



Welcome to the Ofsted Briefing

AGENDA

Welcome: Opening Prayer and Reflection Justine Lomas, Deputy Director for School Improvement

Review of Inspections Post Pandemic Ted Hammond, Deputy Director for Education Standards

Experiences of Ofsted

Mr John Hayes - Headteacher of St. Gabriel's Catholic Primary School

Dr James Coughlan - Headteacher of Bishop Challoner College

Mr Stephen Bell - CEO of The Painsley Catholic Academy

Safeguarding Case Study

Mrs Louise Bury - Headteacher of St. Joseph's Catholic Primary School

Ofsted: The initial Phone call

Justine Lomas, Deputy Director for School Improvement

Prayer and close

Ted Hammond, Deputy Director for School Standards



Opening Prayer

Prayer for the Diocesan Vision

Spirit of God,
descend on me this day.
Grant me the Spirit of joy, to lift me,
the Spirit of hope to inspire me,
the Spirit of love to surround me and
the Spirit of truth to enlighten my path.

Holy Spirit,
I pray for a new outpouring of your grace,
so that I may grow in worship of your name
in love of you in my prayer
and in my actions towards others.

Come Holy Spirit into my life to
guide me.
Strengthen and defend me,
so that I may be drawn ever closer
to you.

Help me this day and always
to be a channel of grace
in all I say and do
and invite others into relationship
with you. Amen.

Review of Inspections Post Pandemic



Ted Hammond Deputy Director for School Standards

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Review of Inspections Post Pandemic



- Throughout the Pandemic Ofsted conducted short inspections at a small number of our schools to monitor the response to lock down, these were not under EIF regulations.
- Since the beginning of May 2021 there has been a return to routine inspections.



Inspecting all schools by July 2025

- It has been widely published that Ofsted have been set the target of inspecting all schools at least once by July 2025.
- In conversations with Peter Humphries (Senior HMI) he has changed this slightly to say all schools will be inspected under EIF by July 2025.



Inspecting all schools by July 2025 (2)

- During the pre-COVID period from September 2019 to March 2020, 32 schools were inspected.
- Therefore, at least 205 schools regardless of current designation still need to be inspected between May 2021 and July 2025.



Inspecting all schools by July 2025 (3)

Progress to date:

- May 2021 to July 2021 – Six Inspections (including three monitoring inspections).
- September to December 2021 – 20 Inspections
- January to April 2022 – 15 Inspections
- May 2022 to date – three Inspections
- Deferred Inspections – there have been a small number of deferrals



Inspecting all schools by July 2025 (4)

How far behind schedule are Ofsted?

The last Official comment from Peter Humphries was that Inspections were approximately four terms behind schedule. With the continued COVID issues and deferrals I suspect this has extended.

There are still six Schools judged Good in 2016 who have not been inspected (but some 2017 have).



Inspecting all schools by July 2025 (5)

Which Inspection Schedule?:

- The majority of Good schools and some post 2015 Outstanding schools will receive a Section 8.
- All other schools will receive a Section 5.



Inspecting all schools by July 2025 (6)

Does a change in the Headteacher/Principal
Influence the Inspection Schedule?

From Peter Humphries:

- A change of leadership, especially a headteacher, is part of Ofsted's risk assessment. However, it is unlikely that an inspection would be brought forward out of the usual/expected 'window' unless there were other 'issues'.



Post Pandemic Inspection Outcomes

To Easter 2022:

Outstanding judgement – 3 (4)

Good judgement – 31 (26)

Requires Improvement judgement – 4 (8)

Inadequate judgement – 0 (3)

Effective Action - 3



Post Pandemic Inspection Outcomes

- This is a very positive picture given the reported challenges of the EIF.
- Of the 41 inspections the awarded judgement matched the school's own judgement in 37 of the Inspections.

Ofsted Update from Peter Humphries (1)



- No changes or revision to the school inspection handbooks. Inspectors will be looking more closely at (but still within the EIF and handbook):
- The extent to which the early years curriculum lays the foundation for what is to come in Year 1 and beyond. How well are children prepared for Year 1?
- SEND identification and assessment and subsequent provision. The extent to which children and young people with SEND have access to the same curriculum and wider opportunities as all other pupils.

Ofsted Update from Peter Humphries (2)



- How well secondary schools identify and support weaker readers, especially the bottom 20% in each cohort. This is not a deep dive [as it is compulsory in the primary phase] but an evaluation of how well a secondary school helps pupils to improve their reading so that they can better access the full curriculum. This might include some phonics teaching [if appropriate] and how staff promote a love of reading.
- Ofsted has recently added English to its Research review series. Like the others, it provides useful information about research in the subject. The content on reading comprehension is particularly interesting. Available at <https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>

*Ofsted Section 8 Inspection of a Good Primary
School-Experience and Reflections of a HT*

John Hayes headteacher@st-gabriels.staffs.sch.uk

- To be very clear
- I am not claiming this is the way to do it!
- But this was our VERY RECENT experience from actual phone call to finish of a Section 8 Ofsted Inspection for a Good SCHOOL.
- Happy at any point to have a more niched conversation on phone or in person if any colleague felt it might be of assistance. My contact name and details are shown below.
- John Hayes headteacher@st-gabriels.staffs.sch.uk

Initial Call

- Initial call was surprisingly early circa 9.45 A.M.
- Head was in a spin and it caught me off guard!!
- As much as I thought I was ready for the phone call, I was not- and was in a bit of a daze for the few minutes immediately after the notification.
- So I think it wise to acknowledge whenever it comes, be prepared that you will be a bit shocked and have to ride the wave of a mixture of emotions.
- And I have done 3 of these previously as a headteacher !!!!!
- Hopefully then come out fighting.

- As much as is possible have available a hard copy of, or a staff member with access to print, a copy of SEF and SDP/SIP.
- Initial phone call followed shortly afterwards.
- Phone call came just after 10am.
- Inspector was very clear that as a Section 8 there was an absolute presumption that we are good .
- It came across almost as so “tell me why you are good “ straight away.
- Just reflect on that . Be ready to cite your reasons.

- I'm going to be open and share my vulnerability!
- I'd worried for a number of months before about some of the nightmare stories of colleagues under inspection framework experiences.
- A few weeks before another colleague had said to me effectively "why wouldn't you be good -you have been good before -so go on the attack".
- So I had changed my defensive mindset to the opposite .
- We had prepared a simple update to really promote the choices , investments, focussed work and decisions made in the school to improve Early reading ,Phonics, Maths over the past 12 months.

Website

- This was further entrenched by some advice to consider making the **website** a “window to the world”
- By this, a clear , detailed presentation in sections on the website of what we as a school do -and in particular ,including a year group page and a subject page, for each curriculum area.
- Not claiming this was perfect .
- But it had been started and was been updated from just a few months before.

- ACTION-Ensure each subject has a simple 2 page overview to show progression in skills, sequencing of learning, particular key knowledge clearly stated for each year group .
- We had them for all main subjects but not in detail for EVERY foundation subject and this let us down a little .
- It is a quick fix -so produce it.
- So fairly immediately in the conversation the lead inspector reveals they have been through our website and formed a strong picture from the curriculum mentioned in the website as *to weighing up the quality of our education.*
- ***I CANNOT EMPHASISE ENOUGH THE IMPORTANCE OF USING THE WEBSITE AS A TOOL TO PROMOTE YOUR WORK /OFFER.***
- A real shift here away from effectively meeting the statutory checklist of what should be on there (although you need to check those items are there too !)
- Go on the front foot re the work you have done in the key areas which you know will be deep dived.

- And we know in primary schools what 2 of those curriculum areas will currently be.
- Simple review and collate the approach , organisation ,resourcing, training and offer to pupils in these key areas.
- Record this in a brief 2/3 pages and ensure all staff have and read so that everyone knows the how, who , when and why OUR SCHOOL APPROACH IS HOW IT IS.
- Key summaries also printed out to hit the inspector verbally.
- “We are proud of our choice todo whatever we do....”
- Force into the conversation the things you are proudest of/have made the biggest impact -hopefully in Phonics Early Reading and Maths.
- We were in a fortunate position that the Early Reading/phonics and Maths leads were confident enough to conduct and participate in the conversations on their own.
- Encourage this if you can-Distributive leadership

- Ensure your staff know the existing development points from last Inspection.
- Be able to explain briefly what you will have done to address these.
- **Be honest**
- Lay out absences /and or teachers either weak or on Improving Performance Action Plans in place.

Reading Lowest 20%

- Prepare staff by ensuring colleagues in each year group know who make up lowest 20% readers and that 3/4 of these pupils from some year groups, as a representative sample, will be expected to read with the inspectors.
- We have known this for a while and reinforced locally by Ofsted briefings from Tim Hill and Peter Humphries -West Mids Ofsted- so get on and get staff to identify individuals and identify support.

- Decision on other deep dive ?
- Be prepared to offer what you consider strongest foundation subject v weakest.
- Have the discussion with whole staff or amongst middle leaders about what you consider this position to be .

Timetables

- Have current staff time tables available .
- Get staff used to updating timetable -weekly if necessary via perhaps ONE DRIVE ???
- They will ask for them so staff must understand need for timetable to be exact and detailed .KEEP DEMANDING THIS NOW AS AN EXPECTATION.
- Once notification comes get a memo around to teaching staff giving them half an hour to review time table currently online and after that it is taken it is accurate.
- You will be probably expected to send that along with some form of
- Self Evaluation and
- School Improvement Plan

Fluency

- Given the “knowing more remembering more” agenda -get staff to ensure maths lessons and other lessons commence with some form of knowledge stirring /chance to share and go over
- current previous knowledge
- Flashback 4
- Memory map
- Key Facts Check
- “your children are your most powerful witness”

- So train children and coach staff to make this approach second nature in stirring pot of knowledge so that FLUENCY is either being or well on way to being achieved.
- Link to next step of achieving AUTOMATICITY –i.e. so well practiced that knowledge is automatically there in tables , phonics etc
- Again we only started hammering this in the 5/6 months before.
- **MAKE SURE THESE STRATEGIES ARE HIGHLIGHTED ON TIMETABLES.**
- It sends out the important message of what you are about.
- Pupils love showing their growing knowledge off -this breeds confidence which breeds further thirst so a win /win.

Safeguarding

- SCR
- Behaviour logs-Whether a paper log or a computerised system such as My concern/CPOMS-detailed noting and timely response to issues/incidents as and when they occur.
- Log taking of advice and actions.
- Be able to show a clear involvement of communicating information to parents/carers.
- Sexualised harassment logs-again have evidence of the recording and actioning appropriately to deal with inappropriate or unacceptable behaviours.
- Safeguarding talk
- Wider conversation re range of cases
- Be able to talk clearly about current and historical examples.
- Worth brainstorming before hand the range of advice/agencies and support school uses to provide appropriate means to meet demands in these areas.

Gathering Views

- We had a recent questionnaire for parents /cares completed.
- Worth considering getting this done to show evidence of reaching out for views.

Online safety

- Remind children that “every day is an online safety day-relate to SMART”
- No matter how much evidence you have of strategies on planning/website -make sure the children can talk about and relate the use of these approaches and how it keeps them safe.
- ACTION-teachers build this in to a reminder you give or get the pupils to give EACH DAY

Cross Referencing

- Multiple examples of cross -referencing points made by others, that is double checking if English lead makes point that class teachers/assistants can show they know the same.

Spotlight issues-5

- **GOVERNANCE**-meeting with governors
- Can they(governing board) talk with clearness about their 3 statutory duties
- EVIDENCE in minutes of holding to account.
- ACTION-ensure all major inputs at meetings have a logged series of appropriate questions to show board are questioning/ querying-LIST QUESTIONS and RESPONSES.
- **PERSONAL DEVELOPMENT**-children being able to talk about how they support each other, local charities, others nationally. Cultural capital-knowledge
- **BEHAVIOUR**-Manage it through a clear system of expectation-for us a visual behaviour ladder-clear expectation-lesson time we are here to work-all staff showing they can and will intervene with a name /eyebrow to prevent or diffuse a possible situation-**RELATIONSHIPS**
- **GAMING/OFF ROLLING**-Do not narrow the curriculum unnecessarily
- **STAFF WELL BEING**- Log and remind yourself but also remind the staff the various ways support has been given-Hopefully staff will record this in their questionnaire if taken.

	Lead inspector	
	activity	action
08.00	Arrive	Meet HT
08.10	Organisation for the day	Set up base room. Log on to wifi.
08.20	Introductions. Working relationships	Meeting with school staff
08.30	Early reading deep dive	Discussion with leaders for phonics and reading
09.00	Early reading deep dive	Lesson visits
10.00	Safeguarding	Check of SCR
10.15	Safeguarding KIT with HT	Review behaviour, bullying logs Inspection so far
10.30	Safeguarding	Discussion with DSL (and Deputy DSLs if available)
11.20	Reading	Hear Y3 readers (3 from lowest 20%)
11.45	Reading	Discussion with staff seen teaching
12.10	Lunch. Parent View. Pupil and Staff Surveys. Governors' Minutes Playground	Views of stakeholders. Any issues to follow up during inspection. Pupils' behaviour at lunchtime
12.50	Art	Discussion with subject leader(s)
13.10	Reading	Lesson visit
13.25	Art deep dive	Lesson visits, work scrutiny, discussion with pupils
15.00	Reading	Story time
15.20	Leadership	Discussion with governors
15.55	Art	Discussion with staff seen teaching
16.15	Marshalling evidence	Complete evaluation card
17.00	Discussion with senior staff	Evidence end day 1. Plan for Day 2
17.40	Inspector departs	

Ofsted Questions for /Early Reading lead in Early Reading and Phonics meeting

- Why did you choose Little Wandle Letters and Sounds revised to teach phonics?
- What training have key staff who deliver phonics received in order to teach your new programme?
- How have you ensured the wider school are aware of Little Wandle and what training have they had?
- What are the benefits of this scheme? What has it given you? How does this compare to your previous delivery of phonics?
- In Reception, at what point in the year do you begin teaching phonics?
- What impact has the Covid 19 pandemic had on your children in relation to phonics/reading?
- What measures have you taken to allow current Reception/Year 1 cohorts to catch up?
- What percentage of children are currently on track in phonics/reading in Reception/Year 1?
- How do you manage keep up provision so that individual children don't fall behind in phonics?

- How does your assessment in phonics work?
- How many Year 2 children are on track to meet age related standards in reading?
- Where are current Year 3 children at in relation to phonics?
- What measures are in place to support the bottom 20% of readers?
- How do you promote a love of reading?
- What do you do for those children whose parents don't engage with reading?
- Where are your SEND/Disadvantaged children at in relation to phonics/reading?
- What happens when children move beyond reading scheme books? How is this managed? How do you ensure they are reading quality texts?
- How do you ensure texts are well matched to children's reading ability throughout the school in subjects other than reading?
- How have senior leaders supported you in regard to phonics/reading?
- How do you manage your workload in terms of marking?

OFSTED REFLECTIONS

Bishop Challoner Catholic College

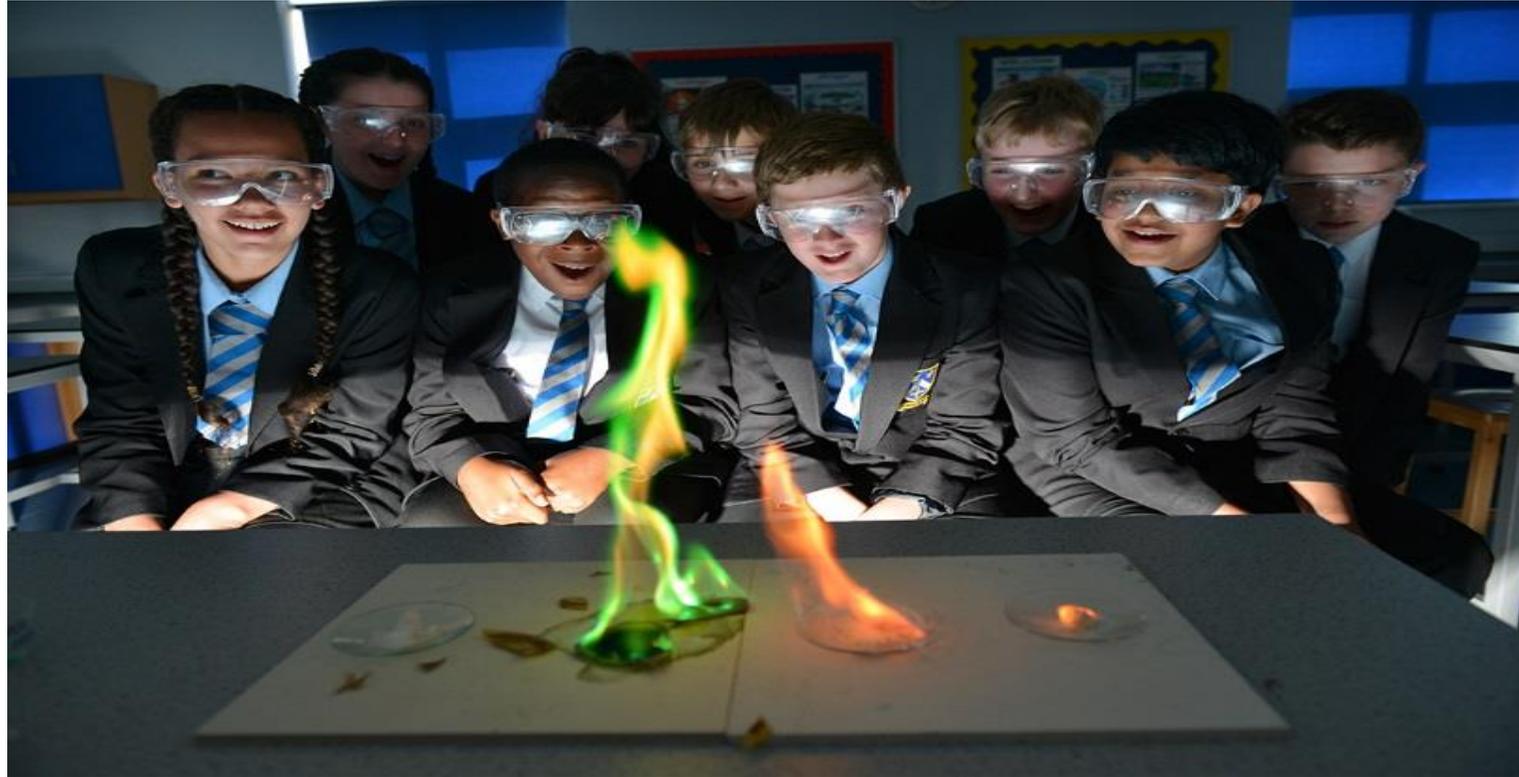
BDES, Thursday 16th June 2022

J Coughlan, j.coughlan@bishopchalloner.bham.sch.uk



Background

- Section 8 inspection on 12th and 13th October 2021.
- Two HMI.
- Deep dives
 - Day 1: English & Science.
 - Day 2: PE & Geography.



<https://www.bishopchalloner.org.uk/catholic-college/ofsted>

“This is a school that is rightly proud of its academic standards”

Inspection planning meeting

- Initial phone calls.
- Very flexible e.g. sensitivities around Covid impact and staffing.
- Brief mention of targets from previous inspection.
- Interested in overarching approach to curriculum.
- No preference on deep dives.
- Wider SLT were there to support.



“Teachers enjoy a wide range of training that the school provides. They reflect on their practice and seek to develop it.”

Deep dives

Plus	Minus	Interesting
<ul style="list-style-type: none">• Primary transition.• Curriculum fluid and adaptive, not off the shelf ready.• Relevance and reaction to changes in the community/culture.• Intent strong.• Subject knowledge a strength.• Subject leaders performed brilliantly.	<ul style="list-style-type: none">• Experience can be invasive and hard to teach.• Students, students, students.• Assessment. Students knowing more and doing more.• Variability.	<ul style="list-style-type: none">• Improving good, what does this mean?• Reading clearly a focus whole school.• Expect students to be honest.• Conversations with staff.• How articulate are your students?• Workbooks.



“Leaders and teachers have worked hard to develop the curriculum in their subjects over recent years. They have put much thought into their choice of topics and the order in which they are taught.”

Other inspection activity

- Spotlight areas
 - Staff workload
 - Personal development
 - Off-rolling and gaming.
- EHE.
- Behaviour.
- SEND, light touch.
- Meeting with governors: minutes of curriculum committee.
- Safeguarding: Usual meetings. SCR happened late on day 1. SV and SH a priority.
- Staff/parent surveys (written comments).
- ECT big focus.
- Regular KIT , outcome wasn't a surprise.



Absent from inspection



- Data, external and internal.
- EBacc.
- Pupil premium discussion.
- Marking and marking policies.
- Preferred teaching style.
- No real interest in SEF.
- Very little marked work looked at.
- ‘Seeing’ progress.

Final reflections

- Positive inspection.
- Very academic discussion.
- We have something concrete to improve what we do.
- Write everything down, rich feedback.
- Lots of sensible parking of issues, not a reactionary inspection team.



“The school’s staff form a united team who are very proud to work at Bishop Challoner Catholic College”



The Painsley Catholic Academy

Better Together

OFSTED Experiences

Mr. Steve Bell

CEO of The Painsley Catholic Academy

ceo-pca@painsley.staffs.sch.uk



The Painsley Catholic Academy
Better Together

Inspections since March

- 4 Section 5 inspections (3 primary and 1 secondary)
- 1 monitoring visit (primary)

Oh....and 2 Section 48s!



The Painsley Catholic Academy
Better Together

Honest experiences...

- Very different experiences: team dependent
- The best was clearly supportive and wanted the school to achieve
- The worst did not take context or Covid into account



Be prepared: this allows you to concentrate on what matters on the day!

- Get the basics ready:

Ensure websites are compliant and appealing

Ensure GIAS is up to date

Ensure records are up to date (safeguarding/bullying/attendance etc)

Ensure the SCR is up to date

Are training records available (first-aid/paediatric first-aid/safeguarding)? Are governors'/directors' training records available?

Have a summary document ready for governors/directors



LGB/Directors/CSEL

- Keep them up to date with any issues that arise during the inspection – they will be asked about them!
- LGB/Directors were asked for the strongest and weakest subjects
- LGB/Directors were asked how they are assured the children are safe
- LGB/Directors were asked how they monitor workload
- LGB/Directors were asked how they monitor the finances to ensure money is spent appropriately



Suggested knowledge to work on

- Ensure children know the meaning of good/bad mental health and what they should do if they are experiencing difficulties
- Ensure scaffolding is used consistently across the school
- Ensure IEPs (or equivalent) are known
- Primary: EYFS curriculum must be known by all leaders
- Primary: EYFS = Nursery and Reception!
- School values must be known as reflected in the Mission Statement
- Pupils need to be aware of the different type of families (eg foster/mums/dads etc)
- Understand the difference between the PM and the Queen!



Suggested areas to work on...

- Ensure you have a clear story about reading (pardon the pun!)
- PRESENTATION, PRESENTATION, PRESENTATION. Is it consistent across the school?
- Never allow pupils to be waiting for more work. Stretch the most able in a mastery sense
- Display: a learning walk took place with a group of pupils
- EYFS: continuous provision: are children able to articulate what they are doing during continuous provision? What exactly is the learning intention of the various activities?



Alternative Provision/Reduced Timetables

- Be mindful of how you are meeting the demands of off-site provision as set out in the handbook
- If there are some pupils on reduced timetables, how are you meeting the expectation to get them back into education full time, quickly and in line with DfE guidance?



The Painsley Catholic Academy

Better Together

Final point...

- Seems a bit obvious but read the School Inspection Handbook carefully (not just the gradings) – the devil is in the detail!
- Best of luck!



Safeguarding
Mrs Louise Bury Headteacher
St. Joseph's Primary School

LBury@st-josephs-pri.worcs.sch.uk



Begin at the beginning ...that blood runs cold moment...
Adrian and Anna reported that they had seen Sonia with a knife in her hands on their way home last night. Teacher asked Anna what Sonia was doing with the knife and she said she saw her chasing someone with it. Adrian also confirmed that she was using the knife inappropriately. They had not told their parents.

Tuesday 28th March 2022....Year 6 pupils

Just to make you aware myself and my husband are absolutely disgusted to come home from work this evening to be told by our daughter that she was threatened by a girl in her year with a knife today. I had an email saying all parents have been informed, so I assumed my daughter was not involved as I had not received a telephone call from school.

This is absolutely disgusting and we are extremely concerned with the lack of communication between school and parents when something like this happens...I cannot express how furious myself and my husband are at this moment in time.

We will be coming to school to speak to you first thing in the morning and we will be making a complaint to the governors.
Parents of Anna

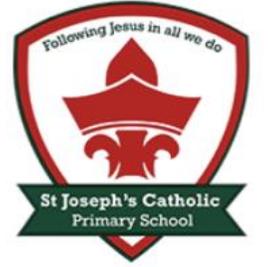
We were really saddened and shocked with the incident in school yesterday. Having been parents at St Josephs for 12 years. We trust that you are handling this in the right way but just wanted to share our thoughts with you...We understand confidentiality and sensitivity of the situation but we really do hope you can give ALL parents some info of how the incident has been, and will be handled, for reassurance.
You have our support.
Year 6 parent





Today, we have received an Ofsted complaint regarding your school – please see below.

Can Denise have a written response to the complaint by close of play on Friday 29th April 2022. If you would like to speak to Denise about this, please contact her at dhannibal@worcschildrenfirst.org.uk



Letter from school...

Dear Denise
I am writing in response to the email I received on 13th April at 10.37.
This response has been written in collaboration with school governors and myself...

Below is a safeguarding concern we have received about a school in your local authority area.

- pupil taking a knife into school and threatening other pupils
- pupil owned up to it and was rewarded with sweets
- pupil was sent to headteachers office for 2 days and is now back in class.

Extract from Police response...

St Joseph's Primary School dealt with this incident expeditiously and robustly and informed the police immediately on discovering the offence...We do not feel that this could have been dealt with any better or more professional than how the school and staff dealt with. Firmly but fairly.

What now?

Continuing to strengthen work with the Local Police – they do come into school regularly and will always respond to emails.

Introduction of Responsible Citizen award - presented monthly by the police in KS2 assembly – one child from each year group to receive award.

Staff confidence, training and awareness

Bag searching as part of regular procedures.



Lessons learned / Impact?

Further verification of the importance of communication with parents but ensuring self-preservation.

The need to take time for own wellbeing and seek support when need it.

Have confidence in own policies.

Strengthened the already strong team in school and with GB



Initial Phone call from Ofsted

- Contact from the Administrator
- Contact from the HMI/Lead Inspector
- COVID considerations

Justine Lomas Deputy Director for School Improvement
j.lomas@bdes.org.uk

Notification of Inspection

- Ofsted will normally contact the school by telephone to announce the inspection between 10.30am and 2pm on the school day before the inspection.
- If the headteacher is unavailable when the notification call is made, Ofsted will ask to speak to the most senior member of staff available. A confirmation email will be sent
- During the initial notification phone call, the inspection support administrator will check the number of pupils on roll at the school, the governance arrangements for the school and whether the school has any SEND, nursery provision for 2- and 3-year-olds or additional resource provision.



Notification of Inspection

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

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



Information that must be supplied

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

- the school timetable, current staff list (indicating early career teachers (ECTs), mentors and induction tutors) and times for the school day
- any information about previously planned interruptions to normal school routines during the inspection
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- the single central record for the school
- records and analysis of sexual harassment or sexual violence



Information that must be supplied

- records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils
- documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT

Information that must be supplied

- a summary of any school self-evaluation or equivalent
- the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy
- any reports from external evaluation of the school
- maps and other practical information
- access to wifi, if it exists, so that inspectors can connect to the internet



Preparation

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

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

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



Discussion about progress since the last inspection

Inspectors will use this conversation to understand:

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

Discussion about progress since the last inspection

This conversation will normally last up to 90 minutes. It may be longer where detailed discussions of the COVID-19 context are required. It will help inspectors and school leaders to establish a rapport before inspection and give them a shared understanding of the starting point of the inspection.

It will also help inspectors to form an initial understanding of leaders' views of the school's progress and to shape the inspection plan.



Discussion about the plan for inspection

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

- make the school aware of its statutory duty to inform parents of the inspection and that Ofsted's Parent View tool is the main method for gathering the views of parents at the point of inspection; inspectors will remind the school that the letter to parents containing the link to Ofsted Parent View may be sent electronically, or as a paper copy via pupils
- discuss the nature of the SEND resource base, if applicable



Discussion about the plan for inspection

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

- discuss any nursery provision, before- and/or after-school care or holiday clubs led and managed directly by the school, particularly if these take 2- to 8-year-olds
- invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons and to observe the main inspection team meetings
- establish which approach to the early career framework the school is using for ECTs
- make arrangements for meetings with relevant staff
- provide an opportunity for the school to ask any questions or to raise any concerns, such as perceived conflicts of interest



Discussion about the plan for inspection

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

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

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



Discussion about the plan for inspection

It is important that inspectors speak to those responsible for leadership and governance during inspection.

The lead inspector will therefore:

- establish what the governance structure of the school or academy is, with reference to the range of functions delegated to local governing bodies or other committees
- confirm arrangements for meetings with the school and, if appropriate, MAC executive leaders, as well as representatives of those responsible for the governance of the school and anyone else they think relevant. The lead inspector will be guided by the school as to who they need to meet in the structure of a MAC



Discussion about the plan for inspection

- make arrangements for a meeting with the chair of the governing body or, if appropriate, the chair of the board of directors and as many governors/directors as possible. Inspectors will also ask the school to invite as many governors/directors 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 and diocese
- request that a representative from the local authority, diocese, MAC, is present at the final inspection feedback meeting as appropriate



Joint Lesson Visits

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

- Inspectors will not take a random sample of lessons to visit. Instead, they will connect lesson visits to other evidence, such as discussions with curriculum leaders, teachers and pupils, and work scrutiny. Inspectors will visit several lessons in which the same subject is being taught, wherever possible, including lessons to different year groups. Lesson visits are not about evaluating individual teachers or their teaching; there will be no grading of the teaching observed by inspectors. Instead, inspectors will view lessons across a department, subject, key stage or year group and then aggregate insights as to how what is going on in lessons contributes to the school's curriculum intentions. This will then provide part of the evidence for an overall view of quality of education or behaviour and attitudes.

Talking to pupils

Inspectors will ensure that they talk to and observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and attitudes, for example:

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



Talking to pupils

Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, inspectors will ask them about their experiences of teaching, learning and behaviour in the school, including the prevention of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour, if they happen. **They would not expect any adult to be present. During the inspection, it is important that pupils are able to express their views freely to inspectors.**



Meeting with Leaders

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

- provide updates on emerging issues, including initial general findings about the quality of education and to enable further evidence to be provided
- 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

The inspection team will meet at different points during the course of the inspection:

- During the meeting at the end of day 1 inspectors will meet to discuss and record emerging findings; the headteacher will be invited



Meeting with Leaders

The lead inspector will invite the headteacher to the final team meeting at the end of day 2. It is important that the lead inspector makes it clear that observers who are invited to attend the final team meeting are there to listen to the scrutiny of evidence and agreed judgements made by the inspection team. As appropriate, the lead inspector may request that observers clarify key points during the meeting.

In a MAC, the headteacher (or equivalent) may report to a CSEL/CEO who is, in turn, accountable to the board of directors. They should be invited to the final meeting or be allowed to send a delegate.



Feedback

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

- the headteacher and other senior leaders, as agreed by the lead inspector and headteacher
- for maintained schools, the chair of the school's governing body and as many governors as possible; the clerk to governors (or equivalent), or their delegate, may also attend to take notes
- for academies, including academies that are part of a MAC, the chair of the board of directors and as many directors as possible; the clerk to governors or the board (or equivalent), may also attend to take notes
- in an academy that is part of a MAC, the CSEL/CEO or their delegate or equivalent
- a representative from the local authority (for maintained schools) and Diocese

Consider COVID: Preparation and Planning

During the preparation phone call with the headteacher, the lead inspector will seek to understand the specific impact of COVID-19 on the school community and how the school's leaders responded to the situation.



Consider COVID: Curriculum

Inspectors recognise that most schools will have been unable to implement the curriculum in the usual way during the COVID-19 pandemic. Ofsted recognise that schools were not required by the DfE to provide education to all pupils from March 2020 to July 2020 due to COVID-19, and may not have been doing so. Inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020.

Consider:

- The context of your current curriculum – how has it been changed to respond to the needs of the children?
- How have gaps in learning been identified and how have teachers responded to this in their planning?
- Where the school is directly deploying tutors to support education recovery from the pandemic, inspectors will consider how their deployment supports the aims of the school curriculum.



Consider Covid: External Data

- Inspectors will consider available external data. However, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements.
- Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.
- Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.
- Inspectors will seek to understand how school leaders have adapted their school development plans as a result of the COVID-19 pandemic, including the rationale for any new or modified school improvement priorities.



Consider Covid: Safeguarding and Attendance

The COVID-19 pandemic increased safeguarding risks. Consider how school leaders adapted approaches to safeguarding during the pandemic to make sure that:

- vulnerable pupils, including those with special educational needs and/or disabilities (SEND), were prioritised for face-to-face education in school
- safeguarding procedures remained effective for those receiving remote education, as well as those attending school

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

- Inspectors will discuss attendance patterns with school leaders to understand how the pandemic specifically affected the individual school. They will want to understand how, in the circumstances, the school ensured the best possible attendance for those pupils eligible to attend in person



Consider COVID: Forming Personal Development Judgements

When forming judgements about personal development, inspectors will seek to understand what took place before the pandemic, what the school has in place currently and what its future plans are.

Inspectors recognise that many elements of personal development that were in place before the pandemic may have been disrupted.

Therefore, they will focus on understanding the steps that leaders have taken to offer a wide range of personal development opportunities since the school opened to all pupils in March 2021.



Consider COVID: EYFS Considerations

- Inspectors will pay close attention to how schools identify and address delays and gaps caused by the disruption to learning
- When evaluating the quality of early years education, inspectors will consider the extent to which leaders have designed an ambitious and well-sequenced curriculum. When considering the impact of the curriculum, inspectors will have due regard to any loss of learning the pandemic may have caused. However, inspectors will consider what the school is doing to address any disruption to learning to ensure that children are well prepared for their next stage of education.



Closing Prayer

*God grant me the serenity
to accept the things I cannot change;
courage to change the things I can;
and wisdom to know the difference.*

*Living one day at a time;
enjoying one moment at a time;
accepting hardships as the pathway to peace;
taking, as He did, this sinful world
as it is, not as I would have it;
trusting that He will make all things right
if I surrender to His Will;
that I may be reasonably happy in this life
and supremely happy with Him
forever in the next.*

Amen.

