

SECTION 5 INSPECTIONS FROM SEPTEMBER 2021

The Section 5 handbook has been updated for September as routine inspections resume. Due to COVID, far fewer inspections have occurred since the new framework began in September 2019 with its focus on the curriculum. A number of changes are shown in this document where inspections have adapted since 2019, for instance, extending the intervals between inspections, reviewing the use of catch-up funding, outstanding schools no longer being exempt, relationships and health education, and the early career framework. (Changes shown in coloured font.)

Section 5 inspection handbook: www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021

Part 3 of the handbook explains how inspection framework is adapted for nursery, infant, junior, middle and special schools. www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#part-3

Expectations of conduct for inspectors and school staff: www.gov.uk/guidance/conduct-during-ofsted-inspections

Parent leaflet – guide to inspection: www.gov.uk/government/publications/school-inspections-a-guide-for-parents

Section 48 inspections of schools with a religious character were suspended during COVID but restarted in September. They are usually carried out every 3 to 5 years but will be extended to within 8 years of the last visit.

What isn't required for full and monitoring inspections - Ofsted does not:

- › Have specified approaches to curriculum design. Inspectors will consider how leaders have developed a curriculum with appropriate coverage, content, structure and sequencing which is being implemented effectively.
- › Ask for separate statements to be prepared which describe curriculum intent for each subject.
- › Have a preferred model for remote education. Schools are not required to use a digital platform to monitor pupils' internet use or have any specific requirements as to how such platforms should operate.
- › Ask for self-evaluation to be completed in a set format. It should be useful for school improvement and not written for Ofsted. There is no requirement for pupil tracking data or predictions of progress or attainment.
- › Expect schools to prepare documents beyond the pupil premium strategy. No data is needed about spending on individuals eligible for PP, tracking of their progress, or information about within-school attainment gaps.
- › Ask schools to use the evaluation schedule to grade teaching. Schools aren't expected to carry out a certain number of lesson observations. Inspectors don't need individual lesson plans or grade lessons. They don't expect a certain frequency or quantity of work in pupils' books, or to be provided with photographic evidence of pupils' work.
- › Grade individual lessons or provide evidence to be used in performance management or capability proceedings.
- › Advocate a certain method for planning lessons, marking, feedback, assessment or recording pupil achievements. Ofsted doesn't advocate particular teaching approaches as long as it is appropriate to the circumstances and promotes learning. Schools make these decisions and senior leaders should be able to justify their reasons.
- › Expect a set format for performance management. There is no requirement for a head's objectives to target the proportion of good and outstanding teaching. Evidence against sub-headings in the teachers' standards isn't needed. Schools aren't asked for appraisal targets using pupil achievement predictions. Ofsted doesn't ask for pay details of teachers being observed or anonymised lists of staff who met performance thresholds for pay progression.
- › Expect schools to keep staff records in a set format as long as legal requirements are met. Schools do not need to apply retrospectively for DBS and other pre-employment checks for staff appointed before, and continuously employed since, the introduction of DBS requirements.
- › Have set requirements for site security such as always expecting a perimeter fence to be in place.

INSPECTION INTERVALS

The statutory interval between inspections is 'within 5 school years from the end of the school year in which the last full inspection took place'. However, schools that were last inspected before the start of the COVID may receive their first routine inspection up to 6 terms later than previously expected.

All outstanding schools should be inspected by 1st August 2026, prioritising those which have gone the longest since their last visit. Outstanding schools will have a section 5 visit if their last full inspection was before Sept 2015; schools inspected after this date will receive a section 8 inspection. The same guidance applies to academy converters where the predecessor school was outstanding. Once the initial inspection of an outstanding school has taken place, the intervals between Ofsted visits will follow the guidance for good schools as shown below.

Most good schools have a two-day section 8 inspection every 4 years: (one day in mainstream schools with 150 or fewer pupils). These inspections may be up to 6 terms later than previously expected. Good schools may also have a section 5 inspection if significant change has occurred, or they are identified by the risk assessment process.

Risk assessments are carried out by the start of 3rd year after inspection to select schools for inspection and identify significant concerns about good and outstanding schools. Outcomes aren't influenced as inspectors don't see the findings. Risk assessments look at data for progress, attainment and mobility, workforce census, Parent View, warning notices, qualifying complaints, survey inspections, significant concerns, and time since the last inspection. Data about cohorts with fewer than 11 pupils isn't considered. Finally, senior HMIs will decide if an inspection is warranted.

Any school may be inspected without notice if serious concerns arise. In this situation, Ofsted calls school about 15 minutes before arriving on site. This type of 'no-notice' inspection is explained in the section 8 handbook.

Schools requiring improvement will have another S5 inspection within 30 months. If the school has 2 successive RI judgements, it will also have monitoring inspections to check for progress and another S5 inspection within 30 months.

If a maintained school is judged inadequate, an academy order is issued. Ofsted will not usually monitor the school unless there are safeguarding concerns or delays in it becoming a sponsored academy. If a maintained nursery school is judged inadequate it has monitoring inspections but does not receive an academy order. DfE guidance for 'Schools causing concern' was last updated in October 2020 - page 31 explains the factors to be considered if a request is made to revoke an academy order: www.gov.uk/government/publications/schools-causing-concern--2

If an academy is judged inadequate, Ofsted will monitor progress and carry out a S5 inspection within 30 months unless the academy is being rebrokered to a new MAT.

The first inspection of new schools, including academy converters, usually occurs in the third year of operation but it may be up to 6 terms later. S5 inspections are likely for sponsor-led academies and for new academies where the predecessor school's last visit found evidence that a change of grade may be required, i.e. moving from good to outstanding, or to a lower grade. S8 inspections are likely for new academy converters whose predecessor schools were judged good or outstanding. More details at. www.gov.uk/guidance/selecting-new-schools-for-inspection

Schools may request an inspection which would be carried out under section 5. The appropriate body for the school may be charged in this situation.

PROCEDURE FOR A SECTION 5 INSPECTION

Inspections can occur from 5 school days after pupils start to attend in the autumn. The number of inspectors is based on school's size and circumstances. On-site inspections have resumed although some aspects may still be carried out by phone to involve governors and leaders unable to be in school. Schools can ask to defer an inspection in exceptional circumstances. www.gov.uk/guidance/deferring-ofsted-inspections

The inspection of RE and collective worship depends on the type of school as shown below:

- › Ofsted inspects RE and collective worship in schools without a religious character. RE can be chosen for a deep-dive.
- › In most schools with a religious character, Ofsted checks if RE and collective worship are being inspected under Section 48. The exception is voluntary controlled schools where RE can be inspected but not collective worship.
- › In any school, with or without a religious character, Ofsted may use evidence from any inspection activity, including RE and assemblies, to evaluate SMSC and personal development, behaviour and attitudes.

Before inspection: Schools are usually called between 10.30am and 2pm on the school day before inspection. If the headteacher is unavailable, Ofsted's administrator will speak to the most senior staff member. The call checks the number of pupils on roll, governance arrangements, and if school has extra SEND provision or nursery places. Ofsted will email to confirm arrangements which includes a letter to notify parents, and links to the staff and pupil questionnaires. The inspector will speak to the headteacher in the afternoon before inspection **for around 90 minutes (or longer to allow for issues relating to COVID)**. This may involve 1 phone call, or 2 separate conversations with a break in-between. If the headteacher wants a colleague to join the conversation, inspectors will try to accommodate this. The headteacher isn't expected to have specific details or evidence to hand. The call will cover:

› A longer conversation about educational issues for school including its context, challenges, and progress since the last inspection. **It will cover the impact of COVID on school's community, the response, curriculum adaptations, and remote learning.** The headteacher will be asked about school's strengths and weaknesses, particularly in the curriculum, how teaching supports pupils to learn the curriculum, standards achieved, and pupils' behaviour, attitudes and personal development. The headteacher will be asked about areas they believe would be useful for the inspector team to review. This conversation informs the choice of focus areas for inspection, helping the inspector and headteacher to have a common understanding of reasons for the starting points of a full inspection.

› A shorter discussion about practical arrangements **including safety measures for COVID**. Schools must inform parents about the inspection and using Parent View. Responsibilities for leadership and governance are checked and the inspector will ask about SEND and nursery provision, after-school clubs managed by school, and pupils attending off-site provision. The headteacher, curriculum leaders and other leaders will be invited to participate in some inspection activities and observe team meetings. **The inspector will ask which approach to the early career framework is being used.** Meetings will be arranged with staff, governors/trustees, and members of the MAT if relevant. A meeting or phone call is requested with a representative of the LA, diocese, sponsor or responsible body. School can ask questions or raise concerns. Information for the inspector's preparation is clarified.

The following information will usually be requested asap.

- School timetable and times for the school day
- Staff list including any early career teachers, trainees on placement, and staff who are absent.
- Whether any teachers cannot be observed for any reason; (such as capability procedures.)
- Whether anyone working on site is normally employed elsewhere in the MAT.
- Maps and practical information, such as on whether the school uses interpreters or other specialist support.
- Access to the school's Wi-Fi, so that inspectors can connect to the internet.

The following information should be available to inspectors by 8am on the first day.

- The single central record.
- Information about previously planned interruptions to normal school routines during the inspection.
- Records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and internal isolation.
- Records and analysis of sexual harassment or sexual violence.
- Records and analysis of bullying and discriminatory behaviour.
- A list of referrals made to the school's designated safeguarding lead, and those who were then referred to the LA along with brief details of the resolution.
- a list of all pupils who have open cases with children's services and for whom there is a multi-agency plan.

- Up-to-date attendance analysis for all groups of pupils.
- Documents to show the work of governors and their priorities, including any written scheme of delegation for an academy in a MAT.
- A summary of any school self-evaluation.
- School improvement plan, including planning that sets out the longer-term vision for school or trust.
- Any external evaluation reports of the school

Preparation by the lead inspector: The inspector may contact school again to clarify matters, for example, if details are missing on school's website. They must establish who is the responsible body for governance and overseeing school's performance, and if an academy belongs to a MAT, which roles are carried out by the central team. An online check is made for incidents involving school, such as safeguarding concerns, since the previous inspection, if appropriate this will be raised with the headteacher. The inspector will review details held about the school, including the inspection data summary report, inspection reports, surveys or monitoring letters, complaints and warning notices, alongside inspection findings for LA children's services and the local area's SEND provision. Inspectors will consider published information from the DfE whilst recognising that some schools are in turn-around and making sustained improvements. In these situations, they will consider if school's historical data reflects the current quality of education. **For all schools, inspectors will take account of the age of published data as national tests and assessments were not completed in 2020 and 2021 due to COVID.**

First day of inspection: Inspectors do not arrive on site before 8am. They will show their identity badge and ask to see the headteacher who can check their identities by calling Ofsted on **0300 123 4234**. The first discussions are held with leaders about the school's curriculum, how it reflects their context and addresses typical gaps in pupils' knowledge and skills. It explores what school intends pupils to learn, concepts to understand, end points to reach, and the order in which they are covered. **Inspectors accept that developing and embedding an effective curriculum takes time, and leaders may be partway through the process. If leaders have an accurate, evaluative understanding of current curriculum practice and appropriate next steps (allowing for COVID's impact) to improve curriculum quality, inspectors will evaluate 'intent' favourably as part of the quality of education judgement.** They will consider curriculum documents but won't ask school to provide them in a specific format. **Inspectors will also seek to understand how leaders have adapted school development plans due to COVID and the rationale for any changes and new priorities.** The discussion will also cover pupils' behaviour, attitudes and personal development.

Features of good intent: a broad and balanced curriculum, ambitious for all pupils; a coherently planned and sequenced curriculum; and a curriculum that meets the needs of pupils with SEND. Intent covers everything up to the point at which teaching happens. If school is performing less well in a subject, it should review the curriculum.

Inspection activities: Although meetings with leaders are important, the priority for inspectors is collecting first-hand evidence for judgements. This means collecting evidence from different sources, using 'deep dives,' observations, work scrutiny, and pupil discussions. Deep dives check the quality of education against leaders' intentions as well as the implementation and impact. Reading is always one of the deep dives as well as foundation subjects depending on what is being taught at the time; maths will often be included. The focus is on the interconnection between different pieces of evidence and what it shows about pupils learning the curriculum and making progress by knowing more, remembering more and being able to do more. Inspectors will not ask for internal progress and attainment data. If schools choose to present data, inspectors won't seek to verify the information. Instead, they will consider the conclusions drawn by school, actions taken, and how it has informed the curriculum and teaching.

Ofsted refers to learning as an alteration in long-term memory. Understanding develops by introducing new knowledge and helping pupils make connections with existing learning. Pupils need opportunities to recall prior learning from areas of the curriculum they've studied. It mustn't become memorising long lists of disconnected facts.

Curriculum views are probed over the 2 days. Inspectors talk to senior leaders, subject leaders and teachers about long-term planning, programmes of study, and how pupils make progress through the curriculum. **Remote education**

may be discussed with leaders, teachers, parents and pupils. Inspectors consider how well leaders focus attention on the quality of education and foster consistent approaches across school. They ask about support for teachers to gain subject knowledge and pedagogical understanding. Inspectors review curriculum implementation and the impact for all pupils, including the most disadvantaged and those with SEND, for acquiring knowledge and skills. Pupils are asked what they remember of curriculum content covered. In KS1, inspectors check pupils are able to read, write and use maths to ensure they can access a full curriculum at KS2. Reading is a priority for all pupils; if they aren't able to read to an age-appropriate level and fluency, they will struggle to access the curriculum.

Inspectors invite curriculum leaders and teachers to participate in scrutiny of pupils' work, usually within the lesson visits. Work samples are carefully chosen to gain an insight into specific areas of the quality of education which may mean selecting pupils' work in a particular subject or key stage. It helps to show if the intended curriculum is being covered through carefully sequenced knowledge and skills so that pupils know more and can do more. Work scrutiny isn't used to evaluate individual teachers or judge the quality of their marking.

Inspectors invite the headteacher and leaders to take part in lesson visits which are selected to coordinate with other activities to gain a greater insight into focus areas. It helps to give a clearer view of how school has acted upon its curriculum intentions, the quality of education, and pupils' behaviour and attitudes. During observations, inspectors consider the intended learning and where a lesson or activity fits into the sequence of covering a topic. They talk to pupils about work and seek their views about a range of subjects and other aspects of school life.

Inspectors evaluate how assessment supports teaching, embed learning and identify pupils' next steps. **This will include considering how the school identifies any gaps in learning that have arisen from COVID disruption.** Assessment should also be helping refine school's curriculum. The limitations of assessment need to be recognised as it can result in excessive differentiation or lower expectations for some pupils. Inspectors will look at data collection and if it is an efficient use of staff time and sustainable. Teachers are asked how often they are expected to record, upload and review data; it is unlikely that more than 2 or 3 data collection points a year are needed to inform actions. If it is more often, schools should justify the workload for setting assessments, collating and analysing data, and having time to act on the findings. If it is disproportionate, inspectors will reflect this in school's report.

Inspectors have discussions with staff to gather evidence about school's culture and practice in relation to pupils' behaviour and the assistance provided to staff. **Inspectors should meet early career teachers (ECTs) if possible and may observe lessons, taking account of their experience. Inspectors look at the quality of mentoring for ECTs and how they are being supported with development needs identified at the end of initial teacher training. Inspectors will meet with mentors and the induction tutor where possible. Schools should ensure ECTs have the knowledge and skills for the teaching required of them.** Inspectors meet trainees on School Direct (salaried) but don't observe lessons or consider their performance when judging the overall quality of education. Inspectors meet with a selection of staff often affected by challenging behaviour such as trainees, supply staff, ECTs, administrative and catering staff. If possible, inspectors will meet with individual staff if they want to talk about any sensitive issues.

Inspectors look for behaviour policies being applied consistently and fairly by all staff. They gather evidence about typical behaviour, including for pupils not in school; if they have been purposely removed for inspection, behaviour and attitudes and leadership and management are likely to be inadequate. Headteachers have a right to exclude, including permanently as a last resort. Inspectors review the use of exclusion and how school deals with issues such as pupils being repeatedly excluded; a strategy is needed to reintegrate pupils and manage behaviour. Schools should consider safeguarding risks for pupils if they are considering exclusion and whether other strategies are appropriate. Inspectors will comment when schools are doing all they can to support pupils at risk of exclusion.

Inspectors will talk to pupils with different experiences of school to evaluate personal development, behaviour and attitudes. This includes pupils who have experienced sanctions under the behaviour policy. Other evidence is gathered by observing pupils at the start and end of the day, breaktimes, lunchtimes, assemblies, extra-curricular activities, and as they move around the school. Inspectors have informal conversations, without staff present, to

ask pupils about their experiences of teaching, learning, behaviour and bullying, and how school prevents and deals with incidents. Inspectors evaluate the experiences of pupils for whom referrals have been made to the LA; this includes, for a small sample, checking the follow-up to ensure pupils are receiving the support they need.

Inspectors seek more evidence about personal development by looking at extra-curricular activities, the use of assemblies to promote British values, and the contribution of the wider curriculum. Inspectors will only assess school's intent to promote personal development and the quality of implementation; they do not judge the impact as it may not be seen during pupils' time at school with so many other influences on their lives. **Inspectors will seek to understand what took place before COVID, what is in place now, and plans for personal development. They will consider the steps taken to enhance provision since school opened to all pupils in March 2021. Schools need to be following the statutory requirements for relationships and health education. Inspectors understand that schools may not have fully implemented the new curriculum, but they should have a good rationale for prioritising what has been covered and have effective plans to address any gaps before the end of the 2021/22.**

Parental, staff and pupil views: Two questionnaires are included as part of Ofsted's notification email; school should encourage staff and pupils to complete them by 3pm on the first day of inspection. Inspectors will review the responses to Parent View and, if necessary, may make other efforts to gather views. If serious issues are raised directly by parents, inspectors will discuss them with senior leaders. The results of parental surveys carried out by school are considered. Inspectors may hold informal meetings with staff without the headteacher or senior staff present; if concerns are raised, inspectors should make every attempt to protect the individual's identity, but they must pass on concerns about safeguarding, serious misconduct, bullying of staff, or criminal activity.

Governance: Inspectors will meet and talk by phone with those directly responsible for governance and overseeing performance without the presence of the headteacher or senior staff. Inspectors explore how governors carry out their core functions to enhance school's effectiveness, ensure a safeguarding culture, and provide a high-quality education for all pupils. Governors are expected to provide strategic leadership, ensure accountability, and have effective oversight of school's educational and financial performance. A clear vision and strategic direction should impact on leaders' decisions about the curriculum. MAT leaders may request to meet inspectors and attend meetings at the end of each inspection day. The role that governors and trustees play in performance is part of the leadership and management judgement, and inspection reports will include a paragraph about school governance.

Pupil Premium and catch-up funding: Inspectors will review the use of PP and catch-up funding including the rationale and strategy of leaders for spending decisions. They will consider the impact it has on learning and progress for disadvantaged pupils. Where the school is directly deploying tutors to support education recovery, inspectors will consider how it supports the aims of the curriculum. Inspectors will no longer recommend that schools should carry out an external review of PP or governance. If schools had this recommendation from an inspection before September 2019, inspectors will not ask to see the outcome unless school has evidence it wants to share.

Single central record: Schools are expected to maintain the SCR with details of checks carried out. Multi-academy trusts should maintain the SCR in each of their academies and ensure that the information is kept in such a way that details for each academy can be provided separately without delay.

Safeguarding: Inspectors must go beyond reviewing documents and checking statutory requirements are met. They should evaluate whether a safeguarding culture has been established. Inspectors will check for incidents since the last inspection and if school has taken appropriate action. **Inspectors will consider how leaders have adapted approaches over time to meet increased risks during COVID and periods of remote learning, particularly for vulnerable children and those with SEND. Inspectors will try to speak to some single-sex groups to allow pupils to speak more freely about issues such as harassment or online sexual abuse; schools shouldn't assume these issues aren't happening, even if there are no reports. Schools need a whole-school approach to address concerns that arise.**

Ineffective safeguarding is likely to lead to an inadequate leadership and management judgement; requires improvement may be appropriate for minor weaknesses that are easy to put right and don't leave children at risk.

Examples of ineffective safeguarding include safeguarding allegations about staff are not handled appropriately; pupils or particular groups do not feel safe in school; pupils have little confidence that school will address concerns about their safety, including the risk of abuse; pupils are frequently missing from school, but this is not addressed appropriately; and incidents of bullying or prejudiced and discriminatory behaviour are common.

Safeguarding and attendance: Inspectors discuss attendance patterns with leaders to understand how COVID affected school, taking account of the context, and during lockdowns, how they supported attendance for those who are vulnerable and key worker children. Attendance data from March 2020 to March 2021 will not impact on judgements. Inspectors will consider actions taken to ensure good attendance since school opened to all pupils in March 2021.

Inspectors and schools should be familiar with the following documents

Keeping children safe in education 2021: www.gov.uk/government/publications/keeping-children-safe-in-education--2 Part 1 should be read by all staff.

Working Together to Safeguard Children: www.gov.uk/government/publications/working-together-to-safeguard-children--2

Positive environments where children can flourish: www.gov.uk/government/publications/positive-environments-where-children-can-flourish

What to do if you are worried a child is being abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Sexual violence and sexual harassment between children: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Early Years: Inspectors look at children's achievements over time and the proportions reaching a GLD. They must get beyond the data to check how well the curriculum meets children's needs, so they are able to know more and remember more. Leaders should understand the EYFS aims and ensure the curriculum is sufficiently challenging. Staff need to ensure there is appropriate content, sequencing and progression in the 7 areas of learning. The curriculum must be taught systematically and explained effectively to give children the foundations for the rest of their schooling. In Reception, staff should teach children to read by systematic use of synthetic phonics and books matching their phonic knowledge. Staff need to develop children's communication and language by singing songs, nursery rhymes and playing games and promote a love of reading by reading aloud and telling stories and rhymes.

EYFS disapplications due to COVID have ended but inspectors may ask if they were used and what impact it had on children's experiences. There is no need to have documented evidence. Guidance which allowed disapplications explained where schools should have used 'reasonable endeavours' or 'best endeavours.' Disruption may have affected learning with children having a wider range of starting points and gaps in knowledge. Inspectors will consider how schools are addressing these issues to ensure children are well prepared for the next stage of learning.

The use of 'teaching' in the early years section of the inspection handbook doesn't imply only a formal approach is expected. Ofsted recognises that young children learn in many other ways: by staff interacting with children during play, modelling language, demonstrating, encouraging, questioning, and setting challenges. It includes the equipment and environment provided by adults and daily routines setting expectation for children's learning.

Inspection team meetings take place in the middle, and at the end of the first day, to review emerging findings. The headteacher is invited to offer their own evidence in response. Issues from the meeting will be followed-up on day 2 through conversations with leaders, staff, governors and pupils, and by sampling other areas of education.

Communication with the headteacher: The lead inspector meets the headteacher regularly over both days to give updates including initial findings or concerns. The headteacher may raise their own concerns. If, at the end of the first day, or during day 2, the inspector thinks school may be inadequate, they must ring Ofsted's duty desk, discuss evidence with an HMI, and record the key points.

If the headteacher has concerns during the inspection, they should be raised immediately with the lead inspector. If an issue can't be resolved, the complaints procedure is at: www.gov.uk/complain-ofsted-report Previously, NAHT raised concerns with Ofsted about the workload resulting from the new inspection framework. Amanda Spielman clarified that inspectors were advised to avoid deep dives in different subjects led by the same staff member, to welcome senior leaders into curriculum discussions where they wanted to support colleagues, and to be flexible to avoid undue disruption to school's work. If there is a problem, NAHT advice is to raise issues with the lead inspector asap. Members can ring the NAHT helpline on 0300 30 30 333 (option 1) to discuss the matter. www.naht.org.uk/

Second day of inspection: The inspection activities described above will continue during day 2 and time will be made to offer feedback to staff. Inspectors will also set aside time to prepare for the final team meeting at the end of day 2 to which the headteacher is invited.

Final team meeting: At the meeting, inspections will use the evaluation schedule to reach judgements, identify areas for improvement, and agree the key findings. The headteacher is able to listen to the evidence and judgements. Inspectors may ask the headteacher to clarify points for them. If the team reaches a provisional judgement of inadequate, the inspector must ring the duty desk to give a brief explanation of the reasons and evidence before the feedback meeting with school. Inspection ends with a feedback meeting for school.

Feedback meeting: An inspection ends with a feedback meeting for school which may include the headteacher, senior leaders, the chair and governors/trustees, clerk, CEO of a MAT, LA representative for maintained schools, and a sponsor or member of the responsible body. During the meeting, the lead inspector will clarify:

- Provisional grades for key judgements, how decisions were reached, and recommendations for improvement. These grades are confidential and may change after quality assurance. However, they can be shared with staff and governors. Inspection outcomes must only be shared more widely when school receives the final report.
- The procedure for making a complaint about the inspection.
- The key findings explained during feedback will be covered in the inspection report. When school receives the draft report, it must only be shared with those responsible for governance and is confidential. Schools may only comment on the factual accuracy of statements in the draft report, unless they have been judged as inadequate.
- If the judgement for overall effectiveness requires improvement, inspectors will direct school's leaders to the Section 8 handbook. This outcome does not place the school in a category of concern.
- Implications for schools judged as inadequate and, therefore, placed in a formal category of concern. When school receives the draft inspection report, they may comment on judgements. Schools which require special measures will be told if they can appoint recently qualified teachers; this restriction does not apply to trainee teachers already at the school.

After inspection: The lead inspector prepares the report and findings should be consistent with the final feedback given to school. The report is quality assured before a draft copy is sent to school, **usually within 18 working days**. The draft report is confidential to members of staff, as decided by school, and those responsible for governance; it must not be shared. **A school has 5 working days to comment on the factual accuracy of the draft report**. Once school receives the final report, it should provide a copy for all parents of registered pupils within 5 working days. Schools may email the report to parents and publish it on the school's website. **The report is published on Ofsted's website within 30 working days of the end of the inspection**. Inspection reports will be shorter with less educational jargon and more focus on distinctive aspects of school. Parents will receive more details about what it is like to be a pupil at the school, the standards of behaviour and how bullying is being handled.

Quality assurance: Inspectors must follow Ofsted's code of conduct and the principles of supporting improvement, being user-focused and acting independently; (as explained in the inspection framework.) Lead inspectors are responsible for the quality of their team's work. HMI may visit schools and/or review the evidence base to quality assure inspections. Schools are invited to take part in post-inspection evaluation to help improve the process.

THE EVALUATION SCHEDULE

Grade descriptors provide guidance for inspectors to judge whether school's performance is outstanding, good, requires improvement, or inadequate. Overall effectiveness takes account of grades for the 4 key areas below:

- Quality of education
- Personal development
- Behaviour and attitudes
- Leadership and Management

and, if relevant, the quality of early years provision. Before reaching a final decision about overall effectiveness, inspectors must consider the quality of pupils' SMSC development and how school's provision meets the different needs of pupils including those with SEND. Inspectors must comment on the effectiveness of safeguarding pupils.

From September 2019, a new approach is being used to award an outstanding grade. Schools will need to meet, securely and consistently, all the criteria for good as well as the additional criteria for outstanding in the evaluation schedule. It requires exceptional performance to be embedded across school. (Previously, outstanding judgements used a best-fit approach.) A best-fit approach will still be used for judgements of good or requires improvement. An inadequate judgement will be given in any of the 4 key areas if any of the inadequate criteria apply.

Spiritual development: Pupils are reflective about their own beliefs and perspectives; (religious or otherwise.) They know about, and respect other people's faiths, feelings and values. Pupils enjoy learning about themselves, others and the world. They use imagination and creativity in learning and are willing to reflect on their experiences.

Moral development: Pupils recognise the difference between right and wrong and follow this in their own lives. They understand the consequences of their behaviour and actions as well as recognising legal boundaries. Pupils offer reasoned views about moral and ethical issues and appreciate the viewpoints of others.

Social development: Pupils use social skills in various settings and with others from differing religious, ethnic and socio-economic backgrounds. They are willing to participate in social settings, working well with others, volunteering, and resolving conflicts effectively. Pupils understand fundamental British values. They gain the skills and attitudes to contribute to life in modern Britain.

Cultural development: Pupils appreciate cultural influences that shaped their own and others' heritage. They value things we have in common across different communities. Pupils know about Britain's democratic parliamentary system and role in shaping our history and values. Pupils respond well to artistic, musical, sporting and cultural opportunities. They understand and respect different faiths and cultures and celebrate diversity. Pupils respect religious, ethnic and socio-economic groups in the local, national and global communities.