

OFSTED call
and inspection
preparation



Written by John Musgrave Bolanos

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About the author

John Musgrave Bolanos is a highly successful teacher, experienced Headteacher, consultant and school governor, with over 25 years experience of teaching in, and leading, a range of challenging inner-city primary schools in London.

John's specialisms include curriculum design, developing teaching and learning, assessment, leadership and management and strategic change management.

In addition to working with individual schools and writing essential documents for school leaders, John also leads training courses in schools and venues - he is driven to inspire schools to achieve outstanding results for the children – not for the purpose of inspection. His training and materials combine best practice with practical OFSTED support, where appropriate, to help schools raise attainment and improve the quality of their teaching and learning.

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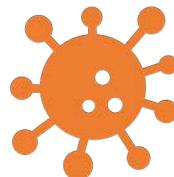
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Symbols used in this document



OFSTED-style questions to discuss and annotate responses with your SLT and other stakeholders to help prepare for inspection



Specific questions and areas of focus that OFSTED will review, ask and discuss with you during the inspection process.



Checklists of actions that will be required of you during the inspection process.

Background

The 2019 Education Inspection Framework (EiF)

Key points

Section 5 (full) and Section 8 (short) inspections

Four areas of the EIF

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Why change the framework?

When Amanda Spielman took the post of HMCI, she wanted to make significant changes.

It was acknowledged that the previous inspection framework was over-dependent on published data and outcomes, resulting in a focus on SATs results, not the pupils' best interest.



Amanda Spielman
OFSTED Chief Inspector

In turn, this increased teacher workload, affecting teacher recruitment and retention.

Key points

- The curriculum is at the heart of the EiF 2019
- Pupil outcomes are not the main factor for judgements
- The 2019 framework is the most research-based framework ever
- It had the biggest response to a consultation (15,000+ responses)
- This EiF had the largest number of pilot inspections

Education Act 2005

Section 5 and Section 8 inspections refer to the Education Act 2005

“

Section 5 (full inspection)

Duty to inspect certain schools at prescribed intervals

Section 8 (short inspection)

The Chief Inspector may inspect any school in England in circumstances where he is not required to do so by section 5

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Section 5 – full inspections

- Inspections of schools judged as requires improvement at their most recent inspection
- Schools that were judged outstanding for overall effectiveness at their most recent Section 5 inspection, but not prescribed as exempt schools (special schools, pupil referral units and maintained nursery schools)
- A ‘good’ school that has been inspected under Section 8 where HMI believes the school may no longer be good

Section 8 – short inspections

- Inspections of schools previously judged to be good (unless they've changed significantly or are flagged by the risk assessment process)
- Inspections of special schools, pupil referral units and maintained nursery schools previously judged to be outstanding
- Monitoring inspections for schools previously judged inadequate or requires improvement
- Inspections where there is a particular cause for concern (behaviour and attitudes, safeguarding, leadership etc.)

Risk assessment factors



- Poor DfE Progress and attainment data
- School workforce census changes – high staff turnover
- Negative views of parents and carers – Parent View
- Qualifying complaints that have been referred to OFSTED
- High pupil mobility
- Significant changes – age range, amalgamations
- Statutory warning notices – RSC or Local Authority
- Other significant concerns brought to the attention of OFSTED

Other changes

The quality of teaching, learning and assessment judgement and outcomes from the previous framework have been replaced with a '**quality of education**' judgement.

The quality of teaching, learning and assessment will still be assessed, but will be “viewed in the context of the provider’s curriculum”.

Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (**intent**).

Inspectors will consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge and skills (**implementation**).

Inspectors will consider the outcomes that pupils achieve as a result of the education they have received (**impact**).

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (national tests and assessments)
 - Reading
 - Destinations

Leadership & Management

- Vision and ethos
- Staff development
- Staff workload and wellbeing
- Equality and diversity
- Governance/oversight
- Safeguarding

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Preparation for the next stage

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

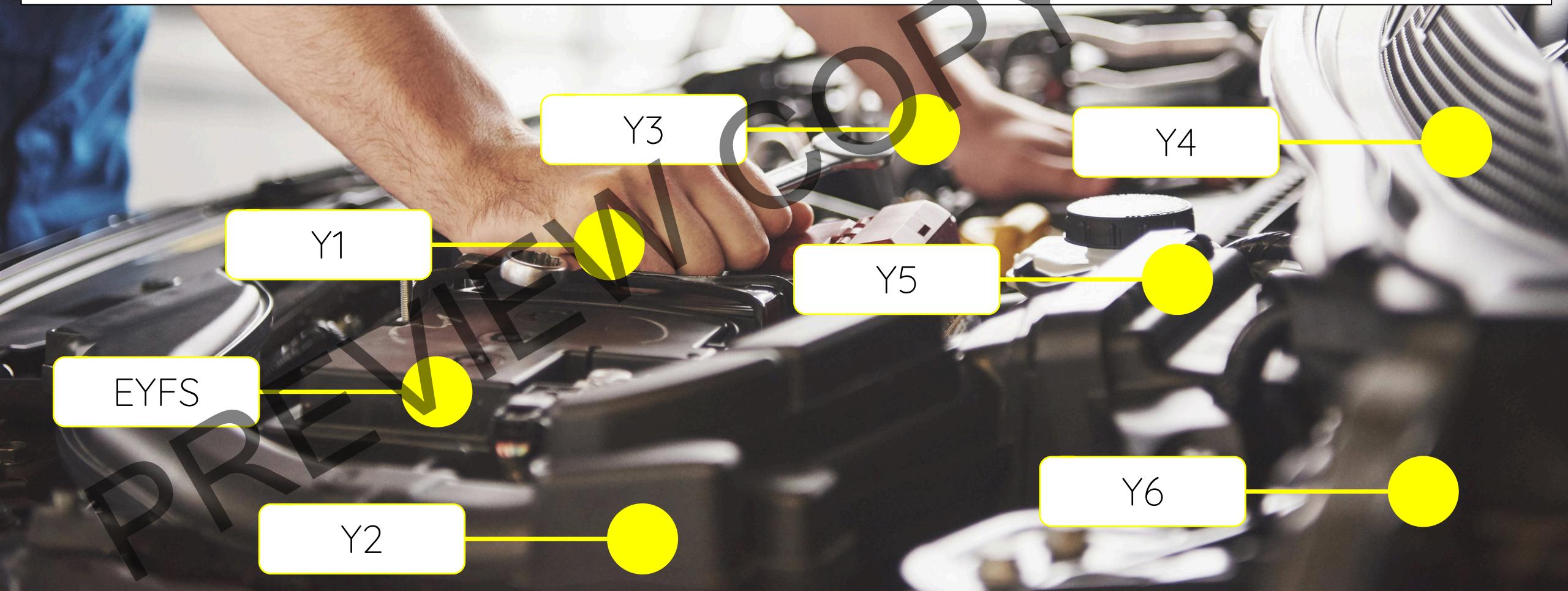
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A change of focus

So, OFSTED want see **how the school is arriving at its final outcomes** – whether those outcomes are good, or not as good as you want them to be yet.

Rather than focusing on data and outcomes, OFSTED want to see **what is happening across the entire school** that is leading to your outcomes – ELG, phonics, KS1, KS2, KS4, KS5.

A good analogy is to think of a shiny new car. Instead of admiring the paintwork and features (data and outcomes), OFSTED want to lift the bonnet of the engine and look closely at how well all of the moving parts are working together to create a well-oiled machine (quality of education across the school)!



Latest updates

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OFSTED is to inspect all of England's schools and colleges in an attempt to gauge how well the education system is recovering after the pandemic.

All the more than 24,000 schools and 335 further-education providers will be inspected at least once, including last term's inspections, by summer 2025.



The education secretary says this will give parents an "up-to-date picture".

All college inspections from September 2022 to September 2025 will be full and graded and are expected to be enhanced to take account of local skills needs.

But schools will continue to receive either graded or ungraded inspections depending on their circumstances, as they do now.

Inspections were scrapped for all outstanding schools in 2012, leaving **thousands without up-to-date OFSTED gradings** for many years.

OFSTED resumed inspections in September (2021), beginning with many schools in this situation.

OFSTED will receive an extra £24m to fund the latest inspections.



Amanda Spielman
OFSTED Chief Inspector

“ I am pleased that we will now be able to reach all schools, colleges and apprenticeship providers by summer 2025.

Schools and colleges had worked tirelessly at a time when education had been seriously disrupted.

Children only get one chance at school.

Everyone working in education must do everything they can to give this generation the best possible chance to fulfil its potential.

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Time scale

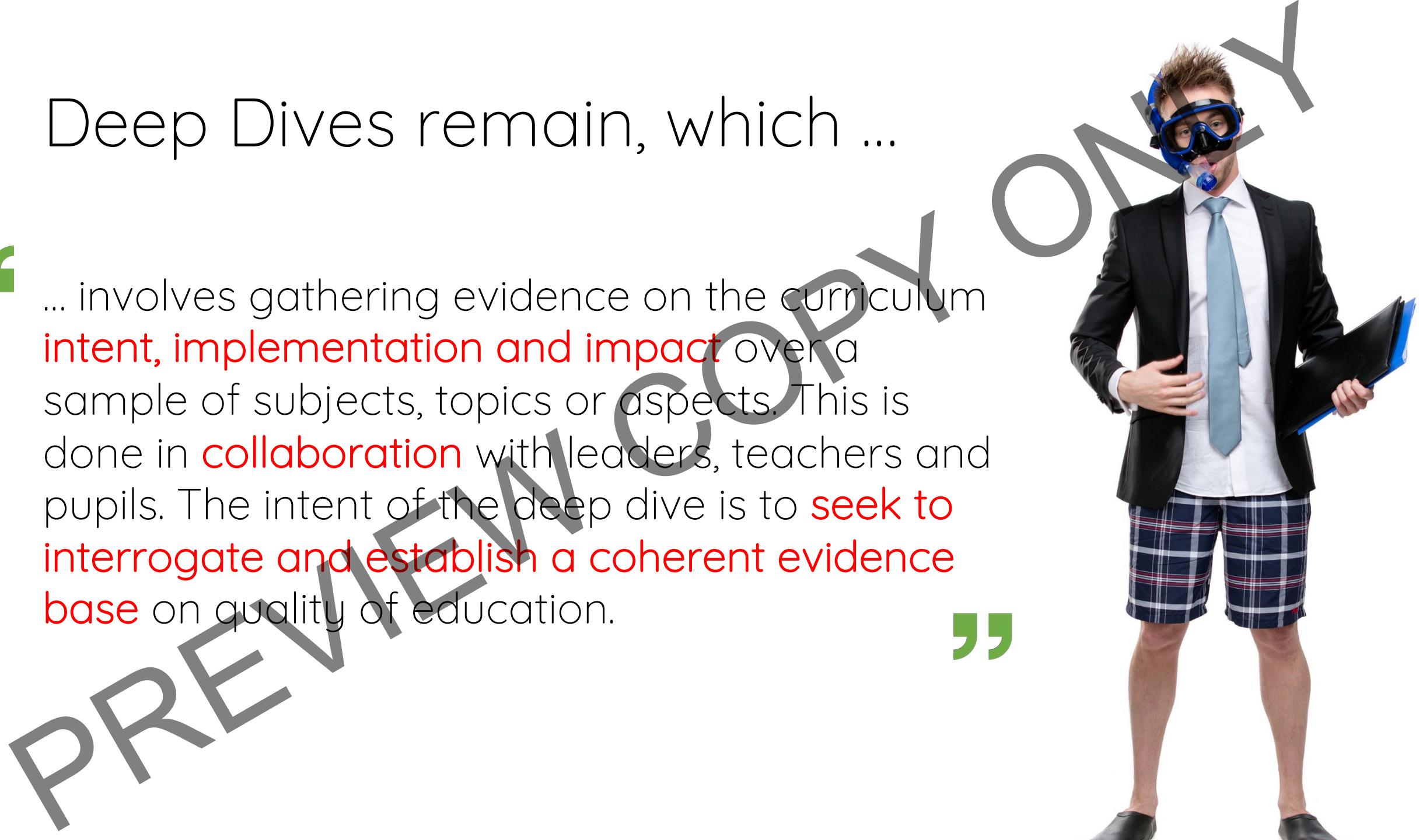
- The latest announcement has made it clear that **all schools will be inspected by summer 2025.**
- Many schools will already be ‘in the window’ of inspection and need to be ready.
- Some schools and colleges may get an earlier inspection if any negative risk assessment factors trigger an alert.

Deep Dives remain, which ...

“

... involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.

”



Pre-inspection preparation

It is vital to prepare information and documents before the initial phone call with the lead inspector and subsequent on-site inspection.



Preparation checklist

- Complete the preparation checklist document
- This can be found in your resource pack
- Check that the actions from the following pages have been completed
- Make notes where appropriate

OFSTED Checklist – preparation prior to the phone call

Documents to download/read online	<input checked="" type="checkbox"/>	Notes
OFSTED Education Inspection Framework (EiF)		
School inspection handbook		
Section 8 school inspection handbook		
Further education and skills inspection handbook		
Early years inspection handbook		
Inspecting safeguarding in early years, education and skills		
OFSTED document 180035 – assessing intent implementation, impact		

Folders and documents	<input checked="" type="checkbox"/>	Notes
Is key information readily accessible?		
Does everyone know where key information is located?		
Where is information stored?		
Check that all members of the SLT can access all network drives and folders with key information		

Phone call readiness	<input checked="" type="checkbox"/>	Notes
Who be present and contribute to the phone conversation with the lead inspector?		

Keep up to speed...

Read and regularly check for updates [online](#):

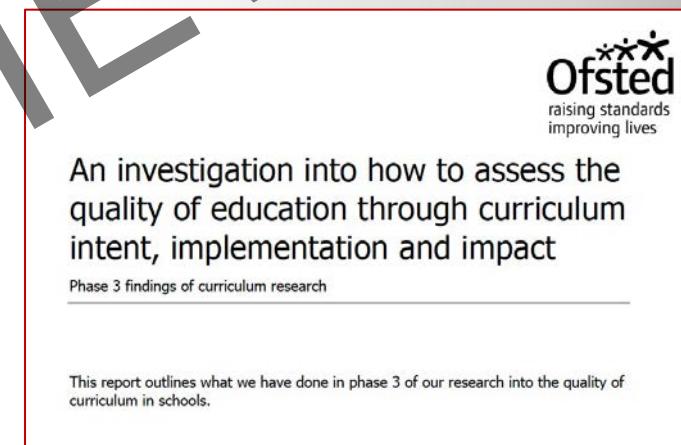
- OFSTED Education Inspection Framework (EiF)
- School inspection handbook
- Section 8 school inspection handbook
- Further education and skills inspection handbook
- Early years inspection handbook
- Inspecting safeguarding in early years, education and skills



Get inside the mind of an inspector!

Read this document – it explains very clearly **exactly** what inspectors want to see in each inspection area!

OFSTED 180035



Key information/documents

- Collate key information so it is ready
- Make sure everyone knows where the information is kept – folder, network location
- If stored on the school network, can it be accessed by all members of the SLT?
- Make it manageable for updating
- Review and update regularly – allocate SLT meeting time to do it – at least once per half term!



Phone call – who?

Decide who you will ask to be present and contribute to the phone conversation with the lead inspector.

- Deputy headteacher
- SENCo
- Designated Safeguarding Lead (DSL)
- EYFS lead
- Reading lead



Phone call – who?

In the event that the headteacher, principal or lead nominee are not on-site when OFSTED call the school, decide who will be the person(s) responsible to lead the discussion with the inspector.

Who will this be?

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OFSTED report

- Re-read your previous report
- What were the recommendations?
- What progress with these recommendations has been made since the last inspection?
- Include evidence of progress and any associated impact – training, support, initiatives etc.
- Make sure the previous report is available on your website or you have a direct link to your report on the OFSTED website



Data - Key to Success

- Get pupil data from the DfE – EYFSP, phonics, KS1, KS2, KS4
- Search for data using UPNs
- Check that data is correct on your internal tracker
- Useful to find data for children who have not been in your school since EYFS

<https://interactions.signin.education.gov.uk>

Department for Education Sign-in

DfE Sign-in is your gateway to several important services in the education sector.

Email address

Password Show

[Forgotten your password?](#)

By signing in you accept our [terms and conditions](#).

Get Information about Pupils (GIAP)

- Key to Success (KTS) will soon be replaced by a new digital service, Get Information about Pupils (GIAP)
- KTS is nearly 20 years old
- The existing Key to Success application will continue to run alongside GIAP for the time being
- KTS will remain available whilst historic data is transferred, and key features are made available in GIAP

Inspection Data Summary Report (IDSR)

- The IDSR is a **summary of key indicators and trends** from the data held by the DfE
- Your Inspection Data Summary Report (IDSR) can be **downloaded from the DfE Sign-in site**
- Significant trends, patterns or outcomes may generate '**meaningful sentences**'
- Meaningful sentences related to the performance of pupil groups will only appear when the performance of the group nationally differs from that of the school

Inspection Data Summary Report (IDSR)

- The meaningful sentences will be used to form the **Key Lines of Enquiry (KLoE)** by OFSTED
- Therefore, it is important the reading, writing and mathematics leads are aware of them, so they know to include them in their development plans and monitoring of standards
- If the DfE data patterns do not identify anything significant, **there may not be any meaningful sentences** for one or more subject

Meaningful sentences

- Here is an example of a meaningful sentence
- OFSTED will use this to as a Key Line of Enquiry (KLoE) to identify how reading is being taught through the school which is leading to good outcomes – the outcome itself is not the main focus

Reading

KS2 progress

- Key stage 2 progress in reading (3.2) was significantly above national and in the highest 20% of all schools in 2019.

ASP – Analyse School Performance

- ASP is the replacement for RAISE Online
- It is an online DfE tool to support school improvement – helping to identify areas to develop and informs the School Development Plan (SDP)
- It is much easier to use than RAISE online
- ASP shows attainment and progress data over time
- Contextual information is also shown – trends/patterns
- Tells a story – it is historical – it tells you where you were

ASP – improvements over RAISE Online

- Data tables have simpler interaction - there is a filter tool that allows you to drill down into the data
- Custom views – you can remove pupils from the data to see the impact individual children can have on results, for example SEND pupils
- Works on all Internet-connected devices - including mobile devices and tablets
- Numerous detailed reports show the data that you need
- Data can be exported as PDF and Excel files

ASP – additional accounts

Administrators (usually the headteacher or principal) can allow others, including governors, to access ASP.

This is extremely useful - members of the SLT, English and mathematics leads can each access the data for analysis and to inform their subject self evaluation documents.

- Up to 14 other users can be added to ASP
- Governor access has restricted, anonymous pupil information

ASP

- Use the ASP analysis toolkit with your school data
- This can be found in your resource pack
- Annotate your responses
- Include evidence where appropriate
- Share this information with the SLT, governors/trustees

OFSTED Questions

SENIOR LEADERSHIP – ASP ANALYSIS

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ASP data analysis – primary

- Use the ASP primary data analysis toolkit with your school data
- This can be found in your resource pack
- Review the data with the SLT
- Share this information with governors/trustees

KS2 ATTAINMENT 3 YEAR AVERAGE

- Click on ‘Three year average’ in the KS2 menu
- 3 year average is NOT average of the three percentages
- It involves merging three cohorts into one
- Highlight each cell if above the average

No. pupils:	School	LA	National	diff from Nat	diff from LA
% EXS RWM			63.52%		
% High RWM			9.74%		
Avge scaled score Reading			104.54		
Avge scaled score Maths			104.55		

KS2 PROGRESS – THE LAST 3 YEARS

- Click ‘results over 3 years in the KS2 menu
- Highlight each cell using the ASP banding colours

	2017	2018	2019
Reading	Progress score		
	Progress banding		
Writing	Progress score		
	Progress banding		
Maths	Progress score		
	Progress banding		

Case studies

You may know, or identify from ASP scatter plots, children who have had an impact on your data outcomes. Write a case study for these children – explain what the **barriers** were for those children, all the **steps that the school has taken** to help plus **outcomes**:

- Factors – SEND, new entrant, persistent absence, child protection, bereavement etc.
- Extra support – interventions, strategies, phonics etc.
- Specialist provision – counsellor, learning mentor, speech and language therapist, social worker etc.

Case studies

When writing case studies, don't include information that identifies the child. OFSTED do not need to know, or want to know, who the children are – they only want to be satisfied that the school has done all it can to support the child.

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Data

The inspection handbook 2021 is very clear about data requirements.

- 20. Inspectors will consider available external data throughout the inspection. However, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements.
- 21. Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.

Inspection handbook 2021

“

Inspectors will not look at internal progress and attainment data on GCSE and A-level courses where fixed-time terminal examinations comprise the entire assessment of the course.

”

Similarly, inspectors will not normally look at predicted in-year achievement and attainment data more generally (teacher assessed grades from 2020 and 2021 will not normally be used to assess impact).

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So, what does this mean?

- Published data will still be used as a starting point to identify key lines of enquiry (2019 until new SATs/GCSE results)
- Your school should fully understand its published data - IDSR
- Continue to familiarise yourself with the meaningful sentences
- Senior leaders should ensure that there is a data summary
- Understand your historical data - do patterns still exist?
- Inspectors will ask you to explain how and why you collect data, what you draw from it and how it informs your curriculum and teaching

OFSTED will NOT require...

- Predictions of attainment and progress scores
- Assessment or self-evaluation, other than that which is already part of the school's business processes
- Performance and pupil-tracking information
- Any specific document or plan in relation to the pupil premium other than its pupil premium strategy, and will not require any further school-generated data on the pupil premium, including information related to spending on individual students or to within-class or within-school gaps

ASP Analysis – QLA KS2

- Key Stage 2 and 3 English and mathematics leads should look at the Question Level Analysis (QLA) in ASP.
- It shows the questions, and reading domains, that children were successful in answering, and questions where children were not so successful.
- This information may help subject leaders with action planning to address any issues and provide further support - for example to develop inference skills.

Teaching timetables overview

- Make sure that you have up-to-date teaching timetables from all staff – teachers, intervention groups, teaching assistants.
- Create a daily overview timetable so that you can see what everyone is teaching in one daily overview – this will help when planning the observations with the lead inspector.
- You will need a clear overview of daily subject teaching when planning the deep dive with the lead inspector during the initial phone call.

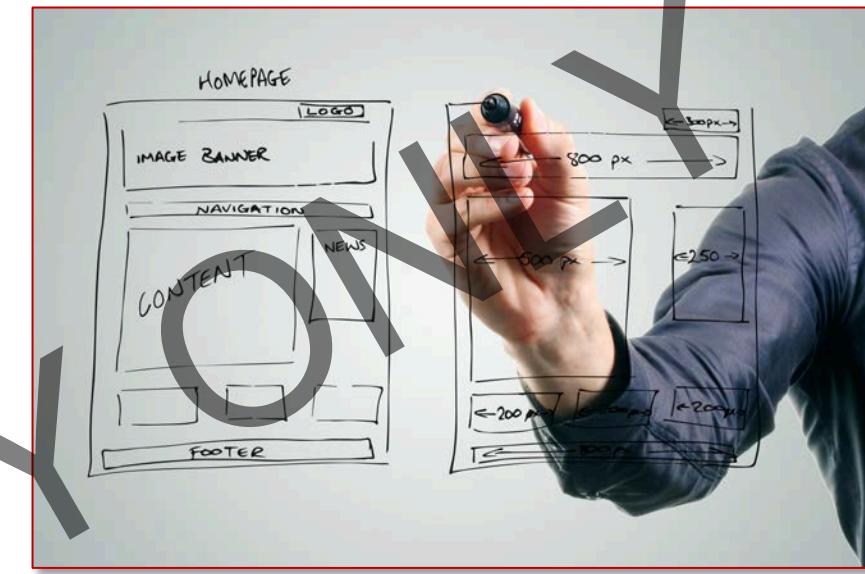
Your website

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You should regularly review your website.

Your website provides the lead inspector a first view of your school or college's vision, values and aims - plus your curriculum offer.

Is this clear from looking at your website?



Website compliance

The lead inspector will have scrutinised your website prior to the initial phone call. They will know if documents are uploaded or changed following the phone call. Therefore:

- Check that your policies are up-to-date!
- Policies must not have a review date which has passed
- Remember – your SEND policy must now be reviewed annually
- Include a link for the lead inspector to find information quickly

Go beyond compliance

The more information you publish online, the more information you provide stakeholders (and the inspector!) about your school or college. It would be beneficial to also publish:

- Curriculum frameworks
- Communication with parents - letters, newsletter, social media
- Non-statutory policies – safeguarding, remote learning – which others do you think would be useful for your stakeholders?

Include key people in the footer

- Headteacher/leadership team
- SENCo
- Premises manager
- Chair of Governors

Remember, visitors come to your website for key information. If key people have an email address or telephone extension, then include that information too. This shows that communication between school and stakeholders is important to you.

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Parent/carer communication

OFSTED will expect you to provide copies of any letters, newsletters or other communication to parents and carers – particularly in relation to your COVID-19 response.

- Prepare a folder of copies of all letters and newsletter send home or emailed to parents/carers
- Print and file any electronic messages sent to parents/carers
- Provide the inspection team with details of your social media accounts so they can read any online messages to parents/carers – Twitter etc.

Safeguarding

OFSTED will...

- Expect schools to maintain, as they are required to, the Single Central Record (SCR) detailing checks carried out
- Expect multi-academy trusts (MATs) to maintain this in each of their academies and to ensure that the information is recorded in a way that allows for details of each individual academy to be provided separately and without delay

Single Central Record (SCR)

- Ensure it is up-to-date – check it regularly
- Where is the SCR stored?
- Is the SCR easily and quickly accessible by all members of the SLT?

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Attendance data

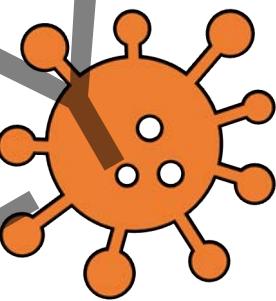
- Analyse your attendance data – by groups
- Make sure attendance data is up-to-date
- Evidence-base the impact of the work you have done/are doing to improve attendance
- If you have any reports about the support provided to families by your Education Welfare Officer, included these

Pupil attitude surveys

It is really important to understand what pupil attitudes are for each subject. This can help with **subject leadership and action planning** to improve a subject.

If you know what pupils like or dislike about their learning, then you can tweak and improve the curriculum offer so pupils are more engaged and have positive attitudes to their learning.

OFSTED will ask pupils about their learning ... it is best not have any surprises!



Find out about the attitudes to remote/online learning:

- How did you get on with remote learning in [subject]?
- What is one thing that you enjoyed and one thing you would change about remote learning in [subject]?
- If the school could keep one element of how we did remote learning in [subject] in our learning in school, what would it be?

Current staff list

Make sure that you have your staff list up-to-date and in your folder. Include:

- Name
- Position and responsibilities
- Full time equivalent
- Year group(s) taught – for teaching staff
- Which subject(s) they lead (where relevant)

Records – keep these up-to-date

- Exclusions
- Pupils taken off roll – OFSTED look closely at this!
- Incidents of poor behaviour and any use of internal isolation
- Records and analysis of sexual harassment or sexual violence
- Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic, biphobic, transphobic bullying, use of derogatory language and racist incidents

CP information – keep this up-to-date

- A list of referrals made to the DSL and those who were subsequently referred to the Local Authority, along with brief details of the resolution
- A list of pupils who have open cases with Children's Services/social care and for whom there is a multi-agency plan
- If you use an electronic reporting and monitoring system, such as CPOMS, set up a username and password and provide these details to the lead inspector so that they can access your records – remember, restrict access to sensitive data such as names

A room for the inspection team

- Decide in advance which room will be used by the inspection team
- Is it warm and welcoming?
- Do you have a visitor kettle, mugs, spoons?
- Provide bottled water, tea, coffee and milk.
- What refreshments will you provide – fruit, biscuits, fruit juice? Who will be responsible for setting up the room and organising drinks and snacks?

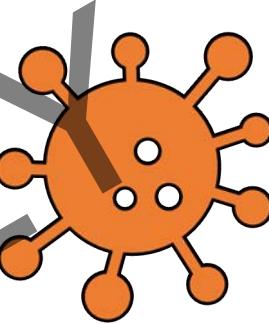


First impressions count

- Ask a headteacher or principal from another local school (or other suitably experienced and knowledgeable third-party) to visit the school
- Take your guest on a tour of the school – rooms, library, special areas etc.
- Ask your guest to make notes and provide honest feedback on the ‘first impression’ factor - displays, classroom environment, noise, organisation – or clutter!

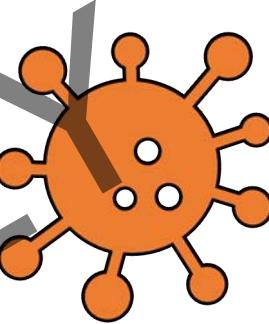


Create a COVID Timeline

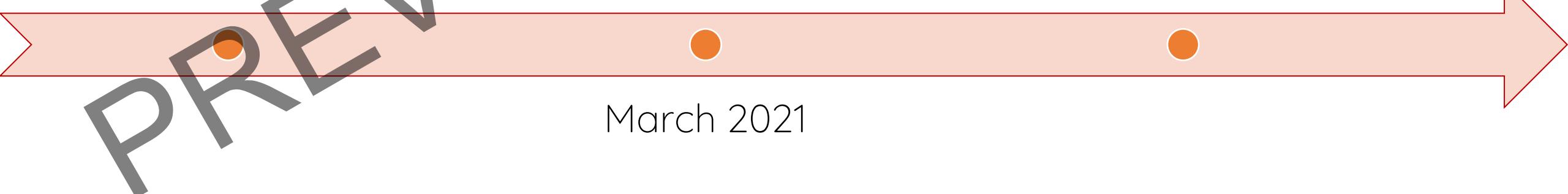


- When reacting to something as complex as managing our response to COVID-19, it is easy to forget what we have done or achieved
- Review all the **actions that you have taken** - consider who, what, when, where, why and how – it is easy to forget everything you have had to do!
- **Record any barriers or problems** and how these were overcome – access to IT, remote learning, free school meal support, curriculum changes, staffing problems, absence, managing bubbles, safeguarding, policy changes etc.

COVID Timeline



- Create a timeline of events, actions and outcomes
- This will help you when talking to OFSTED about the school's response to dealing with the pandemic
- It is important to also consider '**lessons learnt**' and if there were any positive outcomes during this time

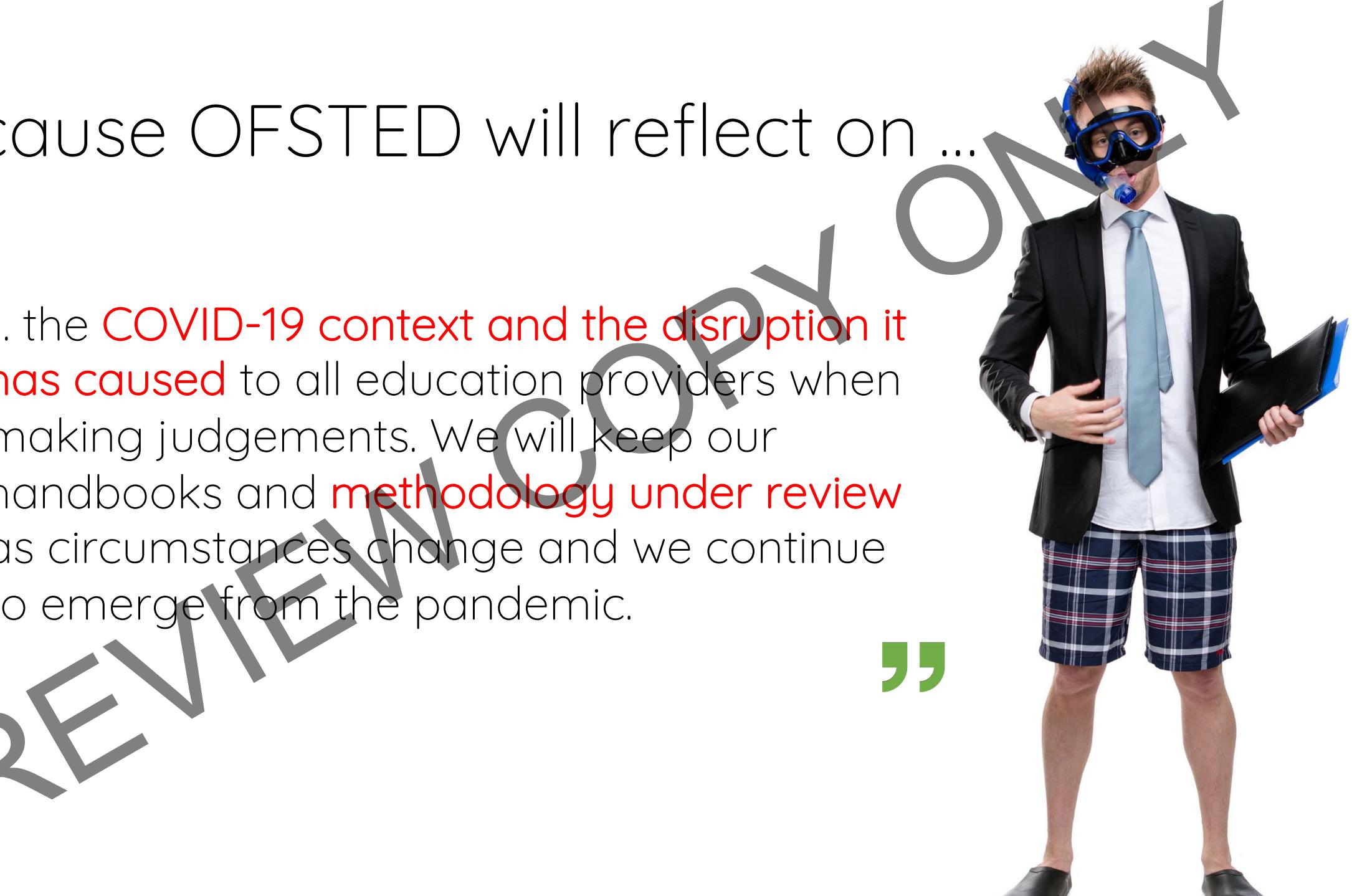
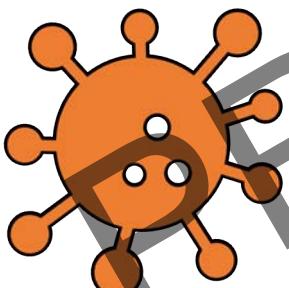


Because OFSTED will reflect on ...

“

... the COVID-19 context and the disruption it has caused to all education providers when making judgements. We will keep our handbooks and methodology under review as circumstances change and we continue to emerge from the pandemic.

”



MYTHS

BUSTED

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Now we have a clearer picture of what needs to ready and in place prior to the inspection, let us just clarify some of the OFSTED myths that are out there...

This is useful to share will all staff.

OFSTED will...

- When making judgements, take a range of evidence into account, including official national data; discussions with leaders, staff and pupils; questionnaire responses; and work in pupils' books/folders/sketchbooks and so on
- Judge fairly schools that take radically different approaches to the curriculum; inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively

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OFSTED will...

- Report on any failure to comply with statutory arrangements when they form part of the inspection framework and evaluation schedule, including those relating to the workforce
- Allow the school/college to invite as many governors or trustees as possible to meet inspectors during an inspection
- In academies, meet those directly responsible for management and governance, including the Chief Executive Officer (CEO) or their delegate (or equivalent), the chair of the board of trustees and other trustees

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OFSTED will...

- Talk to the chair of governors/board of trustees **by telephone** if they are unable to attend a face-to-face meeting with the inspector in the school
- Invite the **headteacher** (or equivalent) and, in academies, the **CEO** or their delegate, to **observe the inspectors' final team meeting** (as restrictions allow)

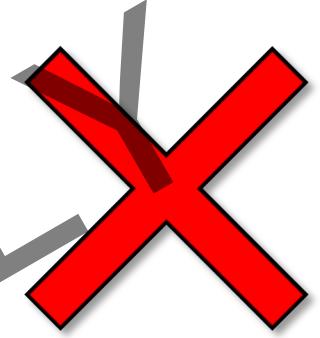
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OFSTED does NOT expect schools to provide:

- Individual lesson plans or past lesson plans
- Evidence, self-evaluation or curriculum planning in any specific format
- Photographic evidence of pupils' work
- Pupil tracking and performance information
- Performance management arrangements or documents
- Monitoring of teaching and learning and its link to CPD
- Information about pay grades

OFSTED will NOT do any of the following:

- Carry out a specified amount of lesson observation
- Grade teaching or individual teaching

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OFSTED will NOT expect to see any
of the following:

- Written records of oral feedback to children
- A set frequency, type or volume of marking and feedback
- A particular quantity of frequency of work in pupils' books

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Checklist

- Is your preparation checklist document completed?
- Ensure that all actions from the previous pages have been actioned
- If further work is needed to complete the checklist, when will this happen?
- Review and update the checklist regularly

OFSTED Checklist – preparation prior to the phone call

Documents to download/read online	<input checked="" type="checkbox"/>	Notes
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Further education and skills inspection handbook		
Early years inspection handbook		
Inspecting safeguarding in early years, education and skills		
OFSTED document 180035 – assessing intent implementation, impact		

Folders and documents	<input checked="" type="checkbox"/>	Notes
Is key information readily accessible?		
Does everyone know where key information is located?		
Where is information stored?		
Check that all members of the SLT can access all network drives and folders with key information		

Phone call readiness	<input checked="" type="checkbox"/>	Notes
Who be present and contribute to the phone conversation with the lead inspector?		

Reading

The reading curriculum **must support all pupils**: those with SEND, disadvantaged pupils and the bottom 20% of pupils. Schools need to **have these groups sharply in mind** when planning the reading curriculum.



In a deep dive into reading, there will always be a **focus on the bottom 20%** of pupils.

Why the focus on reading and phonics?

Despite:

- The Literacy Strategy
- Lots of government funding
- A lot of training

25% children leaving primary school unable to read

So - there is a focus on the bottom 20% of pupils



The lowest 20%

- Do all teachers, and teaching assistants, KNOW who the lowest 20% of readers are in their class?
- What are teaching staff doing to support those children? Daily 1:1 reading, interventions, phonics support, targeted vocabulary work etc.
- Are teachers able to talk about how this support is helping those children make good progress?
- Do all staff have the expertise to teach phonics and early reading?

Reading

During all inspections of **infant, junior, primary** and **lower-middle schools**, inspectors must focus on how well pupils are taught to read as a main inspection activity:

- Inspectors will pay particular attention to pupils who are reading below age-related expectations (**the lowest 20%**) to assess how well the school is teaching **phonics** and supporting all children to become confident, fluent readers
- This will include understanding **how reading is taught remotely**, where applicable

What do OFSTED say about reading?

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

- The school is **determined that every pupil will learn to read**, regardless of their background, needs or abilities. **All pupils**, including the weakest readers, **make sufficient progress** to meet or exceed age-related expectations.
- Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are **familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction**.

- The school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.
- The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

- The ongoing **assessment of pupils' phonics progress** is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.
- The school has developed **sufficient expertise** in the teaching of phonics and reading.

Include these phrases in your SEF, SDP and Intent statements – show that these are important to the school!

Phonics and decoding



- How **robust** is your phonics programme?
- Are you **clear about what pupils should learn** week by week, term by term and year by year?
- When do you begin to teach grapheme-phoneme correspondence in Reception?
- Do **all staff** (including key stage 2) have the necessary **expertise** and knowledge to plan, teach and support pupils' phonic learning?

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Phonics and decoding

- Are there opportunities for **repetition** to ensure learning is secure?
- How does your phonics programme help you to **achieve your results**?
- What plans do you have to **improve next year**?
- How is phonics knowledge **continued and applied to spelling patterns**/word families in Key Stage 2?
- Are children reading books matched to the learning in phonics lessons?

Reading walks

- You will walk around the school with the inspector - **show examples of how reading is a priority** in your school
- Check that the reading environment is **consistent** around the school

Plan your walk beforehand

Questions for the headteacher/principal

How do you ensure that that teaching of early reading is prioritised?

How is reading promoted across the school and across the curriculum?

These questions are likely to be asked during the initial phone call.



Questions for the English/reading lead

How often do teachers read to children?

How do you get parents to love reading to their children?

How do you decide the stories that children get to know inside out?

How do you support teachers to ensure that story times are engaging?

How do you select books that you are going to read with children?



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OFSTED will ask teachers about reading

Which books have you enjoyed reading to your children recently?

Tell me about your training and development. How has this helped you to teach reading?

How do you select books that you are going to read with children?

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OFSTED will ask children about reading

- Ask children questions that an inspector will be likely to ask them
- This will provide important insights into reading attitudes and opinions
- You need to know what children think about reading
- Asking children questions will also help familiarise them with talking about reading and developing book-talk

What is your favourite book you've read at school this year?

Do your parents read with you?

What books have you taken home? How often do you take them home?

Does your teacher read aloud to you? When? How much?

Who is your favourite author? Why?

Do your parents know you have reading books that you take home?

Do you enjoy story time?

Do you enjoy reading poetry? What is your favourite poem?

Do you read in other subjects?



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- How well-developed is the reading culture in your school?
- How is reading shown to be of great importance and highly valued?
- How involved are all stakeholders – teaching staff, office staff, midday meals supervisors, kitchen staff, governors, parents and carers?
- Do the library, reading areas and reading displays promote a love and the importance of reading?
- Which areas need further development?
- Are there any specific groups of pupils who are not engaged with reading?



Preparing staff and governors

- Safeguarding
- Reading
- Staff
- Subject leaders
- Leadership team
- Governors

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Safeguarding

- Ensure that **EVERYONE** knows who the DSL is in the school (and Deputy DSLs)
- Make sure that **EVERYONE** knows that safeguarding is **EVERYONE'S** responsibility
- Make sure that everyone has read and understands the latest version of Keeping Children Safe in Education (KCSiE)

Childline posters

- Display Child Protection contact numbers in key locations
- Available to download from the NSPCC website (PDF format)



Fire procedures



- Fire procedures – prominently displayed around the school - the back of staff toilet doors is a good place to remind staff!
- You will have a guaranteed audience!

Staff - teachers

- It is useful for inspectors to quickly and easily understand the context of the class they are observing.
- A class contextual information table may be advisable – a template can be found in your resource folder.

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Classroom contextual information		
Class:	Teacher:	Early Career Teacher (ECT) Yes / No
Age of pupils:	Number on roll/present:	No. Boys / No. Girls
Additional adult(s):	Role:	
Have any pupils recently joined the class?		
SEND pupils:		
Number of children FSM:		
Number of children CLA:		
Number of children EAL:		
Information about pupils' prior attainment and subject knowledge, linked to current units of work:		
Any other contextual information:		

Staff - teachers

- Make the class contextual table readily accessible for an inspector – leave it on top of planning, on a chair placed ready for an inspector in the corner of the classroom.
- Remember – Inspectors cannot demand to see individual lesson plans. They will expect to see a well-planned lesson, not lesson plans.

Staff – teachers



Do

- Prepare lessons that meet the needs of all pupils
- Consider subject knowledge
- Adapt teaching as the lesson proceeds so pupils make progress
- Ensure additional adult support impacts on pupil learning



Don't

- Prepare lesson plans specifically for an inspector
- Feel that you must stick rigidly to the lesson plan
- Have teaching assistants just sitting listening to you talking to pupils for long periods
- Rely on IT equipment to work reliably in the presence of an inspector

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Staff – teachers



Do

- Check IT equipment is working and have a backup plan
- Ensure all pupils' books (or equivalent) are accessible for inspectors
- Respond to any disruption or unforeseen circumstances as normal



Don't

- Assume inspectors will ask you to select pupils' work for them
- Change your normal approach and reactions – the pupils will 'give you away'

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Staff – teaching assistants/support staff



Do

- Make sure you have seen and discussed lesson plans with your teacher and that you know any additional information specific to your role in lessons
- Make sure you are impacting on pupil learning and progress whenever possible



Don't

- Wait to be told what to do during the lesson if you know you need to intervene or support a pupil
- Feel that you have to stick rigidly to the lesson or session plan
- ‘Over support’ a pupil or group. Help them, but don’t do the work for them!

Staff – teaching assistants/support staff



Do

- Respond to any disruption or unforeseen circumstances as normal



Don't

- Change your normal approach and reactions – the pupils will ‘give you away’

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Preparing subject leaders

- Subject leaders will be invited to undertake joint observations with inspectors and discuss teaching and learning.
- They will also need to talk about the intent, implementation and impact for their curriculum subject(s).
- Subject leaders can take their planners and organisers into meetings with the inspectors – they don't have to have everything memorised!
- Hold practise conversations with subject leaders using inspection-style questions – see the ‘Deep Dives’ section

- Use the subject leader toolkits to consider questions that will be asked
- These can be found in your resource pack
- Annotate responses
- Include evidence where appropriate
- This will increase their confidence when talking to inspectors – and will provide inspectors with evidence

OFSTED Questions

CURRICULUM DESIGN – INTENT, IMPLEMENTATION, IMPACT

JMB EDUCATION
www.jmbeducation.com



OFSTED Questions

LEADERSHIP

JMB EDUCATION
www.jmbeducation.com



Question	Response(s) and notes	Examples
<p>What is your approach to spacing in your curriculum?</p> <ul style="list-style-type: none"> • What research backs up your rationale? 	<p>Cognitive load – working memory</p> <p>Research – EEF/scholars</p> <p>New knowledge combined with previous learning</p> <p>Repetition and retrieval – long-term memory</p>	<p>PREVIEW COPY ONLY</p>
<p>What is your model of progression in [subject]?</p> <ul style="list-style-type: none"> • How did you share and support staff to understand the progression in [subject]? • How have you ensured that it is progressive? • How have you planned for knowledge, skills and vocabulary progression in [subject]? • How did you determine the content of your curriculum maps? • How did you decide on the key concepts/knowledge for [subject]? • How do topics contribute towards development and progress in [subject]? 	<p>Model of progression – curriculum maps/schemes/syllabus followed</p> <p>Key concepts</p> <p>Profession associations – eg. Mathematics Association, CLPE</p> <p>Link to National Curriculum</p> <p>Key concepts are covered, repeated and practised to ensure the knowledge sticks in long-term memory</p>	<p>PREVIEW COPY ONLY</p>
<p>How do you monitor that your curriculum maps are being implemented effectively?</p> <ul style="list-style-type: none"> • What evidence do you have that your planned progression is actually taking place? 	<p>Coverage - checking planning and pupils' work</p> <p>Monitoring and self-evaluation</p> <p>Subject portfolio – exemplary work from different year groups to show progression and consistency of approach</p>	<p>PREVIEW COPY ONLY</p> <p>Annotate your responses</p>

Preparing the leadership team

- Is the most recent summary of the school's self-evaluation readily accessible in case the headteacher/principal is not on site when the school is contacted?
- Can all senior leaders notify parents of the inspection via text, email or however you communicate with parents?
- Can all senior leaders state the total number of pupils on roll and the number of teaching and non-teaching staff employed at the present time?

Preparing the leadership team

- Can all senior leaders quickly contact all members of the governing body to notify them of the inspection?
- Can all senior leaders quickly contact the local authority or academy sponsor (if relevant) to notify them of the inspection?
- Meet frequently to discuss and update ‘the folder’

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Preparing governors

Inspectors would like to meet with as many governors as possible. However, with limited notice, it may be difficult for school governors to come to the school.

- Arrange a timetable with governors who are generally available to meet an inspection team at certain times of the day or days of the week – together with their contact details.
- If no governors are able to attend, for whatever reason, arrange for governors to speak to inspectors on the phone.

The initial phone call

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Remember - prior to contacting the school, the lead inspector will have had access to:

- ASP and IDSR
- Your previous inspection report
- Findings of any recent OFSTED subject survey and/or monitoring letters
- Responses from parents/carers on Parent View
- Findings from any investigation into a qualifying complaint
- Information available on your website

SHORT INSPECTIONS

Day before/Up to 2 days
further education and skills



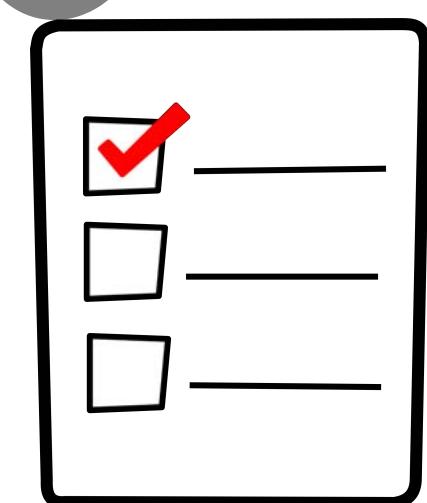
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The call (90 minutes+)
Planning - impact of
COVID-19

Deep Dives and
Safeguarding



Day 1



Day 2

ONLY

Everything else

FULL INSPECTIONS

Day before/Up to 2 days
further education and skills

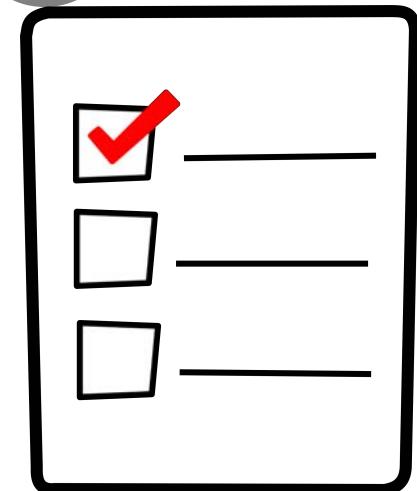


PREVIEW

The call (90 minutes+)
Planning - impact of
COVID-19

Deep Dives and
Safeguarding

Up to 5 days (depending on
the size of the school/college)



Everything else

- OFSTED will normally contact the school by telephone to announce the inspection between 10.30 and 2 pm on the day before the inspection
- This is likely to be Monday, Tuesday or Wednesday

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The inspection support administrator will check:

- The number of pupils/students on roll
- Governance arrangements
- Whether the school/college has SEND pupils/students
- If there is nursery provision for 2 and 3 year-olds
- Any additional resource provision – hearing/autism unit etc.



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The lead inspector will then contact the school. Inspectors' preparatory telephone conversations with headteachers/principals/lead nominee will have 2 elements:

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

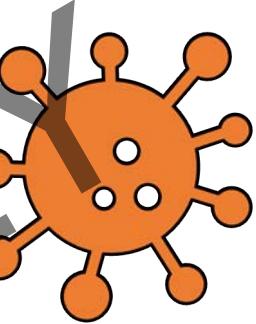


Phone call – tips

- Place the phone on loudspeaker – 90+ minutes is a long time to be holding a phone to your ear
- Make sure the loudspeaker is loud enough to hear clearly
- Ask someone to make notes while you talk to the lead inspector.
- A break during the conversation can be agreed between the lead inspector and the headteacher/principal/lead nominee



COVID-19 Disruption and demands



- OFSTED recognise that responding to COVID-19 has placed great demands on school leaders and may have disrupted schools' development plans

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A reflective conversation

What actions have you taken to address the areas for improvement in your previous report?

- Provide **detailed information** about the actions taken
- Talk about the plans and **evidence** that shows you have taken effective action
- Take **each point** in turn, **outline the actions and the outcomes**

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A reflective conversation

Can you describe, in detail, the impact that the actions have had on outcomes for pupils?

- Provide **clear evidence** and explain the **impact of any actions**
- Be prepared to justify your point if published data doesn't suggest the outcomes have significantly affected by your actions
- Take **each point** in turn, **outline the actions and the outcomes**

A reflective conversation

How did you ensure that the actions from the previous inspection were shared with and implemented by all staff?

- How have you ensured the improvement actions have been implemented across the whole school? How have you held staff to account?
- Do governors know if the actions have been effective? Show evidence to demonstrate this – minutes of meetings, SDP, policies, performance management records etc. Show that governors were part of the improvement process.

Use evaluative language

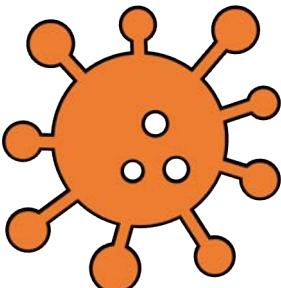
- The impact has been ...
- This has led to ...
- Because of ... this meant that ...
- Data indicates that ... because ...
- The progress of ... compared with national data shows that ...
- The impact was ... as a result of ...
- Evidence from ... showed us that ...
- Feedback from ... resulted in ...

A reflective conversation

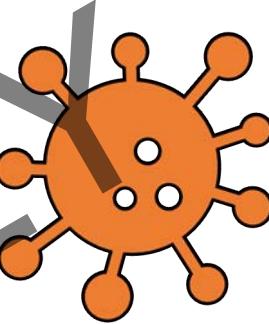
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During the preparation phone call with the headteacher/principal/lead nominee, the lead inspector will seek to understand the **specific impact of COVID-19 on the school community** and **how the school's leaders responded to the situation.**

The lead inspector will also ask how the school/college **implemented the curriculum remotely** and what, if any, elements of remote education remain in place at the time of inspection.



Remote learning



- OFSTED does not have a preferred model for remote education
- 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
- The quality of remote education between March and August 2020 will not impact on the judgement of the school's quality of education
- Inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020

Common questions

How did you adapt and prioritise the curriculum from September 2020?

What was your model of approach to remote learning?

How did you implement your curriculum remotely?

How have subject leaders and teachers identified pupils' gaps and new starting points?

How have you responded to these gaps and new starting points in your curriculum planning?



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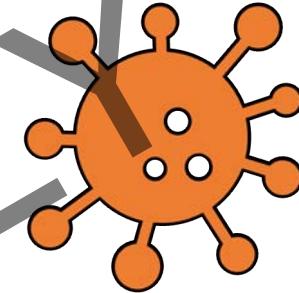
Curriculum offer questions



- How was the curriculum amended during the summer term?
- What is the **trajectory to be delivering your full and usual curriculum**? What barriers are you facing to get this in place by the end of autumn term 2021?
- What is the **breadth of the curriculum** now? Is there anything you are not teaching?
- Who is responsible for monitoring the school curriculum offer?
- What aspects of the offer are being monitored and what are the quality criteria?

- How are you now prioritising the content of your curriculum?
- How have pupils been assessed in areas other than English and Mathematics? What are you doing to support specific gaps in knowledge?
- At what point are you expecting the COVID-19 impact to have been mitigated and children/learners to have **caught up**?
- How has the curriculum provision been **enhanced** because of your experiences during the COVID-19 pandemic?
- What are your priorities in each year group? Is there a difference between the offer each year group is getting?

Protocols



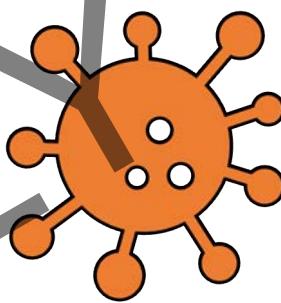
The headteacher/principal/lead nominee and lead inspector will **agree safety protocols** that the inspection team will follow to ensure that the inspection is completed in a **COVID-19 secure** way.

Therefore, the conversation may take longer than 90 minutes.

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Remote elements



INSPECTIONS WILL BE CARRIED OUT ON SITE

- Some elements of the inspection will take place through video or telephone calls
- This will be agreed with the headteacher/principal/inspection nominee at the start of the inspection
- It will usually only be used to involve pupils, parents, governors/trustees and others with leadership responsibility during the inspection who are unable to attend the school/college site

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Inspection arrangements

- School leaders and curriculum leaders will be invited to take part in **joint observations** and observe the main inspection team meetings
- Arrangements will be made to hold **meetings** with relevant staff
- An opportunity will be provided for you to raise concerns or ask questions
- It will be established if any pupils attend off-site alternative provision either run by the school or in partnership with other schools

Inspection arrangements

- The lead inspector will establish the governance structure and make arrangements to meet those responsible for governance and other relevant bodies, such as a LA representative for maintained schools

Deep Dive subjects will be agreed

- Reading – primary/EYFS – **this will be mandatory**
- Mathematics – primary
- A subject which is a strength in the school
- A subject that is being developed and perhaps not a strength yet
- A subject that is being taught on the day of inspection

Logistics - cover

Cover is a major factor – cover for subject leaders who could be interviewed mid-morning and cover for teachers after a lesson to have conversations with inspectors. This might be whilst the subject leader is also still with the inspector. The logistics need some thought and liaison with the lead inspector.

- Who can you use to release staff?
- Which staff will the inspection team want to see?

Required information

The lead inspector will also request certain information as soon as possible, including:

- The school timetable
- Staff absence information
- Any current capability proceedings
- Whether teachers can be observed
- Anyone on site who normally works elsewhere

Have this information ready to send



Checklist of actions



- Notify parents of the inspection via text, email or however you communicate with parents
- Contact all members of the governing body to notify them of the inspection
- Contact the local authority or academy sponsor (if relevant) to notify them of the inspection
- Ensure that all staff are notified of the inspection – including part-time staff and anyone who will be in school during the inspection - music teachers, midday meals supervisors, cleaners

The inspection visit

Before the inspection begins, information must be provided to the lead inspector by 8 am on the day of inspection.

Again, preparation is key! Include this information in a folder that can be easily accessed.

The requirements are listed on the following pages – a template is also included in the resources folder.

- School timetable and times for the school day
- Maps and other practical information
- Access to WiFi
- Current staff list – including ECTs
- 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
- Up-to-date attendance analysis for all groups of pupils
- Records and analysis of sexual harassment or sexual violence



- Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic, biphobic, transphobic bullying, use of derogatory language and racist incidents
- A list of referrals made to the DSL and those who were subsequently referred to the Local Authority, along with brief details of the resolution
- A list of pupils who have open cases with Children's Services/ social care and for whom there is a multi-agency plan
- Documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT

- A summary of any school self-evaluation or equivalent
- The current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or trust's strategy
- Any reports from external evaluation of the school

Remember ...

The purpose of the inspection is to find evidence to support judgements in the four key areas outlined in the EiF, and to consider a judgement for overall effectiveness.

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Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment and progress (national tests and assessments)
 - Reading
 - Destinations

Leadership & Management

- Vision and ethos
- Staff development
- Staff workload and wellbeing
- Equality and diversity
- Governance/oversight
- Safeguarding

Personal development

- SMSC
- Fundamental British Values
- Careers guidance
- Healthy living
- Citizenship
- Preparation for the next stage

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

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There will be discussions with key stakeholders throughout the inspection.

(1) Top level review

- Senior Leadership Team
- Curriculum leaders
- SENCo
- EYFS lead

(3) Further examination

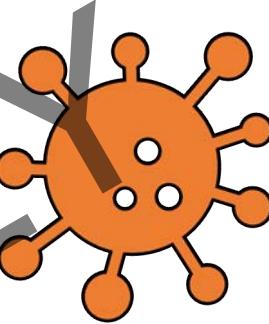
- Senior leaders
- Curriculum leaders
- Teachers
- Pupils
- Parents/carers
- Governors/Trustees/Local Authority



(2) Subject Deep Dives

- Senior leaders
- Curriculum leaders
- Teachers
- Pupils

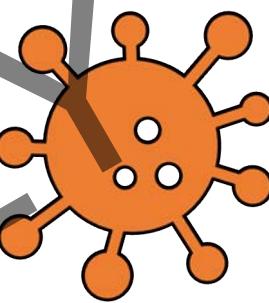
Leadership



Inspectors will seek to understand how school leaders supported the school community throughout the COVID-19 pandemic.

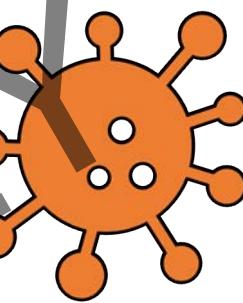
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For example by understanding how:



- remote education was **put in place** and monitored
- teachers and support staff were **prepared** for remote education
- **vulnerable pupils** were kept safe and **prioritised** for face-to-face education
- parents were **kept up-to-date** with developments and changes
- COVID-19-related **staff absence** impacted on the running of the school
- **staff and pupils' well-being** have been promoted

Safeguarding

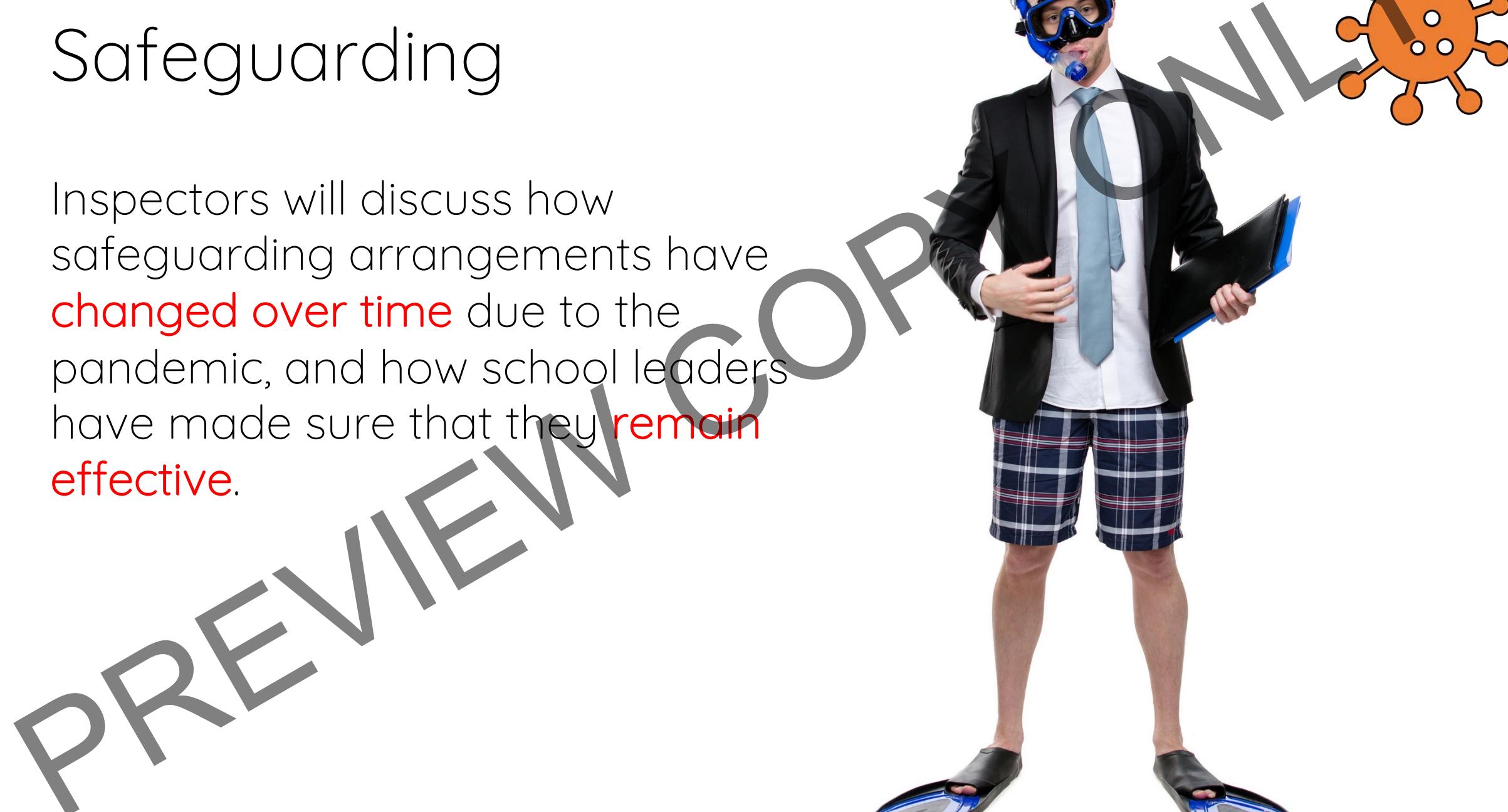


The COVID-19 pandemic **increased safeguarding risks**. Inspectors will pay close attention to how school leaders **adapted approaches** to safeguarding during the pandemic to make sure that:

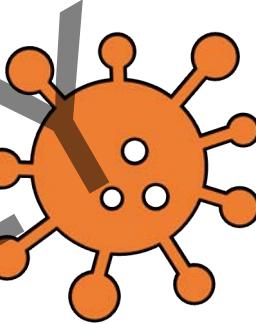
- **vulnerable pupils** were prioritised for face-to-face education in school
- safeguarding **procedures remained effective** for those receiving remote education, as well as those attending school

Safeguarding

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**.



Safeguarding - SEND

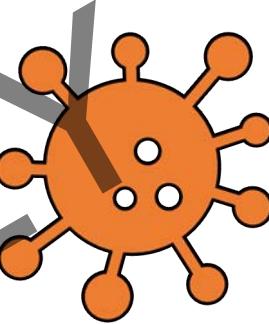


Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges.

Inspectors will evaluate the ways in which leaders have made appropriate and **effective safeguarding arrangements** that reflect these additional vulnerabilities, including **during the COVID-19 pandemic**.

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Safeguarding – September 2021



As part of assessing safeguarding, inspectors will consider how the school/college handles allegations and instances of sexual harassment, online sexual abuse and sexual violence.

KCSIE (Keeping Children Safe in Education) now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.

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Peer on peer abuse

- This has been widened to include abuse in intimate personal relationships between peers
- The role of staff in promoting child's welfare must be made clear
- Your child protection policy should include procedures for dealing with abuse

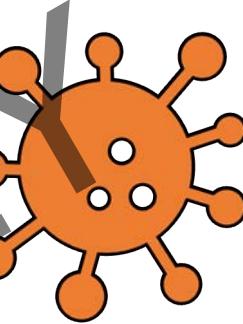


Your behaviour policy must include:

- Measures to prevent bullying
- Measures to prevent cyber-bullying
- Measures to prevent prejudice-based bullying
- Measures to prevent discriminatory bullying



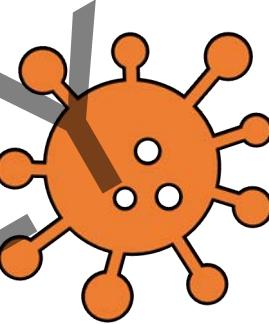
Attendance



- 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

Attendance between March 2020 and March 2021 will not impact on the judgement of a school.

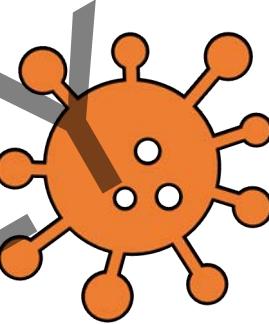
Attendance



- Inspectors recognise that the context in which schools operate has changed as a result of the pandemic.
- Therefore, they will consider the specific context and the steps school leaders have taken to ensure the best possible rates of attendance **since the school opened to all pupils in March 2021.**

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Personal development



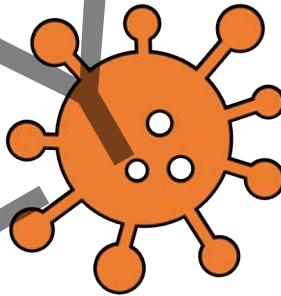
- When forming judgements about personal development, inspectors will seek to understand what took place **before** the pandemic, what the school has in place **currently** and what its **future plans** are.
- Inspectors will focus on understanding the **steps that leaders have taken** to offer a wide range of personal development opportunities since the school opened to all pupils in March 2021.

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RSE (Relationships and sex education)

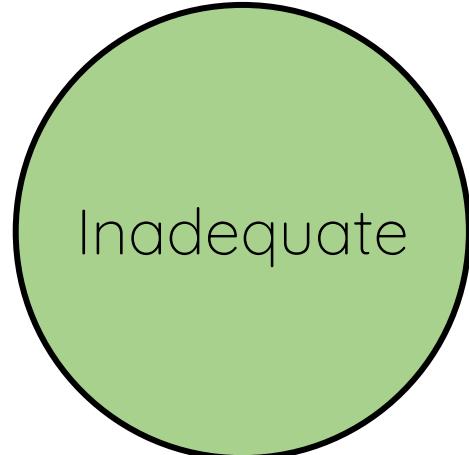
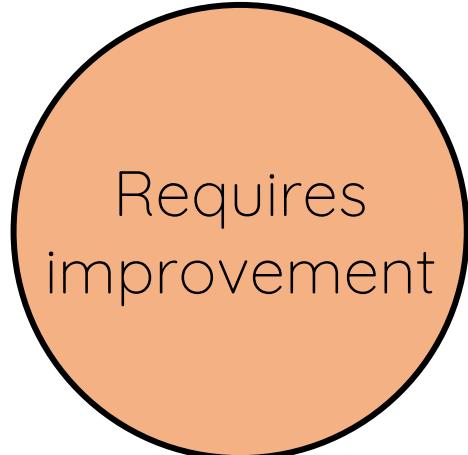
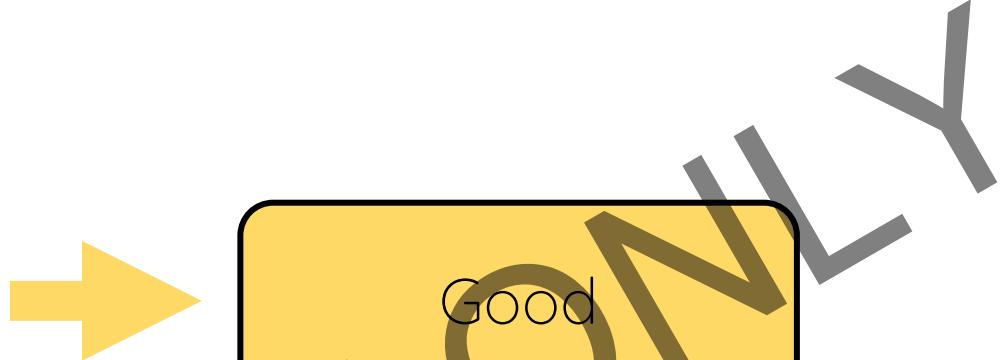
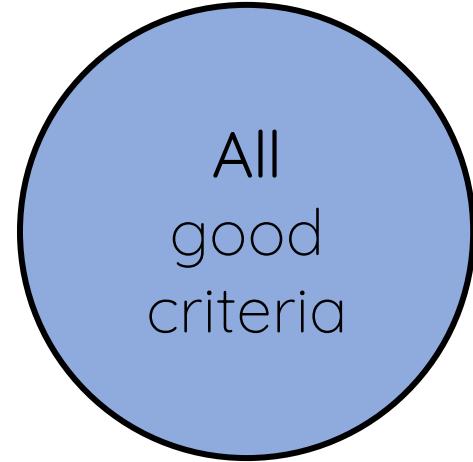
- Relationships education is compulsory for all primary school pupils
- Relationships and sex education is compulsory for all secondary school pupils
- Health education is also compulsory for all state-funded schools only

- In light of the disruption to and partial closure of schools caused by the COVID-19 pandemic, the DfE has provided further clarification of the **legal requirements**, and where schools have **flexibility**, in the ‘Schools coronavirus operational guidance’.
- All schools are required to have taught **some of the new curriculum, published a policy** and **consulted parents** on this, during the academic year 2020 to 2021.
- If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development and leadership and management judgements.



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Outcomes



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