used to inform the evidence base that is gathered during the inspection of the academy to enhance inspectors' understanding about its performance: for example, whether the academy, since its establishment, has:

- improved, consolidated or is responsible for a decline in pupils' performance, using the predecessor school's performance as baseline
- tackled any areas of weakness or built on strengths.

Inspectors should make clear to academies the extent to which they can take account of the performance data from predecessor schools.

For the first section 5 inspection of the school since it became an academy, the report should say 'not previously inspected as an academy[68]'. However, for the first section 5 inspection of a converter academy, this must be explained in the context section. To ensure consistency, all first section 5 inspection reports for academy converter schools must include a factual explanation in the context section that follows the example below:

[68] This will not apply where an existing academy is rebrokered and receives a new URN.

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

By doing this, Ofsted will ensure that readers have the appropriate context and that reporting is consistent and transparent for all academy converter schools.

Judgements made in a predecessor report are judgements about that school. They are not judgements about a converter academy. Inspectors should not refer to the key judgements or the areas for improvement in the inspection report for the predecessor school.

Inspecting partnerships and off-site provision

Inspectors may wish to speak to key partners who work with the school. They should make every effort to telephone or meet staff in the institutions where pupils are taught off-site to help assess the school's quality assurance arrangements. They must evaluate the rigour with which the school monitors the attendance, behaviour, learning and progress of the pupils who attend them.

Units dealing with pupils' behaviour may exist away from the school site, but be run by the school. Sometimes, this provision may be shared by one or more schools. It is important to find out how this is monitored and evaluated, both day to day and over time. An inspector should visit the unit briefly to assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils' behaviour, learning and attendance. The visit should be proportionate to the number of pupils who attend and the length of time they spend there. This can be full-time provision for a number of pupils over several weeks, so it is important to evaluate it thoroughly.

If special schools or pupil referral units (PRUs) use alternative provision, inspectors must visit a sample of the placements during the inspection, in addition to evaluating the areas outlined above. The lead inspector should ask the headteacher to provide details of all the provision used by the school or PRU. Inspectors should give priority to visiting unregistered providers.

Inspection of religious education and collective worship

Schools with a religious character

If a voluntary or foundation school is designated as having a denominational religious character ('a school with a religious character'), then denominational religious education, the school ethos and the content of collective worship are inspected under section 48 of the Education Act 2005. An academy designated as having a religious character by the Secretary of State is inspected in an equivalent way by virtue of a provision in the academy's funding agreement. The inspectors who conduct section 48 inspections are appointed by the school's governing body or the foundation governors in a voluntary controlled school, having consulted with person(s) prescribed in regulations (normally the appropriate religious authority)

where applicable. The inspectors are normally drawn from the relevant faith group's section 48 inspection service, although not all faith groups have their own inspectors organised in this way. Regulations specify that section 48 inspections must be conducted within five school years from the end of the school year in which the last section 48 inspection took place.[69]

In schools with a religious character, section 5 inspectors must not comment on the content of religious worship or on denominational religious education (RE). Inspectors may visit lessons and assemblies in order to help them evaluate how those contribute to pupils' spiritual, moral, social and cultural development and their personal development, behaviour and welfare.

The relationship between section 5 and section 48 inspections is governed by a protocol between Ofsted and signatory faith group inspectorates.

Ofsted's lead inspector should check the section 48 arrangements and:

- if a section 48 inspection is occurring at the same time, the section 5 report, in the section on 'information about this school', should mention that a section 48 inspection also took place; the section 5 report should not use evidence from the section 48 inspection
- if a section 48 inspection has been carried out since the previous section 5 or short inspection, inspectors should inform themselves of any key issues raised but should not use its evidence in their own inspection
- if no section 48 inspection by a suitable person has taken place, the lead inspector should check the arrangements; if the governors have not arranged for a section 48 inspection, inspectors should conclude that they have failed to carry out a statutory responsibility and refer to this in the section 5 inspection report.

Schools without a religious character

In the case of other maintained schools and academies where religious education (RE) is being provided in line with the legislation that underpins the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005.

These schools must conform to the legal requirements for non-faith schools:

- RE in maintained schools (except voluntary aided schools, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus prepared by the Agreed Syllabus Conference (ASC). The RE curriculum should reflect the fact that the religious traditions in Britain are,

[69]Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009.

in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.

- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Academies without a defined religious character must provide collective worship that is 'wholly or mainly of a broadly Christian character'. Inspectors should note any requirements of the academy's funding agreement.

- A school can reflect the religious backgrounds represented in its community in its collective worship, as long as the majority of provision is broadly Christian. Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local Standing Advisory Council for Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive to another faith. The headteacher must consult the governing body before doing so. Academies need to apply to the Secretary of State via the Education Funding Agency (EFA).

Evaluating the quality of boarding and residential provision in schools

Where the school provides boarding or residential provision, inspectors will make the four key judgements on that provision. These judgements are made in accordance with the guidance and grade descriptors in the 'Social care common inspection framework (SCCIF): boarding schools and residential special schools'.[70]

If the provision does not meet one or more national minimum standards, the following standard phrase must appear as one of the recommendations in the report:

- 'The school must ensure that it meets the national minimum standards for boarding schools that have not been met'

  or

- 'The school must ensure that it meets the national minimum standards for residential special schools that have not been met.'

[70] 'Social care common inspection framework (SCCIF): boarding schools and residential special', Ofsted, April 2017; www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools.

Inspectors must consider the impact of the judgements on the boarding/residential provision on the judgements for the whole school. In order to do this, they will need to take account of the proportion of boarders/residential pupils in the school and the seriousness of the issues found.

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

Integrated inspections of education and boarding or residential provision

In boarding or residential special schools, the social care regulatory inspector begins to inspect in the afternoon of the preparation day of the inspection and must use 'boarding time' during the first evening to talk to the young people in the boarding or residential accommodation. In schools with boarding or residential provision, lead inspectors should consider the timing of team meetings so that the social care regulatory inspector is available to join them: it is important that the findings of the social care regulatory inspector contribute to judgements about the school.

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

Aligned inspections of maintained and non-maintained schools or academies with registration as children's homes

The inspection of education in a school that is also registered as a children's home may take place as a stand-alone inspection of the education provision or be aligned with the full inspection of the children's home.[71] Where possible, Ofsted will attempt to align both inspections so that inspectors may work together and share evidence.

Where the education inspection takes place as a stand-alone event, inspectors must read the most recent education and children's home reports on the preparation day. They must make themselves aware of any current issues concerning children's welfare that may affect aspects of the school inspection and ensure that they take these into consideration during the inspection.

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[71] All registered children's homes will have at least two inspections in a year. At least one of these will be a full inspection and the children's homes may also be subject to an interim inspection. All inspections are conducted in line with the 'Social care common inspection framework (SCCIF): children's homes, including secure children's homes' Ofsted, February 2017; www.gov.uk/government/publications/inspecting-childrens-homes-framework.

Where the education and children's homes inspections are aligned, the education and social care regulatory inspectors should work together to share evidence. Further details are provided in the 'Non-association independent school inspection handbook'.[72]

[72] 'Non-association independent school inspection handbook', Ofsted, January 2017; www.gov.uk/government/publications/non-association-independent-school-inspection-handbook-from-september-2015.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
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