

OFSTED call
and inspection
preparation



JMB
Education

Written by John Musgrave Bolanos

First published April 2021 by JMB Education
Updated September 2022

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without the prior written permission of the publisher. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

This publication should only be used by the purchasing organisation or individual. JMB Education does not grant permission for the purchaser to distribute the content of this publication outside of their organisation, this includes placing the whole document or parts on social media or internet sites.

JMB Education Ltd

International House, 24 Holborn Viaduct, London, EC1A 2BN

www.jmbeducation.com
info@jmbeducation.com

© JMB Education



JMBedu



@JMB_Education



@JMB_Education

Contents

	Page
September 2022 handbook changes	6
Education White Paper updates	28
Background to the Education Inspection Framework	35
Pre-inspection preparation	46
Myth busting	91
Reading focus	100
Preparing staff and governors	120
The initial phone call	136
The inspection visit	166
Deep Dives into subjects	192

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.

PREVIEW COPY ONLY

Symbols used in this document



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



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



Information required by 8:00 am on the first day of inspection.

PREVIEW COPY ONLY

Latest updates

PREVIEW COPY ONLY

Updated inspection handbook

- Effective September 2022
- Former Section 5 and Section 8 handbooks merged into one new inspection handbook (covering graded, ungraded and urgent inspections)
- The previous guidance on monitoring is now all contained in part 3 of the new handbook

PREVIEW COPY ONLY

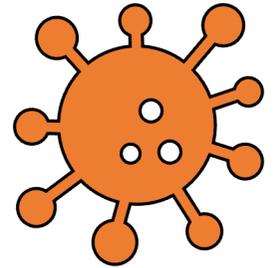
Updated inspection handbook

New terminology:

- Graded and ungraded inspections
- Urgent inspections
- 'Fixed term exclusions' are now 'suspensions'

PREVIEW COPY ONLY

Updated inspection handbook



- Only any current impact of Covid/issues will be discussed – not a historic account.
- OFSTED are no longer discussing the emergency response.
- The ‘Inspection and the COVID-19 pandemic’ section of the previous handbooks has been removed and incorporated as relevant throughout.

PREVIEW COPY ONLY

Updated inspection handbook

There is no further curriculum transition time to meet the 2019 EiT.

In the good grade descriptors for 'quality of education', OFSTED have **removed the previous transitional arrangements** and instead added a new grade descriptor to make it clear that they **understand schools will change their curriculum** and so some aspects will be more developed than others.

“

Section 5 inspections now referred to as ‘graded inspections’ and Section 8 inspections of good and outstanding schools called ‘ungraded inspections’.

The purpose of each inspection type and how they are carried out remains unchanged.

The change in name is simply aimed at promoting a better understanding of the types of inspection OFSTED conducts and why, especially among parents.

”

Type of inspection	Graded	Ungraded	Urgent	Monitoring
Legal powers for inspection	Section 5 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005
Schools eligible for this inspection	All schools – but most schools with an outstanding/good judgement get an ungraded inspection instead	Schools with an outstanding/good judgement	All schools – but only triggered by a specific concern in a specific school	Schools with an inadequate judgement or 2 consecutive requires improvement judgements
Outcome	A grade (outstanding/good /requires improvement/ inadequate) for the 4 key judgements (quality of education/behaviour and attitudes/personal development/leadership and management) and for overall effectiveness	(1) The school remains good/outstanding (2) The school remains good, but with evidence it may be judged outstanding on a graded inspection (3) The school remains good/outstanding, but with evidence it may receive a lower grade on a graded inspection (4) The inspection was deemed a graded inspection	If inspectors have sufficient concerns about the school, they will deem the inspection a graded inspection and the outcomes will be as for graded inspections. If inspectors do not have serious concerns, they will produce a report setting out their findings in relation to the concerns that triggered the inspection	That the school is, or is not, making progress to improve
Likely timing of inspection after the previous graded or ungraded inspection (not including any COVID-19 delay)	Around 4 years for schools with an outstanding or good judgement and around 30 months for schools with a requires improvement or inadequate judgement	Around 4 years	N/A	Around 12 months for schools with a requires improvement judgement and 3 to 30 months (up to 5 inspections in that period) for schools with an inadequate judgement
Resets the statutory clock?*	Yes	Yes – except in outcome 3 (see above)	No	No

Graded (Section 5 – full) inspections

.All schools with a judgement of requires improvement or inadequate will receive a graded inspection, as will a selection of schools with an outstanding or good judgement (following a risk assessment trigger).

A good or outstanding school that has received an ungraded (Section 8) inspection where **HMI believes the school may no longer be good or outstanding.**

Ungraded (Section 8 – short) inspections

Some good and outstanding schools will receive a graded inspection but many will receive an ungraded inspection instead.

An ungraded inspection differs from a graded inspection, because it does not result in individual graded judgements, but focuses on determining **whether the school remains the same grade** as at the school's previous graded inspection.

It **cannot change the overall effectiveness grade** of the school.

Ungraded inspections

Usually, an ungraded inspection will be followed by a further ungraded inspection after approximately a **4-year interval**.

However, if inspectors find evidence that a school may no longer receive the same grade for overall effectiveness, they will specify that the next inspection should be a graded inspection, with the full range of graded judgements available.

This should take place **within 1 to 2 years**.

Outstanding schools – previously exempt

Schools that last received a graded inspection **before September 2015** will receive an initial **graded inspection**.

Schools that last received a graded inspection **after this date** will receive an initial **ungraded inspection**. If that ungraded inspection indicates that outstanding performance may not have been maintained, OFSTED will normally carry out a **graded inspection within the next academic year or as soon as possible thereafter** and, in any event, before 1 August 2025.

Urgent inspections

Inspections with no formal designation and unannounced behaviour visits are now called 'urgent' inspections.

These may be triggered by one or more risk assessment factors, shown on the next page.

PREVIEW COPY ONLY

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

Type of inspection	Graded	Ungraded	Urgent	Monitoring
Legal powers for inspection	Section 5 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005	Section 8 of the Education Act 2005
Schools eligible for this inspection	All schools – but most schools with an outstanding/good judgement get an ungraded inspection instead	Schools with an outstanding/good judgement	All schools – but only triggered by a specific concern in a specific school	Schools with an inadequate judgement or 2 consecutive requires improvement judgements
Outcome	A grade (outstanding/good /requires improvement/ inadequate) for the 4 key judgements (quality of education/behaviour and attitudes/personal development/leadership and management) and for overall effectiveness	<p>(1) The school remains good/outstanding</p> <p>(2) The school remains good, but with evidence it may be judged outstanding on a graded inspection</p> <p>(3) The school remains good/outstanding, but with evidence it may receive a lower grade on a graded inspection</p> <p>(4) The inspection was deemed a graded inspection</p>	If inspectors have sufficient concerns about the school, they will deem the inspection a graded inspection and the outcomes will be as for graded inspections. If inspectors do not have serious concerns, they will produce a report setting out their findings in relation to the concerns that triggered the inspection	That the school is, or is not, making progress to improve
Likely timing of inspection after the previous graded or ungraded inspection (not including any COVID-19 delay)	Around 4 years for schools with an outstanding or good judgement and around 30 months for schools with a requires improvement or inadequate judgement	Around 4 years	N/A	Around 12 months for schools with a requires improvement judgement and 3 to 30 months (up to 5 inspections in that period) for schools with an inadequate judgement
Resets the statutory clock?*	Yes	Yes – except in outcome 3 (see above)	No	No

Ungraded inspection deemed to be a graded inspection

Very occasionally, **an ungraded inspection can, however, be 'deemed' to be a graded inspection** under section 9 of the Education Act – see next pages.

Where this is the case, inspectors will make the full set of graded judgements, using the 4-point grading scale required for graded inspections.

The ungraded inspection will be deemed to be a graded inspection, **usually within 48 hours**, if there are serious concerns about the quality of education, behaviour, potential gaming (including off-rolling) or safeguarding.

This will occur if inspectors:

- Find evidence that suggests that the **'quality of education' might be judged to be inadequate** were a full graded inspection to take place at the time of the ungraded inspection. This may include a situation where the **range of subjects being taught is very narrow** (taking any COVID-19 catch-up factors into consideration).
- Find evidence relating to behaviour that suggests that **'behaviour and attitudes' might be judged to be inadequate** if a graded inspection was to take place at the time of the ungraded inspection.

This will occur if inspectors:

- Find evidence that suggests that the school has **removed pupils from the school roll** without a formal, permanent exclusion, or encouraged parents to remove their child from the school roll, **when the removal is primarily in the interests of the school rather than in the best interests of the pupil.**
- Find evidence that **deliberate gaming** is taking place.
- Find evidence indicating that **safeguarding may be ineffective.**

PREVIEW COPY ONLY

Ungraded inspection deemed to be a graded inspection

The ungraded inspection will also be deemed to be a graded inspection (under the Education Act 2005) when the lead inspector has gathered **evidence that suggests that the school would be inadequate in one or more of the graded judgements if it had received a graded inspection** instead of an ungraded inspection.

PREVIEW COPY ONLY

Ungraded inspection deemed to be a graded inspection

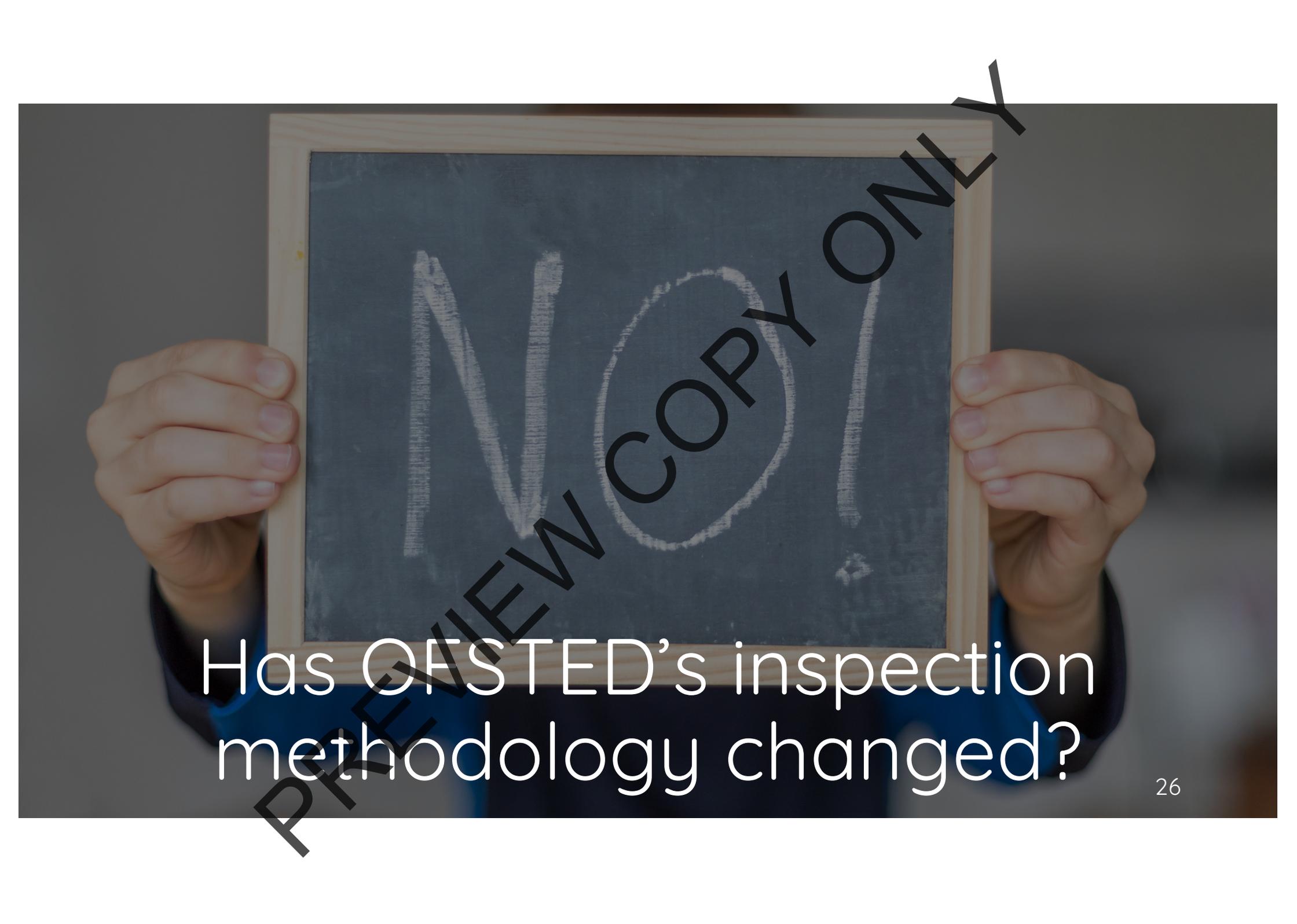
If inspectors gather **evidence that suggests an outstanding school's performance may have declined so that if a graded inspection was to be carried out at the time of the ungraded inspection, the school would likely be judged as requires improvement**, inspectors will deem the ungraded inspection to be a graded inspection, usually within 48 hours.

PREVIEW COPY ONLY

Report

An ungraded inspection report will not be produced when the ungraded inspection is deemed to be a graded inspection. Instead, the school will receive a graded inspection report.

PREVIEW COPY ONLY

A person's hands are visible holding a small, square chalkboard. The word "NO!" is written on the chalkboard in white chalk. The background is a plain, light-colored wall. A large, diagonal watermark reading "PREVIEW COPY ONLY" is overlaid across the entire image.

Has OFSTED's inspection methodology changed?

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.



White Paper 2022

PREVIEW COPY ONLY

**Opportunity for all:
strong schools with great
teachers for your child**



The Schools White Paper, Opportunity for All, sets out plans to make sure every child can reach the full height of their potential.

- **90%** of primary school children to achieve the **expected standard in Key Stage 2 reading, writing and maths** by 2030.
- **National average GCSE** grade in both **English language and maths increase from 4.5 in 2019 to 5 by 2030.**
- By 2030 all children will benefit from being taught in a school in, or in the process of joining, a strong multi-academy trust, which will help transform underperforming schools and deliver the best possible outcomes for children.

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 [Summer 2021], by summer 2025.

BBC
NEWS

17th November
2021

**Opportunity for all:
strong schools with great
teachers for your child**



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.

”

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.



Background

The 2019 Education Inspection Framework (EiF)

Key points

Four areas of the EiF

PREVIEW COPY ONLY



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.

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



Amanda Spielman
OFSTED Chief Inspector

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 – eg. long-term learning, cognitive load theory
- It had the biggest response to a consultation (15,000+ responses)
- This Eif had the largest number of pilot inspections

PREVIEW COPY ONLY

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”.

PREVIEW COPY ONLY

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

Behaviour and attitudes

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

Personal development

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

Leadership & Management

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

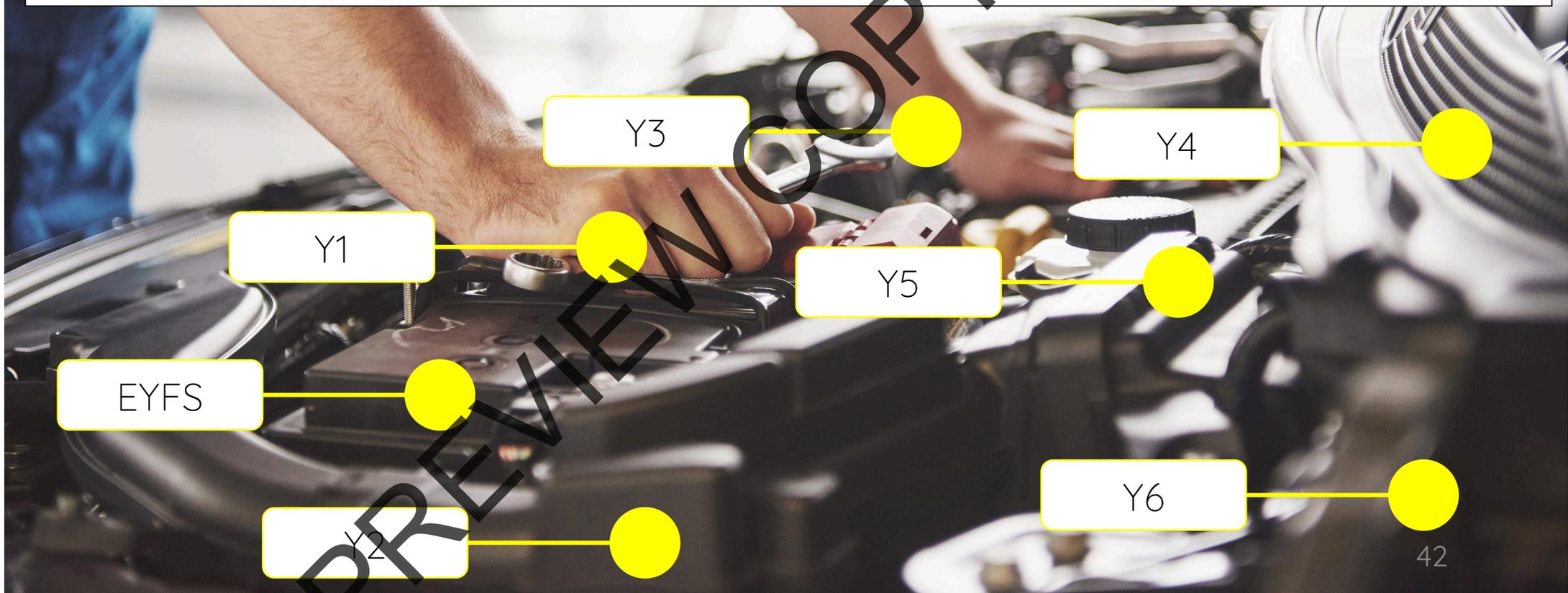
A change of focus

So, OFSTED want to 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.

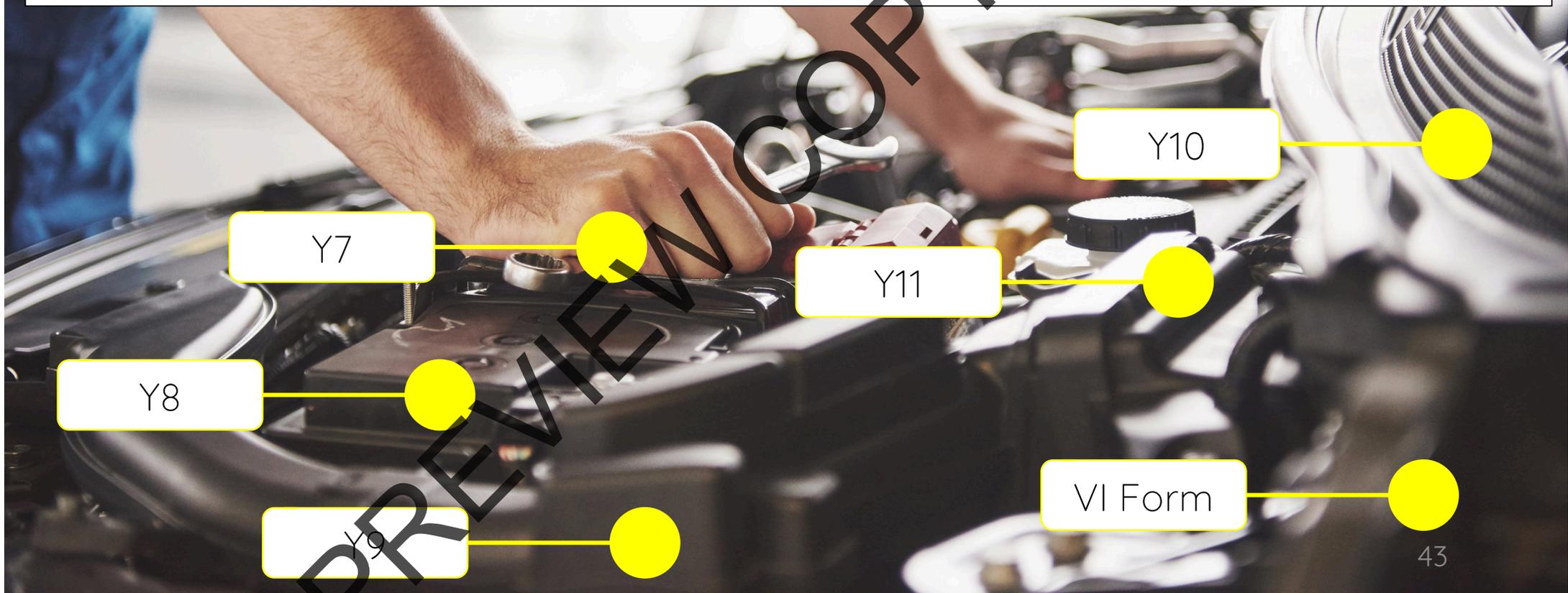
Rather than focusing on data and outcomes, OFSTED want to see **what is happening across the entire school** that is leading to your outcomes – ELG, phonics, KS1, KS2, KS4, KS5.

PREVIEW COPY ONLY

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).



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).



We are a 'good school' but we think we are 'outstanding'. We don't want to have an ungraded inspection and remain 'good' for another 12-24 months before we have a graded inspection.

Can we request an inspection?

PREVIEW COPY ONLY



You can apply via the appropriate authority (normally the school's governing body), to request an inspection.

OFSTED treat these inspections as a graded inspection under Section 5. If an inspection is carried out, HMCI may charge the appropriate authority for its cost.

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?		

PREVIEW COPY ONLY



Keep up to speed...

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

- OFSTED Education Inspection Framework (EiF)
- School inspection handbook
- Further education and skills inspection handbook
- Non-association independent school 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



An investigation into how to assess the quality of education through curriculum intent, implementation and impact

Phase 3 findings of curriculum research

This report outlines what we have done in phase 3 of our research into the quality of curriculum in schools.

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

Have you got anyone else in the room with you?





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?





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

PREVIEW COPY ONLY

Your previous report is a starting point

Tell me about the progress you have made since your last inspection.

I am aware this was a while ago, so it may be more pertinent to talk me through the progress since you've been the Headteacher.

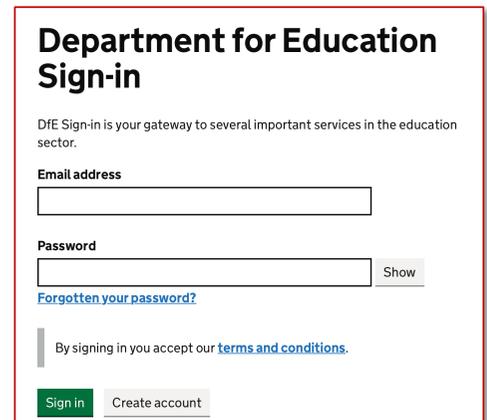


PREVIEW COPY ONLY

Data - Key to Success

- Get pupil data from the DfE – EYFSP, phonics, KS1, KS2, KS4
- Search for data using UPNs (including Pupil Premium data)
- 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](#).

[Sign in](#) [Create account](#)

Pupil data - primary

- Where do children need to be by the end of KS2?
- Which children need to convert to ARE or GDS?
- Do teachers know who the KS1 GDS children are in their class?

PREVIEW COPY ONLY

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

PREVIEW COPY ONLY

Meaningful sentences

- Here is an example of a **meaningful sentence**
- OFSTED will use this 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.

Contextual questions

Talk to me about the demographic profile of your school and pupils.



Do any pupils travel in from a distance?

What are the rates of pupils' mobility in your school?

What are the numbers of children in school and how is this organised?

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 inform 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

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.

PREVIEW COPY ONLY



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

JMB EDUCATION
www.jmbeducation.com



Data

The inspection handbook is very clear about data requirements.

- 221. Inspectors will not look at non-statutory internal progress and attainment data on inspections of schools.

PREVIEW COPY ONLY

How will inspectors treat 2021 and 2022 data?

Paragraph 215 states:

“

Inspectors will use 2022 outcomes cautiously and 2021/22 data will only be used to inform discussion with the schools about pupil outcomes. **No schools will be marked down on the basis of the 2021/22 data alone.**

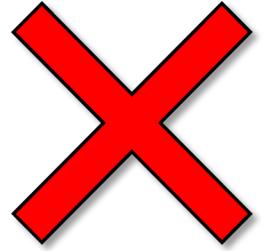
”

PREVIEW COPY ONLY

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

PREMIUM COPY ONLY

PREVIEW COPY

ONLY

I will not look at any internal data so there is no need to send me any.



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.

PREVIEW COPY ONLY

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.

PREVIEW COPY ONLY

Your website



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.

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 sent 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