



# Experiences of Ofsted –Autumn 2021

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2021



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# Aims of this session:

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to consider the nuancing of the Ofsted Inspection framework (Sept. 2021) to reflect the impact of the pandemic on schools;



to reflect on how inspections so far this term have reflected these changes;



to focus on how governors are being questioned and what inspection reports are including.

# Guidance:



The image shows the cover of the Ofsted 'Guidance School inspection handbook'. The cover is primarily blue and white. At the top left is the Ofsted logo with the tagline 'raising standards improving lives'. Below the logo, the title 'Guidance School inspection handbook' is written in white on a blue background, with 'Updated 1 October 2021' underneath. A grey box on the right side of the cover states 'This guidance applies from 1 September 2021'. On the left side, there is a 'Contents' list with various topics like 'Introduction', 'Inspection and the COVID-19 (coronavirus) pandemic', and 'Part 1. How schools will be inspected'. The 'Introduction' section is highlighted in a light grey box.

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improving lives

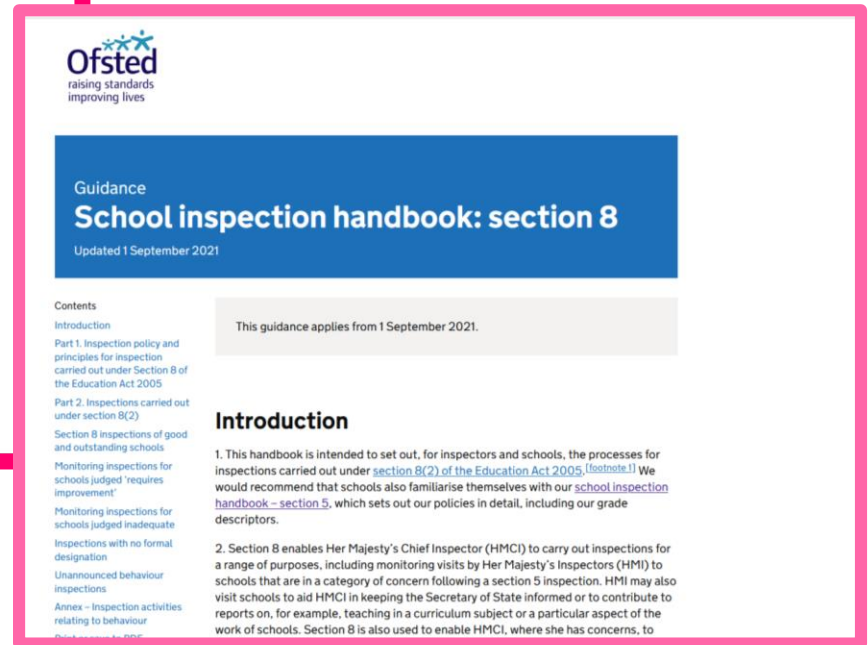
Guidance  
**School inspection handbook**  
Updated 1 October 2021

This guidance applies from 1 September 2021.

**Introduction**

1. This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005. <sup>[footnote 1]</sup> It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.

2. This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school. This handbook should not be regarded as a set of inflexible rules, but as an account of the procedures of inspection. Inspectors will use their professional judgement when they use this handbook. It applies to school



The image shows the cover of the Ofsted 'Guidance School inspection handbook: section 8'. The cover is primarily blue and white. At the top left is the Ofsted logo with the tagline 'raising standards improving lives'. Below the logo, the title 'Guidance School inspection handbook: section 8' is written in white on a blue background, with 'Updated 1 September 2021' underneath. A grey box on the right side of the cover states 'This guidance applies from 1 September 2021'. On the left side, there is a 'Contents' list with various topics like 'Introduction', 'Part 1. Inspection policy and principles for inspection carried out under Section 8 of the Education Act 2005', and 'Part 2. Inspections carried out under section 8(2)'. The 'Introduction' section is highlighted in a light grey box.

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Guidance  
**School inspection handbook: section 8**  
Updated 1 September 2021

This guidance applies from 1 September 2021.

**Introduction**

1. This handbook is intended to set out, for inspectors and schools, the processes for inspections carried out under [section 8\(2\) of the Education Act 2005](#). <sup>[footnote 1]</sup> We would recommend that schools also familiarise themselves with our [school inspection handbook – section 5](#), which sets out our policies in detail, including our grade descriptors.

2. Section 8 enables Her Majesty's Chief Inspector (HMCI) to carry out inspections for a range of purposes, including monitoring visits by Her Majesty's Inspectors (HMI) to schools that are in a category of concern following a section 5 inspection. HMI may also visit schools to aid HMCI in keeping the Secretary of State informed or to contribute to reports on, for example, teaching in a curriculum subject or a particular aspect of the work of schools. Section 8 is also used to enable HMCI, where she has concerns, to

# Timing of inspections:

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- Schools last inspected before the pandemic can expect a delay of *up to six terms*, before their next inspection;
- New schools (including academies) will get their first inspection within three years of opening/conversion;
- Outstanding schools are no longer exempt and can expect inspections in the short term.

# Nuancing the Ofsted framework

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Same framework – reflecting impact of Covid:

- recovery from Covid-generated gaps;
- peer-on-peer sexual abuse and violence;
- Relationship, Sex and Health Education;
- curriculum flexibility;
- on-line safety.

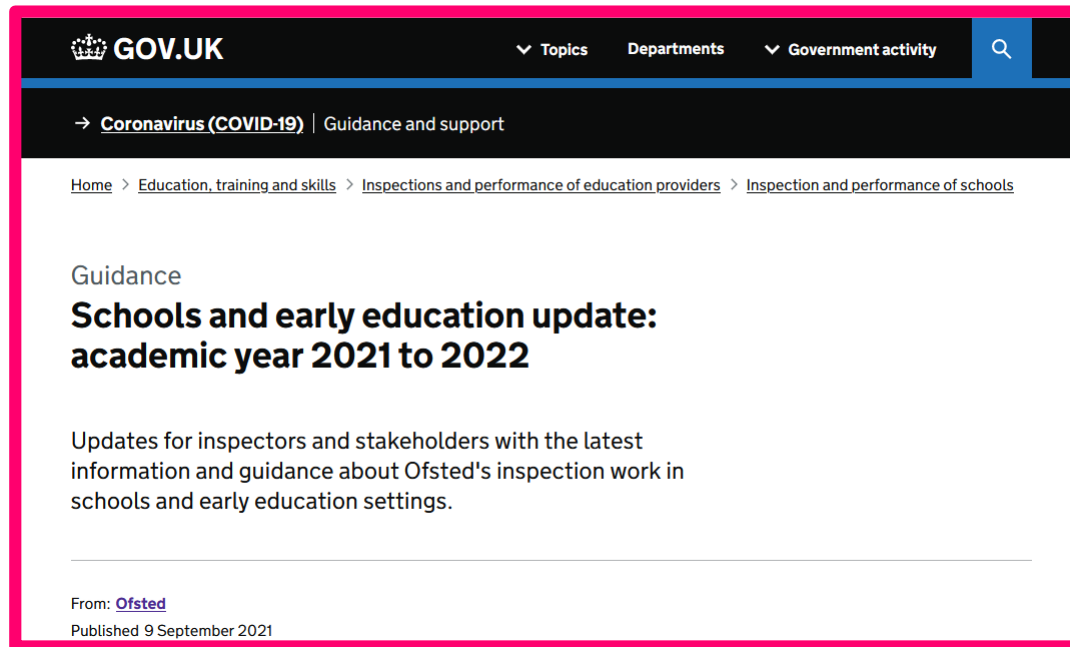
# The inspection framework and Covid:

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# Information to Inspectors this term:

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The screenshot shows a GOV.UK webpage. At the top, there is a navigation bar with the GOV.UK logo, a search icon, and dropdown menus for 'Topics', 'Departments', and 'Government activity'. Below the navigation bar, there is a breadcrumb trail: '→ Coronavirus (COVID-19) | Guidance and support'. The main content area features a sub-breadcrumb trail: 'Home > Education, training and skills > Inspections and performance of education providers > Inspection and performance of schools'. The title of the page is 'Guidance Schools and early education update: academic year 2021 to 2022'. The main text reads: 'Updates for inspectors and stakeholders with the latest information and guidance about Ofsted's inspection work in schools and early education settings.' At the bottom, it says 'From: Ofsted' and 'Published 9 September 2021'.



# Ofsted Update (9<sup>th</sup> September)

- changes to the school inspection handbooks, guidance and inspection instruments for September 2021
- curriculum catch-up after the COVID-19 restrictions
- curriculum leaders
- curriculum narrowing and key stage 3
- mathematics deep dives in primary schools
- Ofsted's review of sexual abuse in schools and colleges
- early career framework (ECF)
- reporting on off-rolling
- inspecting religious education and collective worship
- engagement model
- Ofsted Inspectors (OIs) providing consultancy services
- sharing provisional inadequate judgements with local authorities
- publication of a section 5 report after a school closes
- writing about fundamental British values
- reporting the governance of academies in inspection reports
- Department for Education's (DfE) non-statutory guidance on character education
- training for schools on challenging sexism
- revisions to the early years foundation stage (EYFS) from 1 September 2021 and accompanying non-statutory guidance, 'Development matters'
- disapplications to, and modifications of, the EYFS
- Reception baseline assessment

- 20 updates impacting on school inspection
- Clarity over Section 5 v Section 8 inspections
- Significant update to Curriculum and *implications for inspectors*

# Implications for inspectors:

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## *Curriculum catch-up after the Covid 19 restrictions*

Inspectors should consider whether leaders:

- take actions that are appropriate for the subject and phase
- use assessment wisely
- identify the knowledge that is most significant when choosing what to insert into an adjusted curriculum
- ensure that pupils still have the time they need to repeat or practise crucial content so that they remember it in the long term
- choose teaching activities that are time efficient and most effective to ensure that the planned content is learned
- ensure that tutoring and the main curriculum work effectively together, while minimising negative consequences

Implications for

# Questions governors should ask:

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What do governors need to know?

- How has assessment been used to identify potential gaps?
- Has the curriculum been adjusted (where/how)?
- Are any areas being repeated?
- Are we using tutors? (if so impact?)

# Read all about it!

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Pupils are thriving

Pupils feel safe and say bullying is

Leaders give priority to ensuring that pupils to read.

The school is exceptionally inclusive and caring.

The strong early years provision gives children the best possible start to their education.

Governance is

Leaders have developed an inspirational and innovative curriculum.

Across the school, pupils behave

Outstanding



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# Read all about it!

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Pupils are proud to attend this school

Many pupils attend regularly, but some do not

Most pupils behave well in and out of lessons.

Requires Improvement

The amount of time pupils spend studying different subjects also needs further

Pupils with SEND are well supported.

However, the ambition that teachers have of pupils needs raising.

Subject leaders have started to consider the ways pupils learn and remember



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# Other considerations:

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- Attendance continues to be impacted by Covid;
- Teacher workload remains a consideration;
- Peer-on-peer sexual abuse and violence is a priority for Ofsted;
- On-line safety is a key safeguarding theme;
- Pupil-voice remains a significant factor

# Questions governors could be asked:

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- How has your school improved since its last inspection?
- How has Covid impacted on your school?
- ...and how has your school responded?
- How does your school ensure pupils learn about, and are protected from, the threat on peer-on-peer sexual abuse?
- How does your school tackle workload concerns?

# Any Questions?

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# Questions being asked of governors:

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- How has the school improved since the last inspection?
- What does self evaluation tell you is the quality of Education?
- How do you know it is right?
- How has the curriculum flexed in response to Covid?
- How is recovery premium being spent?

# References:

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- Ofsted Section 5 Handbook  
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>
- Ofsted Section 8 Handbook  
<https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif>

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# Thank you