Ofsted inspection of maintained schools and academies

Advice for teachers, school leaders and NASUWT representatives
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Introduction

This document provides advice on routine inspections of schools. It is aimed at teachers, school leaders and NASUWT Representatives working in maintained schools, academies and free schools who want detailed advice about inspection, including references to relevant paragraphs and sections of Ofsted inspection documents.

The document summarises the arrangements for and processes of inspection, and provides advice on areas and issues where teachers, leaders and NASUWT Representatives have raised concerns. The advice is drawn from the *Education inspection framework* (EIF), the *School inspection handbook: for September 2021* (SIH), and the *School inspection handbook: section 8 for September 2021* (SIH – section 8). It also draws on other key Ofsted publications that relate to inspection.

The NASUWT has also produced briefer advice and information about Ofsted inspection arrangements:

- *Ofsted inspection of maintained schools and academies – Briefing and FAQs*; and
- *Overview of Ofsted inspections*.

These are available on the NASUWT’s website.

**NASUWT position on school accountability and inspection**

The NASUWT believes that, as publicly funded institutions, schools should be held accountable. The Union’s report, *Maintaining World Class Schools*, sets out essential features of an effective accountability system. It specifies that such a system:

- is fit for purpose and secures public trust and confidence in education;
- secures greater parental and public engagement in and support for public education;
- enables teachers to teach more and test less;
- is driven by educational rather than political concerns; and
- evaluates the quality of public education rather than simply measuring the performance of individual schools or colleges.

Inspection forms one part of the accountability system, and the accountability system in England is extremely high stakes and punitive. While the NASUWT welcomes recent inspection reforms as a step in the right direction, it remains concerned that they do not meet the tests set out in *Maintaining World Class Schools*.
Schools. The Union will continue to press for changes to inspection and school accountability.

**NASUWT advice: Clarification for schools**

The NASUWT raised concerns with Ofsted that some schools use the threat of inspection to justify working and management practices that undermine teachers’ professionalism, create unnecessary workload and bureaucracy, and cause unnecessary stress. As a result of these interventions, Ofsted worked with the NASUWT and produced a myth-busting document, clarifying what Ofsted does and does not expect to see in inspection. The **Clarification for schools** has now been incorporated into the SIH.  

School leaders should ensure that they read the **Clarification** and understand what it means for practice in their school. School leaders and NASUWT Representatives should contact the Union if they have concerns that their school is not complying with the **Clarification**.

**NASUWT advice: Providing the NASUWT with evidence about inspection**

The NASUWT collects evidence about the inspection process and encourages teachers and school leaders to complete the short survey about their experiences. This includes instances where inspectors make judgements or reach conclusions that are inconsistent with the provisions of the framework or guidance in the school inspection handbooks. The NASUWT will use this information to identify how it can better support members, including by pressing for changes to policies and practice nationally and locally, including in individual schools.

The survey can be accessed at: [www.nasuwt.org.uk/inspectionsurvey](http://www.nasuwt.org.uk/inspectionsurvey).

**NASUWT advice: Preparation for inspection**

Ofsted makes it clear that it does not require schools to prepare for inspection. Inspectors will consider what leaders and managers are doing to identify and address the pressures on staff, including workload. If there is evidence that workload and other pressures are not being managed well, a section 8 inspection will convert to a section 5 inspection.  

In section 5 inspections, failure to manage teachers’ workload and address the pressures on them is likely to have an adverse impact on the school’s inspection grade. Ofsted should ensure that inspectors take account of staff wellbeing when forming inspection judgements. This will be monitored through quality assurance and evaluation. School leaders and NASUWT Representatives should contact the Union if they have concerns about staff workload and wellbeing in their school.

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5. SIH, paragraphs 69-73.
6. SIH – section 8, paragraph 73.
7. Ofsted (July 2019), *Teacher well-being at work in schools and further education providers.*
NASUWT advice: ‘Mocksteds’

Her Majesty’s Chief Inspector (HMCI) has made it clear that schools should not undertake mock inspections or undertake preparation for inspection. She identifies ‘mocksteds’ as a waste of money, burdensome and unnecessary. The NASUWT is aware that some local authorities (LAs) undertake mock inspections of their schools and that some schools employ consultants to conduct ‘mocksteds’. As indicated above, these are inappropriate and unnecessary.

School leaders should also note that LA representatives and consultants may be drawing on out-of-date information about the inspection process. Ofsted has amended the inspection process substantially and provides regular training for inspectors to ensure that they are aware of the latest inspection arrangements and priorities. Therefore, there is a significant risk that those conducting mock inspections will provide misleading and inappropriate advice.

School leaders and NASUWT Representatives should contact the Union for advice if their school participates in a mock inspection or they are under pressure to do so.

NASUWT advice: Staff attendance during inspection

A member of staff, including the headteacher, must not be expected or asked to come into school if the inspection takes place on a day when they do not normally work; for example, because they work part time or do a job share. However, if the member of staff does work, they should be paid for the additional time that they are in school.

The inspection process

1. Inspection and COVID-19

COVID-19 has disrupted inspections. The SIH sets out the arrangements that apply as inspections resume. Ofsted says that the handbooks and inspection methodology will be kept under review as circumstances change.

The changes to inspection arrangements include the following:

The school’s COVID-19 context will be discussed during the preparation phone call. This will include discussing how leaders have responded to the situation and safety protocols that the inspection team will follow to ensure that inspection is completed in a COVID-secure way.

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9 SIH, paragraphs 7-36.

10 SIH, paragraphs 9-12.
Inspections will be carried out on site and face-to-face. However, some elements of the inspection may be conducted through video/telephone call as appropriate.\(^{11}\)

Inspectors will seek to understand how the school has adapted and prioritised the curriculum from September 2020, including the context for the school’s current curriculum, and how decisions about remote education have led to changes to the school’s curriculum. (Ofsted states that it does not have a preferred model of remote education.)\(^{12}\)

Where the school is directly deploying tutors to support education recovery, inspectors will consider how their deployment supports the aims of the school curriculum.\(^{13}\)

Where remote education remains in place, inspectors may observe typical remote teaching and review materials. Inspectors may also discuss remote education with teachers, parents and carers and pupils.\(^{14}\) Ofsted does not require schools to provide recordings of live lessons, unless they are normally stored for staff or pupils’ future use.\(^{15}\)

Inspectors will consider available external data but will be mindful of the age of the data around statutory assessment and qualifications when making judgements. Teacher assessed grades (TAGs) from 2020 and 2021 will not be used to assess curriculum impact. Inspectors will not accept internal data from schools instead of, or in addition to, published data.\(^{16}\)

Inspectors will consider how a school has adapted approaches to safeguarding during the pandemic to make sure that vulnerable pupils have been prioritised for face-to-face education, and that safeguarding procedures have remained effective for those receiving remote education.\(^{17}\)

Inspectors will seek to understand what personal development was taking place before the pandemic and what the school plans to do in the future. They will focus on understanding the steps that leaders have taken to offer a wide range of personal development opportunities since March 2021.\(^{18}\)

The regulations for inspections state that schools should be re-inspected within five years of their last routine inspection. This has been extended to seven years for a school’s first inspection following the pandemic.\(^{19}\)

Maintained schools and academies that were previously judged ‘good’ or

\(^{11}\) SIH, paragraph 28.

\(^{12}\) SIH, paragraphs 13-14.

\(^{13}\) SIH, paragraph 15.

\(^{14}\) SIH, paragraphs 17-18.

\(^{15}\) SIH, paragraph 71, penultimate bullet point.

\(^{16}\) SIH, paragraphs 20-22.

\(^{17}\) SIH, paragraph 24.

\(^{18}\) SIH, paragraph 27.

\(^{19}\) SIH, paragraph 41, and SIH – section 8, paragraph 43.
‘outstanding’ in their previous section 5 inspection will normally receive a section 8 inspection approximately every four years. This period will be extended by up to six terms for the first inspection after the pandemic.\textsuperscript{20} Schools that were formerly exempt from routine inspections must receive an initial inspection under section 5 or section 8 before 1 August 2026. Those last inspected before September 2015 will receive a section 5 inspection. Those last inspected after this date should receive a section 8 inspection. If the section 8 inspection finds that standards have not been maintained, a section 5 inspection will be carried out within the next academic year, or as soon as possible after this.\textsuperscript{21}

2. Types of inspection
Inspections of maintained schools and academies include:

- Inspections conducted under section 5 of the Education Act. These are also known as routine inspections.
- Inspections conducted under section 8 of the Education Act:
  - inspections of schools judged ‘good’ or ‘outstanding’ in their most recent section 5 inspection;
  - unannounced (‘no notice’) inspections; for example, where concerns are raised about safeguarding or behaviour;
  - monitoring inspections of schools judged as ‘requires improvement’, as having ‘serious weaknesses’ or as requiring ‘special measures’;
  - inspections with no formal designation; for example, thematic or survey inspections.

3. The Education inspection framework and inspection handbooks
The Education inspection framework (EIF) sets out the principles that apply to inspection and the main judgements that inspectors will make when judging maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings.

The inspection handbooks set out how Ofsted will conduct inspections and inspect providers:

The School inspection handbook for September 2021 (SIH) sets out the arrangements for conducting routine inspections of schools.

The School inspection handbook: section 8 for September 2021 (SIH – section 8) provides guidance for inspectors on conducting other inspections of schools, including routine inspections of ‘good’ and ‘outstanding’ schools.

\textsuperscript{20} SIH, paragraph 55.
\textsuperscript{21} SIH, paragraph 47.
4. Focus of inspection
In section 5 inspections, inspectors will make key judgements about the following areas:
• overall effectiveness;
• quality of education;
• behaviour and attitudes;
• personal development; and
• leadership and management.

In section 8 inspections of ‘good’ and non-exempt ‘outstanding’ schools, inspectors will pay particular attention to the quality of education. They will also inspect specific elements of pupil behaviour, personal development, potential gaming and off-rolling, and safeguarding. Inspectors will normally adopt the same methodology for inspecting the quality of education and safeguarding as that used on a section 5 inspection. However, they will not gather the same depth of evidence for other areas inspected.

In both section 5 and section 8 inspections, inspectors will judge and report whether safeguarding is effective.

If the school has a sixth form or early years provision, Ofsted will consider the effectiveness of this provision. In section 5 inspections, inspectors will provide a separate grade about the quality of education in this provision.

If the school has a special educational needs (SEN) resource base, inspectors will inspect and include evidence about that provision when making judgements about the school overall.

a. Quality of education
Inspectors will consider the quality of education provided to all pupils, including the most disadvantaged, the most able, and pupils with special educational needs and disability (SEND).

Inspectors will pay particular attention to the curriculum. They will consider how the school sets out the knowledge and skills that pupils will gain at each key stage (intent), the way that the curriculum is taught and assessed in order to support pupils to build their knowledge and apply that knowledge as skills (implementation), and the outcomes that pupils achieve as a result of the education they have received (impact).

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22 SIH – section 8, paragraph 46.
23 SIH – section 8, paragraph 79.
24 SIH, paragraph 296, and SIH – section 8, paragraph 75.
25 SIH, paragraph 325, and paragraph 336.
26 SIH – section 8, paragraph 120, and SIH, paragraph 91.
27 SIH, paragraph 194.
28 SIH, paragraph 195.
NASUWT advice: Leadership responsibilities for the curriculum

The NASUWT has received reports that some schools have responded to the changes to inspection by creating new leadership roles such as leader of curriculum intent. While schools may need to review leadership roles, it is vital that any new role contributes positively to improving the quality of education in the school.

The NASUWT believes that a post of leader of curriculum intent is inappropriate and unnecessary. The Union believes that leaders collectively should focus on establishing strong strategic leadership of the curriculum in order to support and maintain coherent practice across the school.

Inspectors will consider the extent to which:

- the school’s overall curriculum is coherently sequenced and structured;
- teachers have good knowledge of the subjects they teach, present subject matter clearly, check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback to pupils, including remotely where applicable;
- pupils achieve well and are ready for the next stage of education, employment or training.\(^{29}\)

Inspectors will always consider whether there is any evidence that the school’s curriculum has been narrowed inappropriately. This will take account of the school’s context, including any remote education and wider COVID-19 impact.\(^ {30}\) Ofsted uses the national curriculum to define breadth and balance. While academies are not required to follow the national curriculum, school leaders in academies should ensure that all pupils have access to a curriculum that is broad and similar in breadth and ambition.\(^ {31}\)

NASUWT advice: National curriculum subject content

Ofsted has advised inspectors to use the national curriculum to judge the breadth of the curriculum and national curriculum subject content to identify questions that they might ask leaders and teachers during the course of inspection. School leaders and curriculum leaders should ensure that their curriculum addresses the relevant subject content of the national curriculum.

\(^{29}\) SIH – section 8, paragraph 57.

\(^{30}\) SIH – section 8, paragraph 57, fourth bullet point.

\(^{31}\) SIH, paragraph 204.
In primary schools, inspectors will consider:

- how well reading and maths are being taught in the early years foundation stage and KS1 as part of a wide-ranging curriculum that prepares children for the next stage of their education;\textsuperscript{32}
- how well a broad range of subjects is taught at KS2. Inspectors will focus primarily on the teaching of reading and, in particular, on how children gain access to the whole of the national curriculum through learning to read fluently and with comprehension.\textsuperscript{33}

In secondary schools, inspectors will consider how well the school teaches a broad range of subjects through Years 7-9 or whether the school is in the process of bringing this about. Ofsted uses the national curriculum to exemplify breadth. Inspectors will also explore what the school is doing to prepare to achieve the national English Baccalaureate (EBacc) ambition through the KS4 curriculum.\textsuperscript{34}

**NASUWT advice: A broad and balanced curriculum in secondary schools**

School leaders in secondary schools that shorten KS3 to two years in order to start GCSEs in Year 9 should evaluate the impact of the policy. They should ensure that Year 9 pupils are still able to study a broad range of subjects commensurate with the national curriculum.

Ofsted says that inspectors will judge schools that take radically different approaches to the curriculum fairly if leaders are able to show that it has been carefully thought about, with appropriate coverage, content, structures and sequencing, and is implemented effectively.\textsuperscript{35}

Schools are not expected to undertake specific work to prepare for the new inspection arrangements.\textsuperscript{36}

Ofsted acknowledges that developing and embedding an effective curriculum takes time and that leaders may only be part way through the process of adopting or redeveloping a curriculum.\textsuperscript{37} Currently, inspectors will evaluate curriculum intent favourably if leaders can demonstrate that they have an accurate, evaluative understanding of current curriculum practice in the school and have identified appropriate next steps to improve

\textsuperscript{32} SIH – section 8, paragraph 57, sixth bullet point.
\textsuperscript{33} SIH – section 8, paragraph 57, seventh bullet point.
\textsuperscript{34} SIH – section 8, paragraph 57, eighth bullet point.
\textsuperscript{35} SIH, ‘Clarification for schools’, paragraph 69, second bullet point.
\textsuperscript{37} SIH, paragraph 205.
curriculum quality and develop curriculum expertise across the school.\textsuperscript{38} Inspectors will take account of any impact of COVID-19.\textsuperscript{39}

Leaders should be able to demonstrate that they are taking actions to ensure that pupils study the full curriculum and that the curriculum will be:

- ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life;
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment;
- successfully adapted, designed and developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.\textsuperscript{40}

Ofsted will review these transitional arrangements in March 2022.\textsuperscript{41}

\textit{i. Methodology for inspecting the curriculum}

Ofsted has published guidance for inspectors on inspecting the curriculum.\textsuperscript{42} This explains the methodology for inspecting the curriculum and how inspectors will form judgements about the quality of education.

The inspection methodology is focused on the connectedness of curriculum, teaching, assessment and standards, and has three elements:

- **Top-level view** of the curriculum – what is on offer, to whom and when; leaders’ understanding of intent and sequencing; and why the choices were made;
- **Deep dive** – gathering evidence on the curriculum intent, implementation over a sample of subjects, topics or aspects. Ofsted says that this is done in collaboration with leaders, teachers and pupils;
- **Bringing it together** – bringing evidence together to widen coverage and test whether any issues identified during the deep dive are systemic. This will usually lead to school leaders providing further evidence and inspectors gathering additional evidence.\textsuperscript{43}

\textsuperscript{38} Ibid.
\textsuperscript{39} Ibid.
\textsuperscript{40} SIH, grade descriptors for ‘good’ under Quality of Education.
\textsuperscript{41} SIH, Note after paragraph 224, introducing the grade descriptors for the quality of education.
\textsuperscript{42} Ofsted (May 2019,) \textit{Inspecting the curriculum: Revising inspection methodology to support the education inspection framework}.
\textsuperscript{43} Ofsted (May 2019), \textit{Inspecting the curriculum: Revising inspection methodology to support the education inspection framework}, paragraphs 6 and 8.
NASUWT advice: Deep dives of subjects and inspection of the whole curriculum

Deep dives are not subject inspections. While inspectors will undertake deep dives of between four and six subjects, they will use evidence from these deep dives to form hypotheses that will be tested to make more general judgements about the whole curriculum.

ii. Deep dive inspection of the curriculum

Inspectors will undertake a number of case studies of subjects, topics or aspects of the curriculum.

In secondary schools, deep dives will typically focus on a sample of four to six subjects, looking at a wide variety of pupils in different year groups.44

In primary schools, inspectors will always carry out a deep dive of reading. They will often carry out a deep dive in mathematics. Inspectors will usually undertake deep dives in one or more foundation subjects that are being taught during the time that inspectors are on site. Ofsted says that the methodology for deep dives in small primary schools (with less than 150 pupils) will be adapted to reflect the fact that inspectors may only be in the school for one day.45

Deep dives include:

- evaluation of senior leaders’ intent for the curriculum, subject or area and their understanding of its implementation and impact;
- evaluation of curriculum leaders’ long- and medium-term thinking and planning;
- visits to a deliberately and explicitly connected sample of lessons;
- work scrutiny;
- discussion with teachers to understand how the curriculum informs their choices about content and sequencing to support effective learning; and
- discussions with a group of pupils from the lessons observed.46

NASUWT advice: Potential demands on curriculum and subject leads

Inspectors will want to speak to the person who is responsible for organising the content and sequencing of the curriculum subject that they are focusing on. This may mean that inspectors should speak to a senior leader rather than the person nominated as the subject lead.

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44 Ofsted (May 2019), Inspecting the curriculum: Revising inspection methodology to support the education inspection framework, paragraph 21.
46 Ibid, paragraph 22.
Inspectors should take account of the school’s context, meaning that the expectations of curriculum or subject leads in a large secondary school will be different to those in primary schools and/or small schools.

Teachers must be given appropriate time to undertake curriculum and subject leadership responsibilities. Teachers taking on additional responsibilities for the curriculum must receive a Teaching and Learning Responsibility (TLR) payment or be on the leadership pay range.

Inspectors will consider teachers’ workload and are likely to make a negative judgement about leadership and management if workload issues are not identified and managed well.

Teachers, school leaders and NASUWT Representatives should contact the Union if their school is not implementing the advice or if they believe that inspectors have unrealistic expectations of subject or curriculum leads.

**NASUWT advice: Shift from a focus on data management to the curriculum**

The NASUWT welcomes the shift in the focus of inspection away from data to the curriculum as this places emphasis on teaching and learning.

School leaders should ensure that the school adopts a planned and systematic approach to focusing on the curriculum. The approach must not place unreasonable workload burdens on teachers or school leaders.

School leaders should note that Ofsted has interim arrangements in place for inspecting curriculum intent. These arrangements are intended to help schools introduce any changes over time.

School leaders should inform the NASUWT if they are experiencing difficulties in implementing new arrangements for the curriculum.

Teachers, school leaders and NASUWT Representatives should contact the Union if their school is using inspection reforms to require teachers to undertake additional work, or work that adds to teachers’ workload.

**NASUWT advice: Use of consultants**

The NASUWT urges schools to be very careful about using consultants. The Union strongly recommends that schools do NOT use consultants to:

- produce statements of curriculum intent. Ofsted states that intent is nothing new and that schools do not need to write new statements, adapt websites or restructure staffing to cover intent.\(^47\) This is a process that school leaders should work through over time. It is not something that can be bought ‘off the shelf’ (see the advice above on leadership of the curriculum);

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• identify the questions that inspectors will ask under the new inspection arrangements. Schools should use the guidance provided by Ofsted in the inspection handbooks and focus on the broad issues and themes of inspection rather than adopting a tick-list approach. A tick-list approach is likely to generate workload and have limited impact; and

• undertake mock inspections. Mock inspections are unnecessary and add to workload. Inspectors will consider staff workload and wellbeing and could make a negative judgement of leadership and management if the school uses consultants in this way.

Teachers and school leaders should contact the NASUWT for advice if they have support needs related to the new inspection arrangements.

iii. Assessment
Inspectors will examine the school’s use of assessment when considering how the curriculum is being implemented and to inform their judgement about the quality of education.

Inspectors will evaluate how assessment is used in the school to support teaching of the curriculum and to not substantially increase teachers’ workload. In considering the impact of the COVID-19 pandemic, inspectors will seek to understand how staff are supported, and the steps that are being taken to remove the risk of additional workload.

Ofsted does not require schools to carry out assessment or record pupils’ achievements in any subject, including foundation subjects in primary schools, in a specific way, format or time.

NASUWT advice: Use of assessment
Schools are free to establish their own approach to assessment. Inspectors will not expect to see a particular system of assessment in place.

School leaders should ensure that their school’s approach to marking, data management and planning is consistent with the recommendations of the Teacher Workload Advisory Group report, Making data work: www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response.

The NASUWT has issued guidance to protect members from inappropriate marking, assessment and feedback policies: www.nasuwt.org.uk/advice/in-the-classroom/assessment/assessment-in-england/marki ng.html#ITRG.

48 SIH, paragraph 211.
49 SIH, paragraph 213.
50 SIH, ‘Clarification for schools’, paragraph 72.
iv. Internal progress and attainment data

Inspectors will review nationally published performance information about pupils’ progress and attainment. This will not include teacher- or centre-assessed grades from 2020 and 2021.\textsuperscript{51} They will not look directly at the school’s internal progress and attainment data. However, inspectors will ask school leaders to set out their understanding of pupils’ educational performance.\textsuperscript{52}

Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection; the time taken to set assessments, collate, analyse and interpret the data; and the time taken to act on the findings. If a school’s system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.\textsuperscript{53}

NASUWT advice: Progress and attainment data

School leaders should ensure that they have a clear rationale for why data is collected, when it is collected, and how the data is used. In particular, they should be clear that the assessment data is not generated purely for the purposes of presenting information to inspectors. Schools should monitor the impact of assessment arrangements on teachers’ workload and wellbeing. Inspectors will take account of staff wellbeing when forming a judgement about leadership and management, and Ofsted will monitor this through quality assurance and evaluation.\textsuperscript{54}

School leaders should be familiar with the recommendations of the report, \textit{Making data work}, and ensure that these are applied in their school: www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response.\textsuperscript{55}

v. Cultural capital

As part of the judgement about the quality of education, inspectors will consider the extent to which the school equips pupils with the knowledge and cultural capital to succeed in life.\textsuperscript{56}

\textsuperscript{51} SIH, paragraph 218.
\textsuperscript{52} SIH – section 8, paragraph 60.
\textsuperscript{53} SIH, paragraph 213.
\textsuperscript{54} Ofsted (July 2019), \textit{Teacher well-being at work in schools and further education providers}, page 10.
\textsuperscript{55} Accessed 13 July 2021.
\textsuperscript{56} SIH, paragraph 203.
Ofsted defines ‘cultural capital’ as ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

b. Personal development
In both section 8 and section 5 inspections, inspectors will consider the extent to which the curriculum provides for pupils’ broader development and whether the school’s work to enhance pupils’ spiritual, moral, social and cultural (SMSC) development is of a high quality.

Inspectors will consider whether the school is meeting its statutory obligations in respect of teaching relationships, sex and health education (RSHE). If a primary school does not teach about LGBT relationships, the school will need to show that it has fulfilled the requirements of the statutory Department for Education (DfE) guidance and, for example, consulted with parents. A secondary school needs to teach about LGBT relationships in order to fulfil its statutory requirements.

Inspectors will be sympathetic to schools that, as a result of the COVID-19 pandemic, have not been able to fully implement the new RSHE curriculum, provided that they: have had regard to the statutory guidance; have a good rationale for prioritising what they have implemented; and have clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year.

In section 5 inspections, inspectors will evaluate a broad range of dimensions, including equality of opportunity and inclusivity; pupils’ understanding of fundamental British values; careers guidance; support to help pupils be physically and mentally healthy; age appropriate understanding of healthy relationships; extracurricular activities; and preparing pupils for the next phase of education, training or employment. Inspectors will also evaluate the effectiveness of a school’s provision for pupils’ SMSC.

In section 5 and section 8 inspections, inspectors will assess the school’s approach to careers information, education, advice and guidance. The inspection report will state if a school is not meeting its statutory requirements.

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57 Ibid.
58 SIH – section 8, paragraph 66, and SIH, paragraph 244.
59 SIH, paragraph 249.
60 SIH, paragraphs 317 and 318.
61 SIH, paragraph 253.
62 SIH, paragraphs 244-258.
63 SIH, paragraph 244.
64 SIH – section 8, paragraph 68, and SIH, paragraphs 256-259.
In section 8 inspections, inspectors will not grade personal development. In section 5 inspections, inspectors will judge and grade the quality of provision, not pupil outcomes.\textsuperscript{65}

**NASUWT advice: Promoting ‘fundamental British values’ and preventing radicalisation and extremism**

Inspectors will consider a school’s actions to protect pupils from extremism and radicalisation as part of its work to safeguard pupils. School leaders and teachers should be familiar with Ofsted’s guidance on ‘Inspecting safeguarding’.\textsuperscript{66}

The NASUWT has a dedicated webpage on issues associated with the prevention of extremism in schools. The Union has also published materials to help schools promote universal values. These resources can be accessed at: www.nasuwt.org.uk/prevent.

Teachers and school leaders NASUWT Representatives should contact the Union if they have concerns about policy or practice in their school.

c. Behaviour and attitudes

In section 8 inspections, inspectors will consider two key factors:

- whether the school has high expectations for pupils’ behaviour and conduct and applies these expectations consistently and fairly; and
- whether leaders, staff and pupils create an environment in which bullying is not tolerated. When harassment, violence, bullying, aggression, discrimination and the use of derogatory language occur, inspectors will consider whether they are dealt with quickly, in line with statutory guidance, effectively and are not allowed to spread.\textsuperscript{67}

In section 8 inspections, inspectors will not grade behaviour. However, when the lead inspector has serious concerns about behaviour, the inspection will be converted to a section 5 inspection.\textsuperscript{68}

In section 5 inspections, inspectors will look for evidence of:

- a calm and orderly environment;
- the setting of clear routines and expectations for behaviour of pupils across all aspects of school life;
- a strong focus on attendance and punctuality;

\textsuperscript{65} SIH, paragraphs 241-242.


\textsuperscript{67} SIH – section 8, paragraph 62.

\textsuperscript{68} SIH – section 8, paragraph 63.
clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff;

pupil motivation and positive attitudes to learning;

a positive and respectful school culture; and

an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence, online or offline, are not accepted and are dealt with quickly, consistently and effectively whenever they occur.\footnote{SIH, paragraph 227.}

Where the school is working with pupils with particular needs in order to improve their behaviour or attendance, inspectors expect to see behaviour and conduct that reflects the school’s high expectations. Ofsted says that this is likely to include demonstrable improvement in attendance and behaviour of the pupils. However, inspectors will take account of the individual circumstances of the school.\footnote{SIH, paragraph 229.}

Inspectors will gather evidence about the behaviour and attendance of all pupils, including those not present on the day of inspection. Inspectors are likely to grade ‘behaviour and attitudes’ and ‘leadership and management’ inadequate if there is evidence that the school has deliberately removed pupils from the school site on the day of inspection or arranged for them to be absent, and inspectors believe this has been done in order to have an impact on the inspection.\footnote{SIH, paragraph 230.}

If a school uses fixed-term and internal exclusions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons, and whether any pupils are repeatedly excluded. Inspectors will consider how well the school recognises and acts to address any patterns that exist.\footnote{SIH, paragraph 232.}

Inspectors will speak to a sample of staff who research shows are most affected by pupils’ challenging behaviour (e.g. trainees, early career teachers (ECTs), administrative support staff, and catering staff) as well as other staff.\footnote{SIH, paragraph 234.}

Inspectors will speak to pupils from a range of different backgrounds and who have different experiences of the school’s approach to behaviour. This should include pupils who have experienced sanctions under the behaviour policy.\footnote{SIH, paragraph 235.}

Inspectors will evaluate the experience of particular individuals and groups, including pupils with SEND, and those with medical and mental health needs. For pupils with SEND, this will include looking at referral and the thoroughness
of follow up, the school’s engagement in multi-agency work to support a child, and whether appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.\textsuperscript{75}

**NASUWT advice: Behaviour management policies and practice**

The NASUWT has produced advice for school leaders and teachers on behaviour management. This includes advice on developing a behaviour management policy and reviewing behaviour management procedures. School leaders are urged to use this advice when developing and reviewing policies and practices in their school: [www.nasuwt.org.uk/advice/in-the-classroom/behaviour-management.html](http://www.nasuwt.org.uk/advice/in-the-classroom/behaviour-management.html).

d. Leadership and management

There is no specific section on leadership and management in the inspection guidance for section 8 inspections. However, the handbook for section 8 inspections addresses a number of areas that fall under leadership and management in the handbook for section 5 inspections. These are: workload;\textsuperscript{76} safeguarding;\textsuperscript{77} and gaming and off-rolling.\textsuperscript{78} Inspectors will also judge the effectiveness of leadership and management when they consider the quality of education, pupils’ personal development, and behaviour and attitudes.

Inspectors will ask for a summary of any self-evaluation or equivalent at the start of the inspection.\textsuperscript{79}

**NASUWT advice: School self-evaluation**

Self-evaluation should build from the principle that teachers are professionals and should be trusted. School leaders should ensure that their school self-evaluation practice draws together school improvement planning, performance management and audit, supports effective teaching and learning, and does not create excessive and unnecessary workload burdens for teachers and school leaders.

School self-evaluation should assess the extent to which teachers, the NASUWT and other workforce unions are engaged in wider planning and decision-making within the school. It should also make explicit reference to teachers’ contractual provisions and include an evaluation of teachers’ pay and pay progression and the equality impact of the policy. Further, it should include an evaluation of the impact of all school policies on workload and working hours.

\textsuperscript{75} SIH, paragraph 236.
\textsuperscript{76} SIH – section 8, paragraphs 71-73.
\textsuperscript{77} SIH – section 8, paragraphs 74-78.
\textsuperscript{78} SIH – section 8, paragraphs 64 and 65.
\textsuperscript{79} SIH, paragraph 78.
Inspectors will look for evidence that leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils’ education.\(^{80}\)

Inspectors will look for evidence that leaders and managers have high ambitions for all pupils, including those who are ‘harder to reach’. Further, they will seek evidence that leaders and those responsible for governance understand their respective roles and perform these in a way that enhances the effectiveness of the school.\(^{81}\)

Inspectors will gather evidence about the use of the pupil premium and catch-up funding, particularly the level of funding received, how leaders and governors have spent the pupil premium and the rationale for this spending, and the learning and progress of disadvantaged pupils, as shown by published data outcomes.\(^{82}\)

**NASUWT advice: Education recovery and catch-up funding**


Ofsted does not require schools to provide processes for the performance management arrangements for school leaders and staff.\(^{83}\) The focus of inspection has shifted to consider how teachers and other staff are supported to improve teaching and learning.

**NASUWT advice: Performance management of teachers and school leaders**

*Making data work* includes an explicit recommendation which the Government accepted: pay progression should never be dependent on quantitative assessment metrics, such as test outcomes.\(^ {84}\)

The NASUWT has issued detailed advice on performance management/appraisal. This is available on the NASUWT website: [www.nasuwt.org.uk/performancemanagement](http://www.nasuwt.org.uk/performancemanagement). The advice makes it clear that it is inappropriate for schools to use Ofsted grades to assess teachers’ performance in observed lessons or to judge teachers’ performance in performance

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\(^{80}\) SIH, paragraph 262, fifth bullet point.

\(^{81}\) SIH, paragraph 262.

\(^{82}\) SIH, paragraph 277.

\(^{83}\) SIH, *Clarification for schools*, paragraph 71, final bullet point.

management/appraisal records. The advice sets clear expectations about the pay and performance management practices that schools should adopt. Teachers and school leaders should raise any concerns about performance management practices with the school and, if necessary, seek advice and guidance from the NASUWT.

In evaluating the school’s educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders. This includes evidence that continuing professional development (CPD) is aligned with the curriculum and this develops teachers’ content knowledge, and teaching content knowledge over time so that teachers are able to deliver better teaching for pupils.

i. Workload and wellbeing

In both section 8 and section 5 inspections, inspectors will look for evidence that leaders take account of the workload and wellbeing of their staff while also developing and strengthening the quality of their workforce.

In both section 8 and section 5 inspections, inspectors will consider the extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging realistically and constructively. Inspectors will consider the extent to which staff are free from bullying and harassment. They will also consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens.

In section 8 inspections, if workload and other pressures on staff are not being managed well, the inspection will convert to a section 5 inspection. In section 5 inspections, the grade descriptors for ‘good’ and ‘outstanding’ include: leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.

In section 5 inspections, the grade descriptors for ‘outstanding’ include: leaders ensure that highly effective and meaningful engagement take place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

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85 SIH, paragraph 196.
86 SIH, paragraph 262, third bullet point.
87 SIH, paragraph 262, and SIH – section 8, paragraphs 71-73.
88 SIH – section 8, paragraph 71-73, and SIH, paragraph 262.
89 SIH – section 8, paragraph 73.
90 SIH, paragraphs 322 and 323.
91 SIH, paragraph 322.
In section 5 inspections, the grade descriptors for ‘good’ and ‘outstanding’ leadership and management include: leaders protect staff from bullying and harassment.  

**NASUWT advice: Teacher workload and wellbeing**

Failure to manage workload and staff wellbeing effectively is likely to have an adverse impact on the inspection outcome. For instance, guidance on short inspections states that: ‘where the lead inspector has serious concerns about workload and bullying or harassment of staff, the inspection will be converted to a section 5 inspection’. Also, Ofsted will use its quality assurance and evaluation processes to monitor how staff wellbeing is picked up in inspections.

The Health and Safety Executive’s (HSE’s) Stress Management Standards will help schools to identify and address the issues that impact adversely on workload and wellbeing. The NASUWT strongly recommends that schools adopt the standards. Teachers and school leaders should familiarise themselves with the standards and contact the NASUWT for further advice and support about implementing the standards in their school.

Teachers and school leaders should contact the NASUWT for advice if their workload is unmanageable and the school or multi-academy trust (MAT) is failing to address the issue.

**NASUWT advice: Teachers’ pay and pay progression**

Teachers must be given time to carry out specific responsibilities. They must also be remunerated appropriately for carrying out the role. Curriculum and/or subject leads must receive a TLR payment or be paid on the leadership pay range.

The NASUWT has issued detailed advice and guidance on teachers’ pay, including establishing a pay policy. This information is available at: [www.nasuwt.org.uk/advice/pay-pensions/pay-policies-checklists.html](http://www.nasuwt.org.uk/advice/pay-pensions/pay-policies-checklists.html).

**NASUWT advice: Staff engagement**

School leaders should ensure that they engage with the NASUWT on all matters of policy and practice, but particularly in respect of teachers’ workload and wellbeing.

Teachers, school leaders and NASUWT Representatives should contact the Union if they are concerned that the school is seeking to implement practices without engaging meaningfully with the NASUWT and teachers.

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92 SIH, paragraphs 322 and 323.
93 SIH – section 8, paragraph 73.
94 Ofsted (July 2019), *Teacher well-being at work in schools and further education providers*.
ii. Safeguarding

In both section 8 and section 5 inspections, inspectors must judge whether the school fulfils its statutory and other responsibilities in respect of safeguarding. They must judge whether the school’s arrangements for safeguarding are effective, and whether those responsible for governance ensure that these arrangements are effective.96

Inspectors will consider how well leaders and managers create a culture of vigilance where children’s and learners’ welfare is promoted and timely, and appropriate safeguarding action is taken. They will evaluate how well the school fulfils its statutory responsibilities and whether staff act promptly and appropriately to address safeguarding issues.97

As part of assessing safeguarding, inspectors will consider how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence.98 Inspectors will also look at how schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach.99 Where schools do not have adequate processes in place, safeguarding will be considered ineffective.100

Inspectors will always make a written judgement about whether or not a school’s safeguarding arrangements are effective.101

If there is evidence that safeguarding may be ineffective, a section 8 inspection will always convert to a section 5 inspection.102 In a section 5 inspection, if safeguarding is judged ineffective, this is likely to lead to an ‘inadequate’ judgement for leadership and management.103

**NASUWT advice: Staff behaviour policies/codes of conduct**

Keeping Children Safe in Education guidance states that all members of school staff should be aware of the systems within their institution which support safeguarding, including the child protection policy, the staff behaviour policy, and the role of the designated safeguarding lead.104 However, this does

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96 SIH – section 8, paragraphs 74-78, and SIH, paragraphs 295-314.
98 SIH, paragraph 306.
99 SIH, paragraph 307.
100 SIH, paragraph 310.
101 SIH – section 8, paragraph 75.
102 SIH – section 8, paragraph 73.
103 SIH, paragraph 311.
not mean that the school should have a separate staff behaviour policy or staff code of conduct.

Inspectors will want to know how the school has ensured that staff know what is expected of them and may ask to see how this is covered. However, they should not give the impression that this needs to be a single policy document or in the form of a code of conduct. School leaders should contact the NASUWT if an inspector requests the staff behaviour policy to be provided in a particular format.

**NASUWT advice: Safeguarding policy and practice**

School leaders and managers should ensure that safeguarding policies and procedures are communicated to all staff, as well as to pupils, parents/carers and visitors to the school, and that staff, pupils, parents and visitors understand these policies and procedures.

School leaders should ensure that staff receive appropriate safeguarding training, including refresher training.

School leaders and managers should monitor the implementation of safeguarding policies and procedures to ensure that they are being applied consistently.

### iii. Gaming and ‘off-rolling’

Inspectors will be alert for evidence of gaming (entering pupils for courses of qualifications that are not in their educational best interest in order to achieve apparently better performance for the school) and ‘off-rolling’ (removing a pupil or pupils from the school roll without a formal, permanent exclusion when the removal is primarily in the interests of the school rather than in the best interests of the pupil).\(^{105}\)

In a section 8 inspection, if the lead inspector has serious concerns about gaming or off-rolling, the inspection will convert to a section 5 inspection.\(^{106}\) In section 5 inspections, if inspectors uncover evidence of deliberate and substantial gaming or off-rolling, then leadership and management is likely to be judged inadequate.\(^{107}\)

Ofsted acknowledges that a school may use alternative provision or managed moves. These are not gaming or off-rolling if the pupil remains registered at the school or if the move is in the best interests of the pupil. Inspectors may seek evidence of the ways in which these are carried out.\(^{108}\)

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\(^{105}\) SIH – section 8, paragraph 64.

\(^{106}\) SIH – section 8, paragraph 65.

\(^{107}\) SIH, paragraph 291.

\(^{108}\) SIH, paragraphs 292 and 293.
NASUWT advice: Inclusion

The NASUWT condemns the practice of off-rolling.

The new inspection arrangements are intended to enable inspectors to credit schools that are inclusive and work effectively to support more challenging pupils. Teachers and school leaders are encouraged to provide the NASUWT with evidence about the inspection of inclusion: www.nasuwt.org.uk/inspectionsurvey.

Teachers, school leaders and NASUWT Representatives should contact the Union if they have evidence that their school, or a neighbouring school, is off-rolling or excluding pupils illegally.

iv. Use of off-site alternative provision (AP)

In both section 8 and section 5 inspections, inspectors must establish whether the school has any pupils in off-site AP. Inspectors must ask about the registration status of any provision used. Any provider of AP must be registered as a school if it caters full-time for five or more pupils of compulsory school age or one pupil that has an education, health and care (EHC) plan.\(^\text{109}\)

A section 8 inspection may convert to a section 5 inspection if the school uses AP that should be, but is not, registered as a school.\(^\text{110}\)

In section 5 inspections, inspectors will evaluate how well the school continues to take responsibility for pupils who attend AP and other off-site provisions. Leadership and management is likely to be judged inadequate if: the school is making ineffective or inappropriate use of AP; leaders have not taken appropriate steps to assure themselves of the suitability of a provision; leaders are not aware of how many pupils attend AP; and leaders are not taking responsibility for their pupils who attend AP.\(^\text{111}\)

v. Meeting those responsible for governance

In a maintained school or standalone academy, those responsible for governance are likely to be school governors or academy trustees or sponsors.\(^\text{112}\) If the school is part of a MAT, responsibilities may be allocated in very different ways. Inspectors will establish who has overall responsibility for governance and how responsibilities are distributed. They will usually ask to see the trust’s scheme of delegation.\(^\text{113}\)

\(^\text{109}\) SIH – section 8, paragraph 115, third bullet point.
\(^\text{110}\) Ibid.
\(^\text{111}\) SIH, paragraph 286.
\(^\text{112}\) SIH, paragraph 134.
\(^\text{113}\) SIH, paragraph 135.
**NASUWT advice: Inspection of governance of an academy that is part of a MAT**

School leaders working in academies that are part of a MAT should ensure that they provide inspectors with the trust’s scheme of delegation and other relevant information about the trust’s management structures. This will be particularly important if decisions about the school’s curriculum are made by the MAT rather than school leaders.

**NASUWT advice: The roles of school leaders and of governors**

The governors’ role is a strategic one and governors should not become involved in the day-to-day running of the school. For example, it is not appropriate for governors to participate in lesson observations.

School leaders should contact the NASUWT if members of the governing body seek to interfere in the day-to-day running of the school.

e. Special educational needs and disabilities (SEND)

Inspectors will gather evidence about provisions for SEND as part of preparation for inspection. This includes information about any SEND resource base at the school,\(^{114}\) and findings from local area SEND inspections.\(^{115}\)

Inspectors will evaluate the impact of the curriculum on disadvantaged pupils, including pupils with SEND.\(^{116}\) They will consider the extent to which the school’s education provision meets different pupils’ needs, including pupils with SEND.\(^{117}\) They will seek evidence that the school is not offering a reduced curriculum to pupils with SEND.\(^ {118}\) Inspectors will gather evidence about how well pupils with SEND are prepared for the next stage of education and their adult lives.\(^ {119}\)

In section 5 inspections, before making the final judgement about overall effectiveness, inspectors will always evaluate the extent to which the school’s education provision meets different pupils’ needs, including the needs of pupils with SEND.\(^ {120}\)

In section 5 inspections, the ‘quality of education’ grade descriptors for ‘good’ or ‘outstanding’ provision include: the curriculum is successfully adapted,

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\(^{114}\) SIH – section 8, paragraphs 120-121.

\(^{115}\) SIH – section 8, paragraph 119.

\(^{116}\) SIH, paragraph 111.

\(^{117}\) SIH, paragraph 193.

\(^{118}\) SIH, paragraph 197.

\(^{119}\) Ibid.

\(^{120}\) SIH, paragraph 193.
designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge skills and abilities to apply what they know and can do with increasing fluency and independence.\textsuperscript{121} The grade descriptors for ‘outstanding’ provision include: ‘Pupils with SEND achieve exceptionally well’.\textsuperscript{122} In section 5 inspections, when judging behaviour and attitudes, inspectors will evaluate the experiences of particular groups of pupils, including those with SEND. This will include looking at referrals and follow-up and how well the school works with the multi-agency group to receive the support they need. Inspectors will also look to see whether reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.\textsuperscript{123}

**NASUWT advice: Evaluating the impact of provision for pupils with SEND**

School leaders should evaluate the impact of provision for pupils with SEND. This should be integrated into school improvement processes. Leaders should be able to explain how the budget for pupils with SEND is used to support those pupils.

The SEND Code of Practice states that: ‘the SENCO (special educational needs co-ordinator) has an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team’.\textsuperscript{124} The NASUWT strongly recommends that schools follow the advice in the Code of Practice.

**NASUWT advice: External support for pupils with SEND**

Cuts to public services may mean that schools are not able to access the support that will enable them to meet the needs of some pupils with SEN and disabilities.\textsuperscript{125} Ofsted acknowledges this is an issue.\textsuperscript{126} Inspectors will expect schools to demonstrate that they have taken steps to secure external support and that concerns have been raised with appropriate authorities when support is not provided or is delayed. They will also expect the school to be doing its best to support the pupil.

Teachers, school leaders and NASUWT Representatives should contact the Union if they believe that inspectors have not taken appropriate account of the lack of external support.

\textsuperscript{121} SIH, bullet points following paragraph 225.
\textsuperscript{122} SIH, bullet points preceding paragraph 225.
\textsuperscript{123} SIH, bullet points following paragraph 225.
\textsuperscript{124} DfE (January 2015), *SEND Code of Practice*, paragraph 6.87.
\textsuperscript{125} NASUWT (April 2018), *Special Educational Needs (SEN), Additional Learning Needs (ALN) and Additional Support Needs (ASN): Survey report*.
\textsuperscript{126} Ofsted (July 2019), *Teacher well-being at work in schools and further education providers*, page 10.
NASUWT advice: Quality of inspection judgements about SEND

The NASUWT encourages teachers, school leaders and NASUWT Representatives to complete the NASUWT inspection survey (www.nasuwt.org.uk/inspectionsurvey) and give feedback on their experiences of the inspection of SEND.

f. The Equality Act (2010), including the Public Sector Equality Duty (PSED)

Inspectors will assess whether a school complies with relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty (PSED) and the Human Rights Act 1998.127 In judging the quality of education, inspectors will seek evidence that the school provides for all its pupils, including the most disadvantaged pupils and pupils with SEND.128

In relation to behaviour and attitudes, inspectors will seek evidence that appropriate, reasonable adjustments are made for pupils with SEND in accordance with the Equality Act 2010 and the SEND Code of Practice.129 Incidents of discrimination bullying, harassment and the use of derogatory language should not be tolerated, and any incidents must be dealt with quickly and effectively and not allowed to spread.130

In judging personal development, inspectors will look for evidence that the school promotes equality of opportunity and an inclusive environment that meets the needs of all pupils.131 They will also look for evidence that the school is developing and deepening pupils’ understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance.132

In judging leadership and management, inspectors will look for evidence that governors/those with oversight ensure that the school fulfils its statutory duties under the Equality Act 2010 and in relation to the ‘Prevent’ duty and safeguarding.133

It is unlawful for schools to segregate pupils on the basis of any protected characteristic unless permitted under the Equality Act 2010 for positive action (section 158) and competitive sport or games (section 195).134 If a school has imminent plans to reintegrate pupils, then leadership and

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127 EIF, May 2019, paragraph 16.
128 SIH, grade descriptors for Quality of Education following paragraph 224.
129 SIH, paragraph 237 and 236.
130 SIH, paragraph 240.
131 SIH, paragraph 243, third bullet point.
132 SIH, paragraph 243, second bullet point.
133 SIH, paragraph 320.
134 SIH, paragraph 312.
management is likely to be judged ‘requires improvement’. In other cases, leadership and management is likely to be judged ‘inadequate’.  

**NASUWT advice: Implementing the Equality Act 2010 and the Public Sector Equality Duty**

Inspectors will make judgements about how effectively a school identifies and addresses equality matters across all areas of school life. This includes making judgements about the extent to which the school is complying with the PSED. Equality and Human Rights Commission (EHRC) guidance makes it clear that schools need to assess the impact on equality of school policies and practices in order to comply with the general equality duty. The guidance says that the general equality duty does not specify how assessments should be undertaken. However, case law from the previous duties indicates that assessments should be done before decisions are made, and that a written record is useful for demonstrating compliance.

Schools should follow the EHRC guidance on the assessment of equality impact. Schools will only be able to do this effectively if they collect equality data as a matter of course, and if the collection and analysis of equality data is part of standard school arrangements and procedures.

School leaders and managers should ensure that equality matters are considered explicitly as part of general planning and decision-making across all school activities. The school improvement plan should provide evidence that the school is addressing equality matters systematically across all activities.

5. **Section 5 or section 8 inspection?**

Since November 2020, all schools judged ‘outstanding’ in their previous section 5 inspection are subject to routine inspection.

‘Good’ and ‘outstanding’ schools will normally receive an inspection under section 8. Some ‘good’ and ‘outstanding’ schools will be subject to a section 5 inspection, e.g. because the school has undergone significant change or because risk assessment identifies that the quality of provision may have deteriorated significantly.

Schools that were formerly exempt from routine inspections and were last inspected before September 2015 will receive a section 5 inspection. Those last inspected after this date will receive an initial section 8 inspection. Any school could be included in section 8 thematic or survey inspections.

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135 SIH, paragraph 313, third bullet point.
137 SIH – section 8, paragraph 44.
138 SIH – section 8, paragraph 42.
139 SIH, paragraph 47.
140 SIH, paragraph 26.
6. School requests for inspection
A school can request an inspection. HMCI may charge the appropriate authority for the cost of conducting the inspection.\(^{141}\)

7. Risk assessment
All schools are subject to a risk assessment of their performance. The risk assessment normally takes place in time for the start of the third year after the most recent inspection and involves an analysis of publicly available data and a range of other information.\(^{142}\)

The risk assessment involves an analysis of progress and attainment data from: the DfE; school workforce census data; the views of parents and carers; qualifying complaints about the school; pupil mobility; time since the last inspection; the outcomes of any inspections such as survey inspections since the last section 5 inspection; statutory warning notices; and any other significant concerns raised.\(^{143}\)

8. Notice of inspection
Ofsted will normally contact the school by telephone between 10.30am and 2pm on the school day before the inspection.\(^{144}\)

Ofsted may carry out inspections without notice. When this happens, the lead inspector will normally telephone the school about 15 minutes before arriving on site.\(^{145}\)

9. Timing and frequency of inspection
An inspection can take place at any point from five school days after pupils attend the first day of the autumn term.\(^{146}\)

‘Good’ and ‘outstanding’ schools will normally receive a two-day section 8 inspection approximately every four years. However, for the first routine inspection after the pandemic, this period will be extended by up to six terms.\(^{147}\)

Schools that are judged ‘requires improvement’ will normally be re-inspected under section 5 within 30 months of the publication of the previous section 5 inspection report. For the first inspection after the pandemic, this period will be extended by up to six terms.\(^{148}\) The school may be subject to

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\(^{141}\) SIH, paragraph 56.
\(^{142}\) SIH, paragraphs 42–45.
\(^{143}\) SIH, paragraph 44.
\(^{144}\) SIH, paragraph 74, and SIH – section 8, paragraph 106.
\(^{145}\) SIH, paragraph 97.
\(^{146}\) SIH, paragraph 67.
\(^{147}\) SIH – section 8, paragraph 43.
\(^{148}\) SIH, paragraph 147.
monitoring by Ofsted. This will not normally apply to schools judged ‘requires improvement’ for the first time.

Schools that are judged as ‘inadequate’ will normally be re-inspected within 30 months of the previous section 5 inspection. For the first inspection after the pandemic, this period will be extended by up to six terms.

Maintained schools and pupil referral units (PRUs) will be subject to an academy order.

Existing academies may be re-brokered to another trust. Maintained schools or PRUs that have been issued with an academy order, and academies that are being brokered or re-brokered to new sponsors following the termination of their funding agreement, will normally receive a monitoring inspection if they have not been brokered or re-brokered within nine months.

Where a school becomes an academy or is re-brokered, it will be treated as a new school and will normally be inspected as a new school in the third year of operation. For the first inspection after the pandemic, this period will be extended by up to six terms.

10. Duration of inspection and size of the inspection team

Section 5 inspections will normally last no more than two days. The size of the inspection team will vary according to the size and nature of the school.

Section 8 inspections will normally last for two days. If a ‘good’ primary school or ‘good’/‘outstanding’ nursery school has fewer than 150 pupils on its roll, the inspection will last for one day.

Section 8 inspections of special schools and PRUs will always last for two days, regardless of the number of pupils on roll. This is due to the often complex nature of the provision.

In section 8 inspections, the lead inspector will be on site for both days. Team inspectors will normally be on site for one day. If a section 8 inspection converts to a section 5 inspection, the size of the inspection team may increase.
11. Inspection planning discussion
Once a school is notified about the inspection, the lead inspector will hold a preparatory telephone conversation with the headteachers which focuses on two elements: a reflective, educationally focused conversation about the school’s context and challenges and progress made since the last inspection; and a shorter planning conversation that focuses on logistical issues. The conversations are likely to last around 90 minutes in total. However, this could be longer where it is necessary to discuss the school’s COVID-19 context in detail.  

**NASUWT advice: Planning telephone conversation**
The telephone conversation to plan the inspection may be one or several conversations. The sum total of all the conversation should normally be up to 90 minutes, although it could be longer if detailed discussions of the school’s COVID-19 context are required.

If the headteacher wants to consult records or speak to a member of staff about particular issues raised by the inspector during the telephone conversation, they should inform the inspector that they wish to do this and ask for the conversation to continue later.

12. Seeking the views of teachers, parents and pupils
The views of pupils and staff will usually be gathered by means of online questionnaires. The inspection support administrator will send an online link to the school alongside the formal notification of inspection. The school is asked to encourage pupils and staff to complete the online questionnaire. Pupils and staff should complete the questionnaire by 3pm on the first day of inspection. 

Pupil and staff surveys contain questions about safeguarding, behaviour and discipline, bullying, how respondents feel about the school, and how well supported and respected they feel they are in the school.

When a school is notified that it is to be inspected, it is required to try and notify all registered parents of all registered pupils at the school that an inspection is taking place. This includes seeking to notify parents of pupils who have been excluded, attend AP or are away from school. The school is also required to notify relevant bodies, including the provider of AP.

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162 SIH – section 8, paragraph 82 and 83; and SIH, paragraphs 79 and 83.
164 SIH – section 8, paragraph 102, and SIH, paragraph 103.
165 SIH, paragraph 320.
166 SIH, paragraph 98, and SIH – section 8, paragraph 101.
Ofsted provides a letter that can be used to notify parents of the inspection. This explains how parents can contact inspections and how to use Parent View. Schools should put the web link to Parent View on to their website when they are notified of the inspection. Schools are also encouraged to use their own systems for contacting parents, e.g. text messages.\textsuperscript{167}

Inspectors may also hold informal meetings with stakeholders in person, including informal meetings at the start or end of the day. The headteacher or senior staff must not attend these meetings.\textsuperscript{168}

\textbf{a. Staff views}

As well as evidence from the online survey of staff, inspectors will consider any evidence the school has from regularly surveying its staff and the way leaders and managers have responded to concerns raised by staff; for example, about how senior leaders support teachers to tackle low-level disruptive behaviour.\textsuperscript{169}

Inspectors will interview staff to gather evidence about leadership and management and school culture and practice.\textsuperscript{170} Inspectors will always report on the school’s activity to gather the views of staff.\textsuperscript{171}

Inspectors will select a sample of staff that research suggests are most affected by pupils’ challenging behaviour – trainees, supply teachers, ECTs, administrative support staff and catering staff.\textsuperscript{172}

\textbf{NASUWT advice: Completing the online staff questionnaire}

The NASUWT urges teachers and school leaders to complete the Ofsted online staff questionnaire. This will be particularly important in section 8 inspections where inspectors have limited time to identify and examine practice and issues in detail. The questionnaire provides a means for teachers to highlight how well the school is supporting them and to provide evidence about issues such as those relating to workload, behaviour and support. School leaders should ensure that they actively engage with the NASUWT and recognised unions to identify and resolve issues across the school.

\textsuperscript{167} SIH – section 8, paragraph 103, and SIH, paragraph 99.
\textsuperscript{168} SIH, paragraph 104.
\textsuperscript{169} SIH, paragraph 320, seventh bullet point.
\textsuperscript{170} SIH, paragraph 320, fourth bullet point.
\textsuperscript{171} SIH, paragraph 321.
\textsuperscript{172} SIH, paragraph 234.
**NASUWT advice: Inspectors’ interviews with teachers**

Inspectors will interview staff as part of the evidence-gathering process. Staff cannot refuse to be interviewed. However, teachers are advised to raise concerns with the headteacher if an inspector seeks to conduct an interview outside of directed time or in a way that undermines contractual provisions (for example, the right to a lunch break). The headteacher should take the matter up with the lead inspector in the first instance and contact the Ofsted helpline if the issue is not resolved.

**b. Pupils’ views**

Inspectors will speak to a range of pupils both formally and informally about their experiences of teaching and learning, and behaviour in the school. This includes the prevention of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour. Inspectors will also try to ensure that they speak to some single-sex pupil groups to provide the opportunity for pupils to speak more freely about issues such as sexual harassment, online abuse and sexual violence.

Inspectors will speak to pupils from different backgrounds and who have different experiences of the school’s approach to behaviour, including pupils who have experienced sanctions under the school’s behaviour policy.

**NASUWT advice: Use and abuse of pupils’ views**

Ofsted will look for evidence about how the school takes account of the views and experiences of pupils. However, this does not mean that schools should place pupils in roles where they can question and make judgements about their teachers and school leaders. It is totally inappropriate for pupils to undertake lesson observations, sit on teacher recruitment panels or be involved in any other activity that enables them to question the professional integrity or judgement of the teacher or leader.

**c. Parents’ views**

Parent View is Ofsted’s main vehicle for gathering the views of parents. Parent View asks parents to agree or disagree with the following questions:

1. My child is happy at this school.
2. My child feels safe at this school.
3. The school makes sure its pupils are well behaved.
4. My child has been bullied and the school dealt with the bullying quickly and effectively. (My child has not been bullied is also an option.)

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173 SIH, paragraph 131.
174 SIH, paragraph 132.
175 SIH, paragraphs 235.
5. The school makes me aware of what my child will learn during the year.
6. When I have raised concerns with the school, they have been dealt with properly.
7. Does your child have special educational needs and/or disabilities (SEND)? If yes: ‘My child has SEND, and the school gives them the support they need to succeed.’
8. The school has high expectations for my child.
9. My child does well at this school.
10. The school lets me know how my child is doing.
11. There is a good range of subjects available to my child at this school.
12. My child can take part in clubs and activities at this school.
13. The school supports my child’s wider personal development.
14. I would recommend this school to another parent (yes or no).

For the duration of inspection only, parents are asked a further question: Do you have any additional comments on any of your answers?  

**NASUWT advice: Parent engagement and Parent View**

Schools should collect evidence about parents’ views about the school as part of their routine work to engage with parents/carers and involve them in the life of the school. Schools should provide inspectors with evidence about how parents are consulted and involved in decision-making and the results of any analyses of parents’ views. Such evidence may also help to counter negative comments made by parents on Parent View.

**NASUWT advice: Complaints from parents**

Parents have the right to complain about schools to Ofsted, and Ofsted has the power to investigate these complaints. Ofsted’s powers relate to complaints about the whole school rather than complaints involving individual children. Generally, the parent will be expected to have raised their concerns with the school before approaching Ofsted. The sort of complaints that Ofsted might investigate include complaints that the school is not providing a good enough education, that pupils are not achieving as much as they should or their different needs not being met, that the school is not being well led or managed, or pupils’ safety is being neglected.

A complaint about a teacher is not a ‘qualifying complaint’. If a qualifying complaint also includes a complaint about an individual teacher, then Ofsted should remove the name of the teacher.

Teachers and school leaders should contact the NASUWT for advice and support if they suspect that they are implicated in a complaint.

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13. Lesson visits and judging the effectiveness of support

Inspectors will visit lessons as part of a range of strategies to gather evidence about aspects of life at the school in a range of subjects. The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.\(^ {177}\) Inspectors will connect lesson visits to other evidence. Inspectors will visit several lessons in which the same subject is being taught, which could be across a faculty, department, subject, key stage or year group. They will then aggregate insights as to how what is going on in lessons contributes to the school’s curriculum intentions.\(^ {178}\)

‘Lesson visits are not about evaluating individual teachers or their teaching; there will be no grading of the teaching observed by inspectors.’\(^ {179}\)

Lesson visits will contribute to evidence that inspectors gather about behaviour during inspection.\(^ {180}\)

Lesson visits are not about evaluating individual teachers, and inspectors will not judge individual teachers and will not grade lessons.\(^ {181}\)

Ofsted will not provide evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management.\(^ {182}\)

**NASUWT advice: Lesson visits during inspection**

Under the new inspection methodology, inspectors will undertake lesson visits. The purpose of the lesson visit is to help the inspector to establish whether the curriculum is successfully enacted. Inspectors will be looking at whether what happens in lessons is consistent with what leaders say about the curriculum. The final inspection judgement will be about the entire curriculum, and not the subjects or lessons visited.

Inspectors are likely to provide feedback to leaders and teachers as a group, e.g. a department or phase. The feedback will cover the range of evidence gathered during the course of inspection. Inspectors will not comment on the quality of individual lessons. They will provide feedback on how what was seen in lessons, along with other evidence, relates to bigger-picture issues such as the sequencing of curriculum content, assessment, and teachers’ support and development needs.

\(^ {177}\) SIH, paragraphs 123-126.

\(^ {178}\) SIH, paragraph 124.

\(^ {179}\) Ibid.

\(^ {180}\) SIH, paragraph 126.

\(^ {181}\) SIH, paragraph 124.

\(^ {182}\) SIH, ‘Clarification for schools’, paragraph 70, second bullet point.
Ofsted does not require schools to use the evaluation schedule to grade teaching or individual lessons.\textsuperscript{183}

**NASUWT advice: Schools’ use of lesson observations**

There is evidence that some schools use Ofsted inspection to trigger or justify increased use of lesson observation. There should be no increase in the number of lesson observations in schools to satisfy inspection.

While schools need to respond to the recommendations arising from the inspection, this should not result in a school automatically initiating additional lesson observations as part of their post-Ofsted follow-up arrangements.

It is not appropriate for schools to grade lessons that have been observed. The focus of lesson observations should be on identifying the teacher’s strengths and helping them to improve their practice.

**NASUWT advice: Learning walks and drop-ins**

Teachers should only be observed in accordance with the provisions agreed in their performance management planning statement/appraisal report.

A headteacher has a duty to evaluate the standards of teaching and learning and may use drop-ins to inform their monitoring of the quality of learning. However, if the headteacher focuses on the teacher or makes notes on the teacher’s performance, or uses the visit for any other purpose, the visit would be classed as a lesson observation.

### a. Observing and judging support to early career teachers (ECTs)

Inspectors will seek information about the approach to the Early Career Framework (ECF) that the school is using during the inspection planning meeting.\textsuperscript{184}

Inspectors will meet and may wish to observe lessons given by ECTs. Inspectors will give consideration to the fact that ECTs have less experience than other teachers. Inspectors must assess the effectiveness of the support and professional development put in place for ECTs. This must include the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training (ITT) providers.\textsuperscript{185}

Inspectors should discuss how ECTs are supported by the school in managing pupil behaviour.\textsuperscript{186} Inspectors must meet with mentors and, where possible, the induction tutor.\textsuperscript{187}

\textsuperscript{183} SIH, paragraph 72, third bullet point.
\textsuperscript{184} SIH, paragraph 84, fifth bullet point.
\textsuperscript{185} SIH, paragraph 115.
\textsuperscript{186} Ibid.
\textsuperscript{187} Ibid.
b. Trainee teachers

Inspectors will not visit lessons given by trainee teachers.\textsuperscript{188} Inspectors will not take trainees’ performance into account when assessing the quality of education.\textsuperscript{189}

Inspectors will meet any trainees employed by the school on the School Direct (Salaried) route to assess their support, mentoring and induction.\textsuperscript{190}

c. Support for teachers, including their professional development

The grade descriptors for ‘good’ and ‘outstanding’ quality of education judgement include the descriptor: Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.\textsuperscript{191}

The grade descriptors for ‘good’ and ‘outstanding’ leadership and management include the descriptor: Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers’ expertise in remote education.\textsuperscript{192}

\textbf{NASUWT advice: Continuing Professional Development (CPD) and support for teachers}

Inspectors will pay particular attention to the support provided to teachers who are teaching outside their main area of subject expertise, and new and ECTs. However, Ofsted also expects schools to support all teachers to maintain and develop their knowledge and skills.

International evidence about effective CPD\textsuperscript{193} finds that most effective CPD:

- lasts at least two terms and usually more than a year;
- is relevant to teachers’ day-to-day experiences;
- includes explicit discussion about how to translate the content into the classroom and how teachers are able to experiment in the classroom in order to successfully implement what they have learned; and
- assesses the impact of changes to teacher practices on pupil learning.

\textsuperscript{188} SIH, paragraph 116.
\textsuperscript{189} SIH, paragraph 117.
\textsuperscript{190} SIH, paragraph 116.
\textsuperscript{191} SIH, first bullet point under ‘good’, implementation.
\textsuperscript{192} SIH, second bullet point under ‘good’.
\textsuperscript{193} Teacher Development Trust (June 2015), \textit{Developing Great Teaching: Lessons for the international reviews into effective professional development}. 
School leaders should use this evidence when considering what CPD might be provided to teachers and school leaders and who might provide the CPD.

School leaders should ensure that teachers are able to access their entitlement to CPD within the working day.

d. Joint visits to lessons
The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.¹⁹⁴

**NASUWT advice: Joint visits**
Teachers cannot refuse to participate in visits. The purpose of any visit is not to evaluate the teacher. However, the NASUWT advises school leaders to seek to agree with teachers, in advance of inspection, a position on joint inspection.

14. Feedback to school leadership and management
The lead inspector will meet with the headteacher regularly throughout the inspection to provide updates on emerging issues; allow the headteacher to raise concerns; and alert the headteacher to any serious concerns.¹⁹⁵

The headteacher should be invited to the inspection team meeting at the end of day one and to the final team meeting at the end of day two.¹⁹⁶

In a MAT, the CEO or equivalent should be invited to the final meeting or allowed to send a delegate.¹⁹⁷

15. Inspection grades
Schools that receive a section 5 inspection will receive a graded judgement for overall effectiveness. Each of the main areas of inspection will also be graded:
1. Outstanding;
2. Good;
3. Requires Improvement; or
4. Inadequate.¹⁹⁸

¹⁹⁴ SIH, paragraph 123.
¹⁹⁵ SIH, paragraph 138.
¹⁹⁶ SIH, paragraph 139-140.
¹⁹⁷ SIH, paragraph 141.
¹⁹⁸ EIF, paragraph 21.
a) Serious weaknesses and special measures

Schools that are graded ‘inadequate’ will either be deemed as having significant weaknesses or placed in ‘special measures’. Special measures is defined by legislation and is applied when specific conditions are met. This means that there is not a progression from ‘serious weaknesses’ to ‘special measures’. Inspectors must apply the ‘twin test’ to determine whether a school should be judged as having serious weaknesses or requires special measures:

- Is the school providing an acceptable standard of education?
- Do those responsible for leading, managing or governing the school demonstrate that they have the capacity to secure the necessary improvements in the school?

A school can only be placed in special measures if it fails to meet both tests.

b) What is an acceptable standard of education?

A school will be judged to not be providing an acceptable standard of education if either Quality of Education or Personal Development is inadequate. If Quality of Education and Personal Development are judged ‘requires improvement’ or better, the school must be judged to be providing an acceptable standard of education.

NASUWT advice: Schools judged ‘inadequate’

Staff in all schools judged ‘inadequate’ may find themselves under immense pressure and stress. School managers and/or external agencies may seek to introduce measures that increase workload burdens on staff. This may take the form of additional meetings, increased lesson observation and monitoring, complete reviews of school policies and the introduction of bureaucratic procedures. Depending on the reasons for a school being judged ‘inadequate’, some staff may find that the school begins competence procedures.

Members should contact the NASUWT immediately for advice and support if the school is judged inadequate.

NASUWT advice: Schools judged as ‘requires improvement’

All schools that have a ‘requires improvement’ judgement will be expected to demonstrate rapid improvement. As a result, there is a risk that burdensome and bureaucratic systems for securing improvements will be introduced, including increased monitoring of lessons and/or a requirement for teachers to provide more evidence about planning, pupil progress and outcomes.

Teachers and school leaders should contact the NASUWT if their school is introducing bureaucratic and burdensome systems.

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199 SIH, paragraphs 150-158.
16. Academy orders for schools judged ‘inadequate’
Maintained schools and PRUs that are judged to be causing concern will be subject to an academy order.\textsuperscript{200}

The Secretary of State has the power to terminate the funding agreement of an academy that is judged inadequate, and the academy may be re-brokered to another trust.\textsuperscript{201}

\textbf{NASUWT advice: Teachers and school leaders in schools subject to an academy order or being re-brokered}

Teachers and school leaders working in a school that is subject to an academy order, or an academy that is being re-brokered, may be vulnerable and should contact the NASUWT immediately for advice and support.

17. Reporting

a. Reporting – schools that receive a section 8 inspection

A section 8 inspection will not result in individual graded judgements and it cannot change the overall effectiveness grade of the school.\textsuperscript{202} The inspection report will always report on whether safeguarding is effective.\textsuperscript{203}

If the lead inspector believes that there is evidence of improved performance which suggests that the school might be judged ‘outstanding’, the report will indicate this and state that the next inspection will be a section 5 inspection. Typically, the section 5 inspection will take place within one or two years of the inspection.\textsuperscript{204}

If the lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out, the inspection report will state that the next inspection will be a section 5 inspection, typically taking place within one or two years of the inspection.\textsuperscript{205}

If the lead inspector has gathered evidence which suggests that the school may be ‘inadequate’ in one or more graded judgement areas under section 5 inspections, and there are serious concerns about the quality of education, pupils’ behaviour or safeguarding, the school will not receive a brief report. Instead, the inspection will convert to a section 5 inspection. This will usually happen within 48 hours.\textsuperscript{206}

\begin{itemize}
  \item \textsuperscript{200} SIH, paragraph 161.
  \item \textsuperscript{201} Ibid.
  \item \textsuperscript{202} SIH, paragraph 49.
  \item \textsuperscript{203} SIH – section 8, paragraph 82.
  \item \textsuperscript{204} SIH – section 8, paragraphs 84-86.
  \item \textsuperscript{205} SIH – section 8, paragraphs 87-89.
  \item \textsuperscript{206} SIH – section 8, paragraphs 92-94.
\end{itemize}
b. Reporting – inspection report following a section 5 inspection

Schools that have a section 5 inspection will receive a full set of graded judgements using the four-point grading scale. The lead inspector will provide feedback to the headteacher and those responsible for governance about provisional grades awarded for each key judgement. The grades are subject to quality assurance and so could change. 

The school will receive a copy of the draft report for comment. Schools will have five working days to comment on the draft report, inspection process and findings. 

Schools will normally receive an electronic version of the final report within 30 working days of the end of the inspection. In most circumstances, the final report will be published on Ofsted’s website three working days later.

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**NASUWT advice: Changes to the way Ofsted reports inspection findings**

Ofsted has changed the way in which it reports the findings of inspections to reflect its duty to report to parents.

The first part of the report is written for parents and addresses the questions: What is it like to attend this school? What does the school do well and what does it need to do better? The final section of the report is directed to the school and appropriate body and addresses the question: What does the school need to do to improve?

Ofsted has indicated that inspectors should use both informal and formal discussions throughout the inspection to communicate the detail of what the school is doing well and what needs to improve.

The NASUWT is concerned that Ofsted did not consult teachers and school leaders about the change of format of the inspection report and would welcome members’ feedback about the format: [www.nasuwt.org.uk/inspectionsurvey](http://www.nasuwt.org.uk/inspectionsurvey).

**NASUWT advice: Staff confidentiality in inspection reports**

Ofsted will not release inspectors’ notes or other inspection evidence to a third party and uses the exemptions that apply under the Freedom of Information Act to justify this position.

Although individuals should not be identified in an inspection report, it may be possible to identify an individual. Teachers and school leaders should contact the NASUWT if the report contains an inappropriate reference.

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207 SIH, paragraph 49.
208 SIH, paragraph 145.
209 SIH, paragraph 172.
210 SIH, paragraph 173.
NASUWT advice: Relationship between the inspection report, quality assurance (QA) and complaints

QA is now being undertaken in real time. Schools leaders should speak to the lead inspector in the first instance if they experience any difficulties related to inspection, QA or the complaints process.

18. Complaints about inspection

Step 1 (informal): If the school has a complaint about an inspection, the complaint should be made to the lead inspector during the course of the inspection. The lead inspector should record the concerns and any actions taken in inspection evidence.

Step 2 (making a formal complaint): If concerns are not resolved informally, a formal complaint can be made. The complaint must be made online at: https://contact.ofsted.gov.uk/online-complaints-ofsted.

If it not possible to use the online form, schools can contact the Ofsted helpline: 0300 123 1231.

A complaint must be submitted within five working days of receipt of the inspection report or five working days of the incident.

Step 3 (requesting an internal review): If the matter is still not resolved satisfactorily, the school can request an internal review of Ofsted’s handling of the complaint. This must be done within 15 working days of the response to the formal complaint. A Scrutiny Panel, which includes a sector representative external to Ofsted, will consider the complaint. The school should receive a final written response within 30 working days.

Step 4 (independent and external review of Ofsted’s complaint handling): If the complaint is still not resolved satisfactorily, then the school can make a request to the Independent Complaints Adjudication Service for Ofsted for an independent review. This must be done within three months of receiving the written response to the internal review from Ofsted.

NASUWT advice: Making a complaint about inspection

If teachers or school leaders have a complaint about an inspection, including the way in which the inspection was carried out, then they should notify the NASUWT immediately, outlining their concerns.

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Appendix 1: Further information about inspection

The following Ofsted documents provide information about the inspection process, including the descriptors that inspectors use to guide their inspection judgements, and the procedures for conducting inspections:

**Ofsted publications and blog**


Ofsted (July 2019), *Teacher well-being at work in schools and further education providers*. Available at: https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers.


Ofsted inspection blog: https://educationinspection.blog.gov.uk/ (provides guidance and commentary about inspection, including what Ofsted does and does not require).
NASUWT publications


NASUWT Inspection survey: www.nasuwt.org.uk/inspectionsurvey.


Other useful publications and websites


Teacher Development Trust (2015), Developing Great Teaching: Lessons for the international reviews into effective professional development.
Appendix 2: Clarification for schools

The information below confirms Ofsted’s requirements. The SIH says that ‘[t]his is to dispel myths about inspection that can result in unnecessary workload in schools. It is intended to highlight specific practices that we do not require’.

69. 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;
- 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 (see part 2 of this handbook);
- allow the school to invite as many governors or trustees as possible to meet inspectors during an inspection, as restrictions allow. These meetings may include a virtual option using video/telephone calls if necessary;
- 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;
- 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);
- expect schools to maintain, as they are required to, the single central record detailing checks carried out; we expect 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.

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212 SIH, paragraphs 69-73.
70. Ofsted **will not:**
- grade individual lessons;
- provide evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management;
- create unnecessary workload for teachers through its recommendations;
- routinely check personnel files, although it may look at a small sample;
- advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.

71. Ofsted **does not** require schools to provide:
- evidence in any specific format, as long as it is easily accessible for inspectors;
- curriculum planning in any specific format;
- evidence for inspection beyond that set out in this handbook;
- photographic evidence of pupils’ work (although inspectors may request to take photographs themselves of pupils’ work, which will be anonymised);
- any written record of teachers’ oral feedback to pupils;
- individual lesson plans;
- previous lesson plans;
- 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;
- monitoring of teaching and learning and its link to teachers’ professional development and the teachers’ standards, other than that which is already part of the school’s normal activity;
- specific details of the pay grade of individual teachers who are observed during inspection;
- evidence about each teacher from each of the bulleted sub-headings in the teachers’ standards;
• anonymised lists of teachers meeting or not meeting performance thresholds for pay progression;
• recordings of live lessons, unless they are normally stored for staff or pupils’ future use;
• processes for the performance management arrangements for school leaders and staff.

72. Ofsted does not require schools to:
• do additional work or to ask pupils to do work specifically for the inspection;
• carry out a specified amount of lesson observation;
• use the Ofsted evaluation schedule to grade teaching or individual lessons;
• ensure a particular frequency or quantity of work in pupils’ books or folders;
• include targets relating to the proportion of good or better teaching in headteacher objectives;
• set teachers’ performance targets based on commercially produced predictions of pupils’ achievement, or any other data set, from which it would then hold teachers to account;
• retrospectively apply for Disclosure and Barring Service (DBS) and other pre-employment checks for staff appointed before and continuously employed since the introduction of the DBS requirements;
• take any specific steps with regard to site security; in particular, inspectors do not have a view about the need for perimeter fences or lockdown alarms;
• use a digital platform to monitor pupils’ internet use, or have any specific requirements as to how such platforms should operate;
• take any specific steps to identify or track pupils or the work of individual pupils who would be included within the calculation of government pupil premium funding, other than that required for their pupil premium strategy;
• carry out assessment or record pupils’ achievements in any subject, including foundation subjects in primary schools, in a specific way, format or time;
• use any particular format for policies relating to staff behaviour or have a separate code of conduct document;
• be at similar stages of EBacc implementation as other schools, or provide additional information outside of their normal curriculum planning;
• produce a self-evaluation document or summary in a particular format. Any assessment that is provided should be part of the school’s business processes and not be generated solely for inspection purposes.
73. Ofsted does not specify:

- how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain;
- that tutor groups/form time must include literacy, numeracy or other learning sessions;
- the frequency, type or volume of marking and feedback;
- the content of, or approach to, headteacher and staff performance management;
- the format in which staff records should be maintained, beyond existing legal requirements.