

# School inspection handbook – section 8

Handbook for inspecting schools in England under section 8 of the Education Act  
2005

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## Introduction

1. This handbook brings together guidance to inspectors and schools about inspections carried out under section 8<sup>1</sup> of the Education Act 2005.<sup>2</sup> Section 8 enables Her Majesty's Chief Inspector (HMCI) to conduct 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, the 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 undertake an inspection of those outstanding schools that are exempt from routine inspection under section 5.
2. Section 8 also provides the statutory basis for the Secretary of State to request an inspection. Section 8(1)<sup>3</sup> of the Education Act 2005 requires HMCI to inspect and report on any school or class of school in England, when requested to do so by the Secretary of State.
3. Part 1 of this handbook covers the general policy and principles that apply to inspections carried out under section 8.
4. Part 2 of the handbook sets out the arrangements for undertaking inspections under section 8 in the following circumstances:
  - short inspections of schools judged to be good at their most recent section 5 inspection and those outstanding schools that are not exempt from section 5
  - monitoring inspections of schools judged as requires improvement
  - monitoring inspections of schools judged to have serious weaknesses
  - monitoring inspections of schools judged to require special measures
  - any inspection that is undertaken in other circumstances where the inspection has no specific designation, known as 'section 8 no formal designation inspection'
  - unannounced behaviour inspections.

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<sup>1</sup> Education Act 2005, section 8; [www.legislation.gov.uk/ukpga/2005/18/section/8](http://www.legislation.gov.uk/ukpga/2005/18/section/8).

<sup>2</sup> In this handbook, any reference to the Education Act 2005 includes any amendments made by the Education and Inspections Act 2006, the Education and Skills Act 2008, the Academies Act 2010 and the Education Act 2011. .

<sup>3</sup> Education Act 2005, section 8

5. The 'Common inspection framework: education, skills and early years' (the CIF)<sup>4</sup> provides for inspection to be proportionate to the performance and circumstances of schools and other education provision. As part of this, good schools are eligible for a one-day 'short inspection' approximately every three years. However, some good schools will be subject to a full section 5 inspection instead of a short inspection, for example where a school has undergone significant change, such as changing its age range, or where the quality of provision may have deteriorated significantly. Ofsted will select these schools through its risk assessment process. Special schools, pupil referral units (PRUs) and maintained nursery schools that are judged to be good or outstanding are also eligible for short inspections. These settings are not exempt from routine inspections if they are judged outstanding. Short inspections will be conducted under section 8 of the Education Act 2005 as set out in Part 2 of this guidance.

## **Part 1. Inspection policy and principles for inspection conducted under Section 8 of the Education Act 2005**

6. The handbook is primarily a guide for inspectors on how to carry out inspections in the circumstances described in the introduction under HMCI's discretionary power to inspect. However, it is made available to schools and other organisations to ensure that they are informed about the policy and procedures for using the section 8 inspection power in particular situations.
7. Inspectors and schools should note that the information set out in the guidance 'Ofsted inspections: myths'<sup>5</sup> also applies to all section 8 inspections.

### **Conduct during inspections**

8. Inspectors carrying out inspections under section 8 must conduct themselves in accordance with the code of conduct as set out in the CIF.
9. On arrival at the school, each inspector will show their identity badge and ask to see the headteacher. The headteacher should be advised that they may telephone the Applications, Regulatory and Contact (ARC) team (telephone: 0300 123 4234) to check on the identity of the inspectors if they wish to do so.

### **Safeguarding**

10. Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Short inspections of good

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<sup>4</sup> 'Common inspection framework: education, skills and early years', Ofsted, August 2015; [www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015](http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015).

<sup>5</sup> Ofsted inspections: myths, Ofsted, updated August 2016; [www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting).

schools will always report on the effectiveness of safeguarding. For all other section 8 inspections, inspectors are not required to report specifically on the effectiveness of safeguarding, unless it is a focus of the inspection. In these cases, the judgement that will be reported in the letter will be:

■ safeguarding is effective.

11. If safeguarding is not effective or if pupils are considered to be at risk in any way, the lead inspector will convert the inspection to a section 5 inspection (unless the school is already inadequate).
12. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding in all the settings covered by the CIF. It should be read alongside this handbook:

‘Inspecting safeguarding in early years, education and skills settings’.<sup>6</sup>

13. It is also essential that inspectors are familiar with the following statutory guidance in relation to safeguarding:

‘Keeping children safe in education: Statutory guidance for schools and colleges’<sup>7</sup>

‘Working together to safeguard children’.<sup>8</sup>

14. In the event of concerns or queries, inspectors should contact their regional duty desk.
15. In the event of an ongoing incident coming to light during the inspection, inspectors should refer to ‘Inspecting safeguarding in early years, education and skills settings’, which contains guidance on what to include in the inspection report.

### **Reporting on evidence or allegations of child abuse**

16. On a very small number of occasions, inspectors may come across evidence or ongoing allegations of child abuse within a school. Inspectors should consult all relevant guidance referred to above and seek advice where appropriate. Inspectors must not attempt to investigate the incident.

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<sup>6</sup> ‘Inspecting safeguarding in early years, education and skills’, Ofsted, August 2016; [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015).

<sup>7</sup> ‘Keeping children safe in education’, Department for Education, 2016; [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2).

<sup>8</sup> ‘Working together to safeguard children’, Department for Education, 2017; [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2).

## Helping to protect pupils

17. When evaluating the effectiveness of a school's safeguarding procedures, inspectors should also ask whether there have been any safeguarding incidents since the previous inspection of the school. Inspectors must record the school's response as part of the evidence gathered.

## Providing feedback to the school

18. At the end of all section 8 inspections, feedback will be provided to the school by the lead inspector. The final feedback meeting will be chaired by the lead inspector and she or he will agree with the headteacher who should attend.
19. Normally, the final feedback meeting will be attended by:
  - the headteacher/principal
  - other senior staff as appropriate
  - as appropriate, the chair of the school's governing board, the chair of the board of trustees, and as many governors or trustees as possible
  - in an academy that is part of a multi-academy trust, the chief executive officer/their delegate or equivalent
  - a representative from the local authority (for maintained schools), or the academy sponsor.
20. During the final feedback meeting, the lead inspector will ensure that those responsible for governance and management are clear:
  - about the judgements made
  - that the main findings of the inspection and the main points provided orally in the feedback, subject to any change, will be reflected in the text of the report
  - about the recommendations for improvement
  - the next steps after the inspection and that the findings may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as confidential to the relevant senior personnel (as determined by the school); they must not be shared beyond the school's leadership team and governors/trustees (including those unable to attend the final feedback meeting) under any circumstances; the inspection outcomes should be shared more widely only when the school receives a copy of the final inspection report
  - about the procedure for making a complaint about the inspection.

## After the inspection

### Arrangements for writing and publishing the report<sup>9</sup>

21. The process for the writing, quality assurance and publication of reports from all types of inspections outlined in this handbook mirrors that for section 5 inspections.<sup>10</sup>
22. The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report should explain the judgements and reflect the evidence. The findings in the report should be consistent with the feedback given to the school at the end of the inspection.
23. Inspection reports will be quality-assured before Ofsted sends a draft copy to the school. The draft report is restricted and confidential to the relevant personnel (as determined by the school), including those responsible for governance, and should not be shared more widely or published.
24. The school will be informed of the timescale for commenting on the draft report. The lead inspector will consider comments, including details of any factual inaccuracies identified by the school, and will make changes as appropriate. Ofsted will notify the school of the lead inspector's response.
25. Ofsted may share a draft of the inspection report with the DfE, relevant funding body or regional schools commissioner as necessary, where HMCI considers it appropriate to do so. If a section 8 inspection has been deemed to be a section 5 inspection and the judgement is that the school has serious weaknesses or requires special measures, the Secretary of State must be informed.<sup>11</sup>
26. Typically, schools will receive an electronic version of the final report within 14 working days of the end of the inspection. In most circumstances, the final report will be published on Ofsted's website within 19 working days. Ofsted will tell the school the publication date when the report is sent.
27. If Ofsted decides that a report should be subject to further quality assurance, the school will receive an electronic version of the final report as soon it is ready.

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<sup>9</sup> The term 'report' is used to describe the formal published outcome of the inspection. For section 8 inspections, except where the inspection is deemed to be a section 5 inspection, the report will take the form of a letter.

<sup>10</sup> 'School inspection handbook for section 5 inspections', Ofsted, 2017; [www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015).

<sup>11</sup> Education Act 2005, Section 13; [www.legislation.gov.uk/ukpga/2005/18/section/13](http://www.legislation.gov.uk/ukpga/2005/18/section/13).

28. Ofsted will notify the DfE and the relevant funding body as necessary before final publication. In all cases, the inspection process should not be treated as complete until all inspection activity has been undertaken and the report has been sent to the provider as a final version and the inspection report has been published on Ofsted's website.

### **The inspection evidence base**

29. For all section 8 inspections, the lead inspector will submit the hard copy evidence forms to Ofsted within five days of the end of the inspection.
30. The evidence base for the inspection must be retained in accordance with Ofsted's retention and disposal policy. This is normally six months from when the report is published. Information must not be disposed of if it is still required by Ofsted and inspection evidence must be kept for longer than six months, for example when:
  - safeguarding is ineffective
  - the school is being monitored because it is less than good or an investigation is linked to the inspection or there is a potential or current litigation claim against Ofsted, such as a judicial review
  - a complaint has been made
  - inspections are of a very sensitive nature, or are likely to be of national or regional importance due to high levels of political or press interest.

### **Quality assurance and complaints**

#### **Quality assurance**

31. The lead inspector is responsible for the quality of their work and that of their team members. They must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct.
32. Ofsted monitors the quality of inspections through a range of formal processes and HMI/Senior HMI visit some providers to quality-assure inspections. Ofsted may also evaluate the quality of an inspection evidence base. The lead inspector will be responsible for feeding back to team inspectors about the quality of their work and their conduct.

#### **Handling concerns and complaints**

33. The great majority of Ofsted's work is carried out smoothly and without incident. If concerns do arise during an inspection, they should be raised with the lead inspector as soon as possible in order to resolve issues before the inspection is completed. The lead inspector should seek advice where necessary. Any concerns raised and actions taken should be recorded in the inspection evidence.



34. If it is not possible to resolve concerns while the inspection team is on site, the school may wish to lodge a formal complaint. The lead inspector should ensure that the school is informed of the procedures for making a formal complaint. Information about how to complain is available on Ofsted's website.<sup>12</sup>
35. Complaints must be submitted no more than 10 working days after the publication of any inspection report. Ofsted does not normally withhold or withdraw publication of an inspection report while complaints are investigated. Complainants should not wait for the outcomes of any related Freedom of Information (FOI) request before making a complaint.

### **Requests for deferrals**

36. Requests for a deferral will be handled in accordance with Ofsted's policy about the deferral of inspections.<sup>13</sup> If a school requests a deferral, the lead inspector must contact the regional duty desk immediately. The deferral policy makes clear that the absence of the headteacher is not normally a reason for deferring an inspection.

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<sup>12</sup>'Complaints about Ofsted', Ofsted, 2017; [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted).

<sup>13</sup>'Deferring Ofsted inspections', Ofsted, June 2016;] [www.gov.uk/government/publications/deferring-ofsted-inspections](http://www.gov.uk/government/publications/deferring-ofsted-inspections).

## Part 2. Inspections carried out under section 8

37. This section sets out in more detail the approach inspectors should take when undertaking section 8 inspections in a variety of different contexts.

### Short inspections of schools judged good at their most recent section 5 inspection

#### Introduction

38. This section explains how Ofsted will conduct short inspections of relevant schools that were judged good or outstanding at their most recent section 5 inspection and that have not been otherwise selected for a full section 5 inspection following risk assessment (paragraph 5 refers). Short inspections last for one day<sup>14</sup> and take place approximately every three years. A short inspection determines whether the school continues to provide a good standard of education for the pupils and that safeguarding is effective.
39. These arrangements will also apply to special schools, pupil referral units and maintained nursery schools that were judged outstanding at their previous section 5 inspection and that have not been otherwise selected for a full section 5 inspection following risk assessment. These settings are currently not exempt from inspection under section 5 if they are judged outstanding. All references to short inspections for good schools in this section, therefore, include good and outstanding provision of these types.<sup>15</sup>
40. A short inspection will **not** result in individual graded judgements. It will **not** change the overall effectiveness grade of the school. If the inspection is converted to a section 5 inspection (see paragraph 46 for the circumstances in which this may happen), then inspectors will make the full set of graded judgements using the four-point grading scale, required under section 5.
41. Once a school has received its first short inspection, further short inspections will normally be conducted at approximately three-year intervals.<sup>16</sup>

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<sup>14</sup> Inspectors will be on site for one day. In addition, half a day is allocated for the HMI lead inspector to prepare and half a day to write the inspection report.

<sup>15</sup> For example, where we refer to inspectors confirming that the school remains good, in the case of these types of provision the inspector may confirm that they continue to provide an outstanding standard of education if they were previously judged outstanding.

<sup>16</sup> In certain circumstances, any school may be selected for a section 8 'no formal designation' or section 5 inspection rather than a short inspection. This might arise if, for example, concerns are raised by a qualifying complaint about the school. A school may be subject to a section 5 inspection if it has undergone significant change, such as changing its age range, or where the quality of provision may have deteriorated significantly.

## Staffing of short inspections

42. HMI or Ofsted Inspectors (OIs) will lead short inspections. Short inspections of all secondary schools and large primary schools (600 pupils or more on roll), will be led by an HMI or OI accompanied by a team inspector and will last for one day. In secondary schools of more than 1,100 pupils there will be two team inspectors. In primary schools with fewer than 600 pupils on roll, the inspection will normally be conducted by one inspector. For pupil referral units and special schools (including maintained residential special schools and non-maintained special schools with residential provision), the inspection will be led by an HMI or OI accompanied by a team inspector. Depending on the complexity of the provision and number of sites in use, up to two more inspectors may be assigned as a team for the short inspection.
43. If the lead inspector decides to convert the section 8 short inspection to a section 5 inspection, the size of the inspection team may increase.

## Outcomes of a short inspection

44. The purpose of a short inspection is to determine whether the school continues to provide a good standard of education and whether safeguarding is effective.
45. There are four possible outcomes for a short inspection. These are explained below and are illustrated in the diagram on page 15.
  - **Outcome 1** – the school continues to be a good school  
or
  - **Outcome 2** – the school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged outstanding if it received a section 5 inspection now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within one to two years  
or
  - **Outcome 3** – the lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within one to two years  
or
  - **Outcome 4** – the lead inspector has gathered evidence that suggests the school may be inadequate in one or more of the graded judgements under section 5 inspections; there are serious concerns about safeguarding, pupils' behaviour or the quality of education; there are concerns that the

performance of an outstanding non-exempt school could be declining to 'requires improvement'.<sup>17</sup> The short inspection will be converted to a section 5 inspection, usually within 48 hours.

46. Inspectors **will always** report on whether or not safeguarding is effective. If safeguarding is not effective, the lead inspector **will always** convert the short inspection to a section 5 inspection.

### **Schools that remain good (outcome 1)**

47. Where the lead inspector judges that a school remains good, they will confirm this judgement in the final feedback to the school at the end of the short inspection. The lead inspector will also suggest next steps for the school to work on before the next short inspection. The lead inspector will notify their Ofsted regional support team as soon as this decision is made.

### **Schools that remain good, with marked improvement (outcome 2)**

48. Where the lead inspector considers that a school remains good and there is sufficient evidence of strong practice and marked improvement in its performance to believe that the school may be judged outstanding under a section 5 inspection if carried out now, the school will receive a letter that makes clear that its next inspection will be carried out under section 5 of the Act. The letter will confirm that the school remains good and will highlight the specific areas where particularly strong practice has been evidenced, as well as priorities for further improvement. The letter to the school will be published. The section 5 inspection will usually take place within one to two years, giving the school time for the strong practice and marked improvements to be consolidated. The decision on the timing of the full section 5 inspection will be for the relevant Ofsted regional director to determine. Schools may request an early inspection and these requests will be considered, as now, by the Ofsted region.

### **Schools that may no longer be good (outcome 3)**

49. The lead inspector will have gathered evidence in the course of pursuing the key lines of enquiry that have been shared with the school at the beginning of the short inspection day.<sup>18</sup> Where the lead inspector is not satisfied that the school would receive its current grade if a section 5 inspection were carried out now, the school will receive a letter setting out strengths and clear areas for improvement. The school's current overall effectiveness judgement will not change as a result of this inspection. For these schools, safeguarding is

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<sup>17</sup> Non-exempt schools are maintained nursery schools, pupil referral units and special schools.

<sup>18</sup> During the course of inspection, key lines of enquiry may need to be adapted, depending on the circumstances and the evidence gathered. Inspectors should be mindful that the purpose of the short inspection is not to cover the section 5 evaluation schedule.

effective, behaviour is not inadequate and the evidence from the short inspection does not indicate that any of the section 5 graded judgements is likely to be inadequate. The letter to the school will be published. The school will subsequently receive a section 5 inspection within the prescribed statutory timeframe.<sup>19</sup>

50. In line with regulations, the prescribed timeframe will not be reset by the short inspection because the essential test of those regulations has not been met.<sup>20</sup> The section 5 inspection will typically take place within one to two years after the short inspection, although this would be sooner if the short inspection has been carried out nearer to the end of the statutory timeframe.

### Converting short inspections to section 5 inspections (outcome 4)

51. The short inspection will be converted to a section 5 inspection, usually within 48 hours, if there are serious concerns about safeguarding, behaviour or the quality of education. This will occur if inspectors find evidence indicating that safeguarding may be ineffective, or if they see evidence of overall poor behaviour that disrupts learning and impedes the progress of pupils. The short inspection will also be converted where the lead inspector has gathered evidence that suggests the school may be inadequate in one or more of the graded judgements were a section 5 inspection carried out now.<sup>21</sup>
52. Inspectors will also convert short inspections if, having gathered evidence in the course of pursuing the key lines of enquiry that have been shared with the school, they gather evidence that suggests that, were the school to receive a section 5 inspection now, the quality of the education provided would be likely to be judged inadequate overall. However, a decision to convert the inspection **does not** predetermine the outcome of the section 5 inspection. At the end of the section 5 inspection, the school may receive any grade along the four-point grading scale.
53. If inspectors gather evidence that suggests in an outstanding non-exempt school that performance may have declined so that, were a section 5 inspection

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<sup>19</sup> The timeframe is within five school years from the end of the school year in which the previous section 5 inspection took place. This means that, for a small number of schools, the follow-on section 5 inspection may be carried out sooner than the usual one-to-two years after the short inspection has taken place, in order to comply with the prescribed interval for section 5 inspections (The Education (School Inspection) (England) (Amendment) Regulations 2015; [www.legislation.gov.uk/ukxi/2015/170/contents/made](http://www.legislation.gov.uk/ukxi/2015/170/contents/made)).

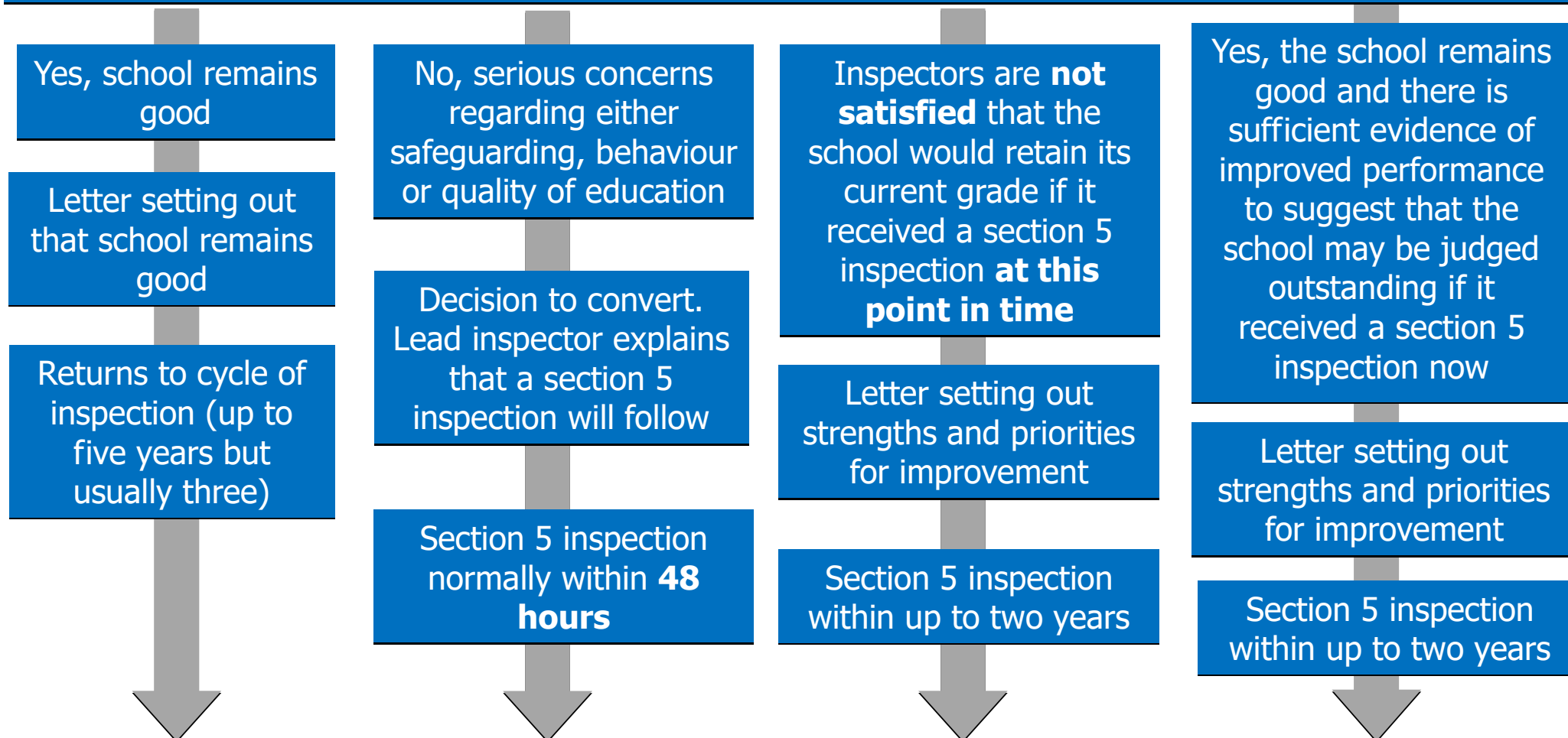
<sup>20</sup> In accordance with the requirements of The Education (School Inspection) (England) (Amendment) Regulations 2015. In order for the inspection to be a 'relevant inspection' under the regulations, it must be conducted for the purpose of determining that the school remains good or outstanding, and having been so conducted the Chief Inspector is satisfied that the evidence does not suggest that the school would not achieve such a grade if a section 5 inspection were carried out.

<sup>21</sup> Section 9 of the Education Act 2005 states that these section 8 inspections can be treated as section 5 inspections.

to be carried out now, the school would be likely to be judged as requires improvement, inspectors will convert the short inspection, usually within 48 hours. This group of non-exempt outstanding schools caters for those who are at a most critical stage of their education (in the case of nursery schools) and for some of our most vulnerable young people.

54. Where the short inspection is HMI led and converts to a section 5 inspection, the HMI will remain the lead inspector for the full inspection. However, where the short inspection has been led by an OI, the OI may either remain as the lead inspector for the full inspection or an HMI may lead the full inspection. More inspectors may join the lead inspector. The short inspection will become a section 5 inspection and the team will gather and evaluate evidence in order to make a full set of graded judgements.
55. A short inspection report will not be produced when the short inspection converts to a section 5 inspection. Instead, the school will receive a section 5 inspection report.

## Is the school continuing to be good? Is safeguarding effective?



## Principles for working with the headteacher, senior leaders and governors on short inspections

56. Short inspections are designed to promote even more constructive, challenging professional dialogue between the lead inspector and school leaders. The lead inspector will start the short inspection from the assumption that the school remains good. They will test this over the course of the day through their inspection activities and ongoing debate and discussion with leaders and governors.
57. Short inspections provide schools with the opportunity to share with the lead inspector how they are sustaining and continuing to improve the good quality of education for pupils. Short inspections also provide leaders, managers and governors with the opportunity to demonstrate their capacity for driving further improvement in their school. The lead inspector will test whether leaders and governors have identified weaknesses or areas needing development at the school. In reaching their judgement about whether the school remains good, the lead inspector will focus particularly on the capacity of leaders, managers and governors/trustees to identify such areas and tackle them quickly and effectively.
58. The lead inspector will plan the inspection so that leaders and governors have time to present evidence about key improvements at the school, their assessment of the current performance of the school and action planning that supports improvement. At the first meeting between the lead inspector and the headteacher and/or other senior leaders, school leaders will summarise their evaluation of the school's current performance and the lead inspector will discuss the initial lines of enquiry and key issues to be considered during the day. The schedule for each short inspection will be unique, reflecting these areas, so school leaders should not expect the schedule to be the same as for other schools or indeed to be asked about the same issues as other schools. The initial lines of enquiry may be adapted during a short inspection as new evidence becomes available or other issues emerge. The lead inspector will share these with the headteacher and leaders as the day progresses.
59. Leaders and governors are **not** required to:
  - prepare documentary evidence that is in addition to any standard documents or policies that leaders and governors use for the normal day-to-day business of the school
  - prepare a self-evaluation or equivalent in a specified format or with any specific wording; any assessment they provide should be part of the school's usual evaluation work and not generated solely for inspection purposes.
60. Short inspections will focus primarily on the lines of enquiry and key areas to investigate identified during the lead inspector's preparation, together with any areas identified through discussions with the headteacher, governors and/or



senior leaders; any areas for improvement from the previous section 5 inspection report; or next steps from a previous short inspection.

61. The purpose of the short inspection is to evaluate:
- whether the school remains good
  - whether safeguarding is effective or not
  - the capacity of all leaders, managers and governors to drive sustainable improvement
  - how well the school has dealt with any areas for improvement identified at the previous section 5 inspection or the next steps identified from a previous short inspection.

### **Observing teaching, learning and assessment**

62. In line with section 5 inspection practice, inspectors will not grade the quality of teaching in individual lessons, learning walks or similar activities. Inspectors will visit lessons to gather evidence about teaching, learning and assessment and will consider this first-hand evidence alongside any documentary evidence about the quality of teaching and the views of leaders, governors, staff, pupils and parents. Inspectors may also include evidence from observing pupils' learning in, for example, sport and extra-curricular activities.
63. The lead inspector will discuss with the headteacher the strategy for selecting which classes to visit and which observations will be conducted jointly with the headteacher and/or senior leaders. The lead inspector will wish to hear about how leaders have sustained and developed further the good teaching in the school and the impact of leaders' work to support staff to improve their practice. The first meeting at the start of the inspection between the lead inspector and the headteacher and/or senior leaders will give an opportunity for leaders to share their evaluation of teaching with the lead inspector and signpost where they judge teaching to be highly effective. The lead inspector will also agree how best to provide feedback to staff and ensure that the headteacher understands fully how and when feedback will be provided to staff.
64. The strategy for visiting lessons agreed with the headteacher may include:
- short visits to a number of lessons and short observations of small group teaching
  - observing learning in lessons, during which they may observe activities, talk with pupils about their work and scrutinise pupils' work
  - joining a class or specific year group of pupils as they go from lesson to lesson, to assess their experience of a school day or part of a school day – inspectors may identify a class or classes that contain one or more pupils from any specific groups identified in the pre-inspection analysis and initial

lines of enquiry. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils' experience, about the overall behaviour, attitudes to learning and access to the curriculum across the school.

- joint observations of teaching and learning carried out with the headteacher and/or senior staff.

### **Seeking the views of registered parents, pupils and other stakeholders on short inspections**

65. When a school is notified of a short inspection, leaders and governors should take such steps as are reasonably practicable to inform all registered parents of registered pupils at the school, including those who have been excluded, attend alternative provision or are away from school. Schools should also be invited to notify relevant bodies of the inspection, including providers of alternative provision.
66. The views of staff and pupils in schools will usually be gathered through an online questionnaire. The inspection coordinator sends online links to the school along with the formal notification of inspection. The school is asked to encourage staff and pupils to complete the online questionnaire, apart from those in any boarding provision (whose views will have already been sought through the point-in-time survey). Staff and pupils should complete and submit their questionnaire by 11am on the day of the inspection, where practicable.
67. Ofsted's email confirming the inspection includes a letter that can be used to notify parents formally. It explains how to use Parent View and how parents can contact inspectors. Schools should actively encourage parents to complete Parent View as early as possible by placing a link on their website to the Parent View website.<sup>22</sup> Inspectors should encourage the school to notify parents using its own systems (such as SMS messages), where these are available.
68. The lead inspector will review the evidence from Parent View throughout the short inspection to ensure that all online responses received during the inspection are taken into account. If the response rate for Parent View is low, inspectors may take steps during the inspection to gather further evidence of parents' views.
69. The lead inspector will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned. If individual parents raise serious issues, inspectors should follow these up with the school and record its response as part of the evidence gathered during the inspection.

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<sup>22</sup> <https://parentview.ofsted.gov.uk>.

## Before the short inspection

### The lead inspector's planning and preparation

70. Before the inspection, the lead inspector will evaluate a range of available contextual and performance information:
- the previous section 5 inspection report (or where applicable, the most recent short inspection report), paying particular attention to the areas identified for further improvement
  - the findings of any recent Ofsted survey and/or monitoring letters
  - responses to Parent View,<sup>23</sup> Ofsted's online survey available for parents<sup>24</sup>
  - the school's self-evaluation or brief summary as appropriate, including any specific information about curriculum and governance
  - issues raised by the investigation of any qualifying complaints<sup>25</sup> about the school (inspectors do not investigate individual complaints but they must consider any wider issues raised by the complaint)
  - information available from the provider information portal (PIP),<sup>26</sup> including any warning notices issued to maintained schools<sup>27</sup>
  - the executive summary and areas for development of the most recent Ofsted inspection report on the relevant local authority's child protection arrangements; this may be either as a stand-alone inspection or as part of the wider inspection of services for children in need of help and protection, children looked after and care leavers
  - information on the school's website (taking into account statutory requirements for maintained schools and academy funding agreements and non-statutory guidance), including its pupil premium<sup>28</sup> strategy (including rationale and evaluation), in primary schools the PE and sport premium, in

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<sup>23</sup> <https://parentview.ofsted.gov.uk>.

<sup>24</sup> 'Parents' refers to mothers, fathers and/or carers.

<sup>25</sup> The Chief Inspector has specific powers (under section 11A-C) of the Education Act 2005 to investigate certain complaints known as qualifying complaints. Further guidance is available at: 'Complain about a school or childminder'; [www.gov.uk/complain-about-school](http://www.gov.uk/complain-about-school).

<sup>26</sup> The provider information portal (PIP) provides a high-level view for Ofsted inspectors of information about providers we inspect and regulate.

<sup>27</sup> Warning notices for academies are listed at [www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance](http://www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance). Inspectors should also note that they can locate individual warning notices by conducting a search on GOV.UK by typing the name of the academy followed by the words 'warning notice' into the search facility.

<sup>28</sup> Pupil premium funding is provided to schools based on the proportion of disadvantaged pupils attending. Disadvantaged pupils refers to those pupils who attract government pupil premium funding; pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route: [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

secondary schools the Year 7 literacy and numeracy catch-up premium<sup>29</sup>, the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school's curriculum and whether it is likely to promote preparation for, and an appreciation of, life in modern Britain), the special educational needs information report, information about the promotion of equality of opportunity and other information for parents<sup>30</sup>

- data in the Inspection Data Summary Report (IDSR)
- published data for attendance and exclusions
- any other information from relevant stakeholders, such as the regional schools commissioners, local authorities, the DfE and the police.

71. In preparing for a short inspection in which there is a team inspector, the lead inspector will share with the team inspector:

- essential information about the school and the start time for the short inspection
- a pre-inspection summary of key areas to investigate and initial lines of enquiry to be discussed with the school's senior leaders at the initial meeting at the start of the inspection
- a brief outline of inspection activity, for example proposed meetings with pupils or staff, although this will be finalised with the school's senior leaders once on site for the start of the short inspection.

### **Notification and introduction**

72. For maintained schools and academies (including PRUs, special schools and maintained nursery schools), Ofsted will normally contact the school by telephone to announce the inspection at, or just after, midday on the working day before the short inspection.

73. Requests for a deferral will be handled in accordance with Ofsted's deferral policy.<sup>31</sup> During a notification call, if the headteacher is unavailable, Ofsted will ask to speak to the next most senior member of staff. Once it has been confirmed that the short inspection will take place, Ofsted will send confirmation to the school by email.

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<sup>29</sup> Guidance on Year 7 literacy and numeracy catch-up premium funding, details of how much each school receives and advice on how to use it are provided on: [www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools](http://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools).

<sup>30</sup> Guidance for schools about information required on a maintained school's website is available at [www.gov.uk/guidance/what-maintained-schools-must-publish-online](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online). Non-statutory guidance for academies and free schools about information on their websites is available at: [www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online](http://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online).

74. Once Ofsted has informed the school of the inspection, the lead inspector will contact the school and ask to speak to the headteacher. The call will be short and focused on practical issues.
75. During the call with the school, the lead inspector will:
- explain that the short inspection is carried out under section 8 of the Education Act 2005
  - confirm the date of the inspection and remind the school that the short inspection report will be published as a letter on Ofsted’s website (unless the short inspection converts to a full section 5 inspection, in which case a section 5 report will be published)
  - explain the purpose of the short inspection
  - explain that, during the short inspection, inspectors will not make graded judgements about the school and that the overall effectiveness grade cannot be changed on a short inspection
  - discuss the likely format for the short inspection, including start and finish times and the types of activities that are likely to be undertaken (the exact activities to be undertaken will be shared with the headteacher at the start of the short inspection)
  - confirm that teaching in individual teachers’ lessons will not be graded and that inspectors will follow the guidance set out in the school inspection handbook for section 5 inspections when observing in lessons
  - make initial arrangements for meetings with school leaders, governors, members of staff, pupils and parents
  - ensure that the headteacher is aware that Ofsted’s evidence must not be used in competency/disciplinary proceedings or for the purposes of performance management
  - confirm that the school is able to inform those responsible for governance and the local authority (as appropriate) that the lead inspector may wish to speak to them during the inspection
  - confirm what the management and governance structures of the school or academy are<sup>32</sup>, including with reference to the constitution and levels of delegation within the structures

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<sup>32</sup> This must be checked with the headteacher as part of the call. Where multi-academy trusts have delegated responsibility to local governing bodies, this should be set out in a scheme of delegation. Academies should also set out their governance structure in their annual statement of accounts, which can generally be accessed through the DfE performance tables’ site. Inspectors should clarify where responsibility lies and who they should talk with during the inspection, especially where a school is part of a multi-academy trust.

- make arrangements for a meeting with the chair of the governing body, or where appropriate, the CEO/their delegate or equivalent of the multi-academy trust and the chair of the board of trustees, plus as many governors as possible – the lead inspector will also invite as many governors as possible to attend the final feedback meeting
- discuss with the headteacher how best to gather evidence of parents' views, including through Parent View and, where practicable, through discussions/meetings with parents or groups of parents during the short inspection
- establish whether the school has a special educational needs resource base
- establish whether the school runs or uses any off-site provision
- establish whether the school provides support to any other schools (or receives it).

76. During the telephone call with the headteacher, the lead inspector will also discuss the sources of information that will enable senior leaders to provide evidence that the school remains good. The lead inspector will request that the following information is available at the start of the inspection:

- a summary of any school self-evaluation or equivalent
- the current school improvement plan or equivalent, including any strategic planning that sets out the longer-term vision for the school
- school timetable, current staff list and times for the school day
- any information about pre-planned interruptions to normal school routines during the inspection
- the single central record of the checks and vetting of all staff working with pupils
- records and analysis of exclusions, pupils taken off roll and incidents of poor behaviour; any use of internal isolation
- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability-related and homophobic bullying, and use of derogatory language
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who are 'open cases' to children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for pupils
- records of the evaluation of the quality of teaching, learning and assessment
- documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust

- any reports of external evaluation of the school, including any review of governance or use of the pupil premium funding
- 77. The lead inspector should then agree a time at the start of the inspection for a focused discussion with the headteacher and/or other senior leaders.
- 78. The lead inspector should be mindful that the headteacher will need to accommodate the inspection at short notice while still managing the day-to-day operation of the school.
- 79. Where the lead inspector decides to convert the short inspection to a section 5 inspection the inspection evidence gathered during a short inspection will form part of the evidence for the section 5 inspection. This will be made clear to those responsible for leading the school.

## During the short inspection

### Typical inspection day

- 80. The lead inspector will construct a timetable for the short inspection based on the key lines of enquiry identified during preparation and any areas identified through discussions with the headteacher, governors and/or senior leaders. This timetable may be adapted as new evidence becomes available or other issues emerge. There is therefore no 'standard' short inspection timetable. Every short inspection is different.
- 81. Inspectors will not arrive before 8.00am. They will meet the headteacher and/or senior leadership team at the beginning of the short inspection. Part of this discussion will deal with the practical aspects of the inspection. However, most of this conversation will be an extended, focused discussion about leaders' evaluation of the strengths and weaknesses of the school. During this meeting, inspectors and leaders will:
  - discuss the school's self-evaluation and the key lines of enquiry inspectors have identified during their preparation
  - confirm arrangements for meetings with pupils, staff and representatives of those responsible for the governance, and parents as relevant
  - confirm arrangements for providing feedback to the school at the end of the day
  - request information about staff absence and any other practical issues
  - ascertain whether there are particular reasons why any teachers should not be observed, for example where they are subject to capability procedures.
- 82. Inspectors **must** always judge whether the school's arrangements for **safeguarding** are effective. They will check the single central record and look at a small sample of case studies of referrals, checking how the referral was made and the thoroughness of any follow-up.

83. The short inspection will focus on evidence of how effectively the school's leaders and managers, including governors, are:
- sustaining a good quality of education for pupils
  - demonstrating capacity to remedy any minor weaknesses that are not of sufficient concern for the lead inspector to convert the inspection from a short to a section 5 inspection.
84. During the short inspection, the lead inspector will carry out inspection activities that will vary depending on the circumstances of the school. Inspectors do not make individual graded judgements. Instead, they will investigate some aspects of the key judgements when they determine the lines of enquiry for the short inspection. These lines of enquiry are revised and amended during the focused discussion with the headteacher and senior leaders.
85. Inspectors will always focus their attention on whether leaders and managers are demonstrating the capacity to drive improvement.
86. They also look at, where relevant:
- whether the quality of teaching, learning and assessment is being sustained or improved
  - aspects of the personal development, behaviour and welfare of pupils (with particular reference to pupils' attitudes and conduct)
  - whether good outcomes are being achieved (including in the early years foundation stage and/or 16 to 19 study programmes)
  - the impact of any external or internal support, where relevant, and the challenge provided to the school by the local authority, proprietor, trust or sponsor.

### **Feedback at the end of the short inspection**

87. At the end of the short inspection, the lead inspector will provide brief oral feedback that will typically:
- report the range of evidence gathered
  - provide the school with a judgement about whether it remains good or outstanding (as relevant)
  - report whether safeguarding is effective
  - make clear that the text of the short inspection report may differ slightly from the oral feedback
  - ensure that leaders are clear about the procedures leading to the publication of the report.



## After the short inspection

### Reporting on the short inspection

88. The school will receive a report, in the form of a letter, setting out the inspection findings that will be published on the Ofsted website. Schools should inform parents that this report has been published. The short inspection report will include:

- the date of the inspection
- a brief summary of any significant changes to the context of the school
- a summary of the type of evidence gathered during the inspection and the context of the school
- the judgement that safeguarding is effective
- the judgement that the school is still providing a good quality of education or, where there is insufficient evidence that the school remains good or concerns that the school may no longer be good, that the current judgement that the school is providing a good quality of education has not changed and that the next inspection of the school will be a section 5 inspection
- identification of any next steps the school should take.

## Monitoring inspections for schools that require improvement in order to become good or outstanding

89. This section of the handbook sets out Ofsted's approach to challenging and supporting schools that are judged as requires improvement at their section 5 inspection. The guidance outlines the main activities that may be undertaken by the lead inspector when conducting a monitoring inspection of a school judged as requires improvement until it is re-inspected under section 5 of the Education Act 2005.

90. Schools judged as requires improvement will be re-inspected under section 5 usually no later than the end of the term in which the 24th month after the publication of the section 5 report falls.<sup>33</sup>

91. In schools judged as requires improvement where a new headteacher joins the school after the section 5 judgement, the school will normally be re-inspected no later than 30 months after the publication of the previous report.<sup>34</sup>

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<sup>33</sup> Headteachers of schools judged to require improvement who may have concerns about the scheduling of their school's next section 5 inspection may write to the relevant Ofsted Regional Director to set out the context of their school's present position.

92. Although not in a formal category of concern, schools judged as requires improvement may be subject to monitoring. This will **not** normally apply to a school that has been judged as requires improvement for the first time. However, a school that receives two or more successive overall effectiveness judgements of requires improvement **will** normally be monitored between 12 and 24 months following publication of the report which resulted in the most recent requires improvement judgement.
93. Where a school's most recent leadership and management judgement was good, or where leadership has changed since the last section 5 inspection, the relevant regional director may decide that the school does not require a monitoring inspection. However, such a decision will be by exception, having taken account of all relevant information about the current position in the school.
94. Where, following a monitoring inspection, the lead inspector considers that a school is ready for re-inspection because it has made good progress, they may recommend that the next section 5 inspection be brought forward. Conversely, when the lead inspector feels that the school would benefit from further time to improve to good, they may recommend that the school is re-inspected later in the two-year inspection window.
95. If at the section 5 re-inspection the school has not demonstrated that it has improved to good, the lead inspector will need to consider whether the school continues to require improvement or may be inadequate. If the school has demonstrated improvement in some areas and there is a general upward trend, but key aspects of performance remain less than good, the school may be judged as requires improvement again, in which case there may be monitoring before another section 5 inspection takes place within two years. These considerations will be made at each section 5 re-inspection of a school that was previously judged as requires improvement.

## Before the inspection

### Staffing

96. One of Her Majesty's Inspectors will normally carry out the monitoring inspection, which lasts one day. On occasion, an Ofsted Inspector may lead the monitoring inspection.

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<sup>34</sup> 'Educational excellence everywhere', Department for Education, 2016; [www.gov.uk/government/publications/educational-excellence-everywhere](http://www.gov.uk/government/publications/educational-excellence-everywhere).

97. Where a school that requires improvement has residential or boarding provision, the lead inspector should inform the Senior HMI for social care in the region.<sup>35</sup>

### **Planning the first monitoring inspection**

98. Schools judged to require improvement are not required to prepare a separate action plan, but are expected to amend their existing plans to address the areas for improvement identified by the section 5 inspection.
99. The lead inspector will prepare for the monitoring inspection by reviewing the inspection history and other relevant information to build a picture of what has been happening to the school over time. This includes:
- the previous section 5 inspection reports, paying particular attention to the areas recommended for further improvement
  - any performance information published since the section 5 inspection
  - information from Parent View<sup>36</sup>
  - the school's self-evaluation or brief summary as appropriate, including any specific information about curriculum and governance; this might include the outcomes and actions resulting from any external review of governance and/or use of the pupil premium funding.
100. During the monitoring inspection, the lead inspector will seek to identify the barriers that appear to be preventing the school from progressing to become good. The lead inspector will decide where to focus inspection activities to gather evidence about how quickly and effectively leaders, managers and those responsible for governance are tackling the key areas for improvement identified at the most recent section 5 inspection. Evidence will also be gathered to assess and report on progress made over time since the school was first judged to require improvement and will report on any barriers that are preventing the school becoming good.

### **Notification**

101. The lead inspector will telephone the school up to two days in advance for the monitoring inspection. This is to ensure that members of the governing body or trust and representatives of the local authority or other appropriate authority are available when the monitoring inspection takes place.

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<sup>35</sup> Further guidance for education and social care inspectors on conducting integrated monitoring inspections is available at [www.gov.uk/government/collections/ofsted-inspections-of-boarding-and-residential-provision-in-schools](http://www.gov.uk/government/collections/ofsted-inspections-of-boarding-and-residential-provision-in-schools).

<sup>36</sup> [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk).

102. If the headteacher is unavailable, the lead inspector should ask to speak to the next most senior member of staff and explain the arrangements for the monitoring inspection. In academies that are part of a multi-academy trust, the lead inspector should also arrange to speak to the CEO/their delegate or equivalent where such roles are part of the structure.<sup>37</sup> The lead inspector should seek to ensure that the headteacher will be present on the day of the inspection. Once the inspection has been confirmed, the lead inspector will inform the inspection support team at Ofsted, who will send formal notification to the school by email.
103. During the initial telephone call with the school, the lead inspector will:
- confirm the date of the inspection
  - explain the purpose of the monitoring inspection
  - confirm that the school is able to inform the governing body and the local authority/proprietor/trust (as relevant) that the lead inspector will wish to speak to them during the inspection<sup>38</sup>
  - provide the opportunity to discuss any specific issues that the lead inspector should be made aware of before arriving to start the monitoring inspection the next day.

## During the inspection

### Focus of the monitoring inspection

104. The monitoring inspection will focus on:
- examining with school leaders and governors whether the fundamental actions needed to improve the school are being taken quickly and robustly – pupils are unlikely to be served well by a school that has focused on peripheral matters or only on planning, rather than directly on the core issues that need tackling
  - reviewing the impact of any external review of governance and/or the use of the pupil premium that has taken place since the last section 5 inspection
  - identifying with the school any barriers to progress towards becoming a good or outstanding school
  - reviewing the impact of any support to the school on its improvement

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<sup>37</sup> In larger multi-academy trusts that have regional accountability structures, it may be appropriate to speak to other relevant intermediate leaders or managers in the delegated structure.

<sup>38</sup> The lead inspector may need to explain to the governing board and the local authority/proprietor/trust that the monitoring inspection is being carried out under section 8 of the Education Act 2005.

- determining the extent of progress that has been made over time since the school was first judged to require improvement
- where applicable, recommending whether or not the school is ready for a section 5 re-inspection.

### Monitoring inspection activities

105. During the telephone call with the school, the lead inspector will discuss the inspection activities needed to gather evidence of the impact of leaders', managers' and governors' actions since the last section 5 inspection, as well as the progress that has been made since that inspection, and over time.
106. While the lead inspector will consider the progress made in implementing the school's action plan and the impact of leaders', managers' and governors' actions, lead inspectors are **not** visiting simply to evaluate action plans, but to challenge and support the school. Through inspection activities, the lead inspector will gather evidence about the pace of improvement and make certain that leaders, managers and governors are making the necessary improvements swiftly and sustainably.
107. During the monitoring inspection, the lead inspector will:
- meet with the headteacher and other senior leaders (including, where appropriate, the CEO of the multi-academy trust/their delegate or equivalent) to establish a purposeful and productive working relationship and conduct a focused meeting to discuss the actions taken so far to tackle issues from the section 5 inspection
  - hold meetings with representatives of the local authority/proprietor/trust, the chair and members of the governing board, or where appropriate, the chair of the board of trustees, to establish what action is being taken, including in relation to the progress and impact of any review of governance and/or the school's use of the pupil premium
  - gather any other evidence needed, which may include discussions with staff and pupils, reviewing minutes of governing body meetings, observing learning and pupils' behaviour, and talking to pupils about their work and their progress
  - consider views expressed on Parent View; where possible, talk to parents about their views about the school
  - discuss with the headteacher the next steps
  - plan time to reflect and summarise the evidence, draft the monitoring report and consider what, if any, further challenge or support is required.

### Arriving at final judgements

108. At the end of the monitoring inspection, the lead inspector will make a single overarching judgement stating:

- 'Senior leaders and governors/responsible authority/proprietor/trust are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school'

or

- 'Senior leaders and governors/responsible authority/proprietor/trust are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school.'

## At the end of the inspection

### Final feedback

109. The lead inspector will hold a feedback meeting with key stakeholders, including as many governor representatives as possible, at the end of the monitoring inspection. The lead inspector will expect to speak to the governing board/board of trustees, or as many governors/trustees as possible, where there are serious concerns about the lack of urgency in tackling weakness at the school. If needed, they will arrange to do so after the inspection. The lead inspector should also invite the CEO/their delegate or equivalent of a multi-academy trust to the final feedback meeting.
110. Where the lead inspector has concerns about the school, the effectiveness of leadership, governance or the lack of urgency with which weaknesses are being tackled, they will share the concerns with the school and make specific recommendations for more urgent action or intervention.
111. If a monitoring inspection identifies serious concerns about aspects of the school's performance that were not identified in the last section 5 inspection or in any earlier monitoring visits, these will be reported to Ofsted and may lead to the next section 5 inspection being brought forward.
112. In exceptional circumstances, where the concerns are such that the school requires immediate inspection under section 5, the section 8 inspection may be deemed a section 5 inspection.<sup>39</sup> Where this is the case, all the judgements required by the evaluation schedule will be made and a section 5 inspection report produced. Where necessary, further inspection resource may be deployed to complete the inspection.

### Reporting on the monitoring inspection

113. The monitoring report letter which is written at the end of the monitoring inspection will include:

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<sup>39</sup> A section 8 inspection may be treated as if it were an inspection under section 5, using the Chief Inspector's discretionary power under section 9 of the Education Act 2005: [www.legislation.gov.uk/ukpga/2005/18/section/9](http://www.legislation.gov.uk/ukpga/2005/18/section/9).

- the date of the inspection
- a summary of the type of evidence gathered during the inspection and the context of the school
- the judgement on whether the areas for improvement identified at the section 5 inspection are being tackled effectively
- the relevance, speed and impact of the work being undertaken to improve the school since the last section 5 inspection, with particular reference to the inspection findings and including, in all cases, the improvement of teaching and learning and the effectiveness of school leadership, management and governance
- a judgement on the effectiveness of the action taken and the progress made over time towards becoming a good school
- the suitability of the school's plans to tackle the areas requiring improvement that were identified at the recent inspection and any recommendations from a previous monitoring inspection
- the impact of any external review of governance and/or use of the pupil premium
- the impact of any support provided to the school and whether or not it is being brokered effectively
- any additional priorities for improvement arising from the monitoring inspection.

## Monitoring inspections for schools judged inadequate

114. Schools that are judged inadequate fall into one of two categories, both of which are formally defined in legislation as categories of concern:<sup>40</sup>

- serious weaknesses (defined in law as 'requires significant improvement')
- or
- special measures.

115. A school is judged to have serious weaknesses because one or more of the key judgements is inadequate (grade 4) and/or there are important weaknesses in the provision for pupils' spiritual, moral, social and cultural development. When the evidence indicates that one or more of the key judgements is inadequate, inspectors must consider whether the school is failing to give its pupils an acceptable standard of education. If this is confirmed by the evidence, inspectors must consider whether leaders, managers and governors are demonstrating the capacity to improve the school. If both of these conditions

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<sup>40</sup> Education Act 2005, section 44; [www.legislation.gov.uk/ukpga/2005/18/section/44](http://www.legislation.gov.uk/ukpga/2005/18/section/44).

are met then the school requires special measures. If neither or only one of these two conditions are met, the school has serious weaknesses.

116. Maintained schools and pupil referral units (PRUs) that are judged to be causing concern will be subject to an academy order. The Secretary of State has a duty to make an academy order for all maintained schools (except maintained nursery schools) and PRUs judged to have serious weaknesses or to require special measures. Once an academy order is made, the governing body and the relevant local authority are under a duty to facilitate conversion to sponsored academy status. For academies that are causing concern, the Secretary of State has a power to terminate the funding agreement and the academy may be rebrokered to become sponsored by another trust.
117. Newly academised schools and existing academies that are rebrokered for performance reasons will become new sponsored academies. These will subsequently be inspected as new schools in their third year of operation. However, in exceptional circumstances, these sponsored academies may receive a section 8 inspection before their next section 5 inspection.
118. Academies judged to have serious weaknesses which are not rebrokered to a new sponsor trust will be subject to monitoring by Ofsted. They will normally be re-inspected within 18 months of the inspection in which they were judged to have serious weaknesses.
119. Academies judged to require special measures which are not rebrokered to a new sponsor trust will be subject to monitoring by Ofsted. The timing of the next section 5 inspection will be determined by the academy's rate of improvement. However, it will normally take place no later than 24 months after the inspection that judged it to require special measures.
120. With regard to the appointment of NQTs in maintained schools and PRUs, regulations governing the induction of teachers provide that induction may not be served in a school that has been judged to require special measures, unless HMCI has given permission in writing. Where the lead inspector at the latest section 5 inspection has informed a maintained school that it may not appoint NQTs, and no monitoring inspections are taking place, the school must seek approval if it later wishes to appoint NQTs, by writing to the relevant Ofsted regional director with supporting reasons. The restriction on the appointment of NQTs does not extend to trainee teachers on employment-based training programmes.

### **Exceptions to routine monitoring of inadequate schools**

121. Maintained schools or PRUs that have been issued with an academy order and academies that are being 'rebrokered' to new sponsors following termination of their funding agreements, will not normally receive monitoring inspections.
122. There is still a requirement for the local authority, proprietor or trust to prepare a statement of action, even though these will become new sponsored



academies once the new funding agreements are in place. However, with the exception of any safeguarding concerns, which the statement of action must address, the purpose of the statement should be to set out how the relevant authority and the school will facilitate the transition to the new academy.

123. In the case of schools where serious safeguarding concerns have been identified, it is essential that early action is taken to ensure that pupils are safe. Ofsted may, in some cases, conduct a section 8 inspection within three to six months to ensure that the actions relating to safeguarding that were specified in the statement of action have been implemented. These inspections will not include checks on the extent to which the school and the relevant authority is facilitating the transition to sponsored academy status.
124. Once an inadequate maintained school or PRU has become a sponsored academy, or an inadequate academy has been moved to a new sponsor with a new funding agreement, these will be inspected as new schools, with their first inspection being a section 5 inspection, usually, in the third year of operation.<sup>41</sup> If there is a delay in any school judged inadequate becoming a sponsored academy or being rebrokered to be sponsored by a new trust, Ofsted may initiate monitoring of the school to check on what progress has been made in tackling the areas for improvement.
125. Maintained nursery schools judged inadequate are not subject to academy orders and will be monitored by Ofsted as set out in this section of the handbook.

## Notification

126. Prior to the first monitoring inspection of a school with serious weaknesses or that requires special measures, HMI will normally inform the school up to two days in advance of the inspection. This is to allow the relevant strategic partners (local authority, proprietor or board of trustees) to be present for discussion about support for the school and the likely pattern of monitoring. It will also enable as many members of the governing board, local governing body or trustees as possible and, where appropriate, the CEO/their delegate or equivalent of the multi-academy trust, to attend inspection feedback. For the second and any subsequent monitoring inspection, HMI will normally inform the school the day before the visit.
127. If the headteacher is unavailable, the HMI should ask to speak to the most senior member of staff available. Once the inspection has been confirmed, HMI will inform the inspection support administrator at Ofsted, who will send formal notification to the school by email.

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<sup>41</sup> The policy statement about the inspection of new schools can be found here: [www.gov.uk/government/publications/how-ofsted-will-inspect-academy-schools-including-free-schools](http://www.gov.uk/government/publications/how-ofsted-will-inspect-academy-schools-including-free-schools)

128. Requests for a deferral will be handled in accordance with Ofsted’s policy about the deferral of inspections.<sup>42</sup> If a school requests a deferral, HMI must contact the regional duty desk immediately. The deferral policy makes clear that the absence of the headteacher is not normally a reason for deferring an inspection.

## Guidance for inspecting schools that have serious weaknesses

### Introduction

129. Schools are judged to have serious weaknesses where Her Majesty’s Chief Inspector (HMCI) is of the opinion that:

‘The school requires significant improvement because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.’<sup>43</sup>

130. Schools judged to have serious weaknesses are not required to prepare a separate action plan. They are expected to amend their existing plans or develop a new plan to tackle the areas for improvement identified by the section 5 inspection. The local authority,<sup>44</sup> proprietor or the trust board<sup>45</sup> must submit a statement of action<sup>46</sup> to HMCI<sup>47</sup> within 10 working days of the school receiving the final section 5 inspection report. An HMI will review the statement of action. HMI will provide initial feedback in writing on the fitness for purpose of the statement within 10 working days of receiving the statement. If the statement of action is judged to be not fit for purpose, the local authority, proprietor or trust will be informed. They will be asked to address the weaknesses urgently and ensure that the revised version is resubmitted to Ofsted. HMI will re-evaluate the revised statement of action and confirm its fitness for purpose. This will also be reported in the first monitoring letter.
131. The HMI will usually conduct the first monitoring inspection within three to six months of the publication of the section 5 inspection report.
132. During the first monitoring inspection, HMI will meet with the headteacher, the chair of the governing body or board of trustees, an appropriate representative of the local authority, or the CEO/their delegate or equivalent where an

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<sup>42</sup> Deferring Ofsted inspections’, Ofsted, 2016 [www.gov.uk/government/publications/deferring-ofsted-inspections](http://www.gov.uk/government/publications/deferring-ofsted-inspections).

<sup>43</sup> Education Act 2005, section 44(2); [www.legislation.gov.uk/ukpga/2005/18/section/44](http://www.legislation.gov.uk/ukpga/2005/18/section/44).

<sup>44</sup> Education Act 2005, sections 15(2)(d) and 15(2)(e); [www.legislation.gov.uk/ukpga/2005/18/section/15](http://www.legislation.gov.uk/ukpga/2005/18/section/15).

<sup>45</sup> Education Act 2005, sections 17(1A)(d) and 17(3)(a); [www.legislation.gov.uk/ukpga/2005/18/section/17](http://www.legislation.gov.uk/ukpga/2005/18/section/17).

<sup>46</sup> Education and Inspections Act 2006, schedule 7; [www.legislation.gov.uk/ukpga/2006/40/schedule/7](http://www.legislation.gov.uk/ukpga/2006/40/schedule/7).

<sup>47</sup> Statements of action must be sent to [QALStatementsofaction@ofsted.gov.uk](mailto:QALStatementsofaction@ofsted.gov.uk).

academy is part of a multi-academy trust. HMI will look for evidence of how well leaders are implementing the statement of action and the school's improvement plan. If any concerns remained following the initial review and feedback on these, HMI should check to ensure that the current statement of action and improvement plans are fit for purpose and report on this in the first monitoring inspection.

133. If, after a programme of monitoring inspections lasting around 18 months, the school has not been removed from the serious weaknesses category of concern it must be re-inspected under section 5.

### **The monitoring inspection(s)**

134. Monitoring inspections will focus on the actions taken by the school's leaders and those responsible for governance to tackle the areas for improvement identified in the section 5 inspection that judged the school to have serious weaknesses. Monitoring inspections must also focus on the progress the school has made since being judged as having serious weaknesses.
135. The monitoring inspection report must include an assessment of the effectiveness of the action taken by the school towards removal of the serious weaknesses designation.
136. An overarching judgement will be made stating whether:
- leaders and managers are taking effective action towards the removal of the serious weaknesses designation
  - or
  - leaders and managers are not taking effective action towards the removal of the serious weaknesses designation.
137. The crucial factor is the anticipated timescale for the removal of serious weaknesses given the current rate of improvement. A school in which leaders and managers are taking effective action is one that will be on course to have the serious weaknesses designation removed within 18 months. A school that is not taking effective action will be likely to continue to have serious weaknesses, or may require special measures, when the section 5 re-inspection takes place.
138. The purpose of the monitoring inspection(s) is to evaluate how much progress the school has made by considering:
- the school's response to being judged as having serious weaknesses and how well placed it is to secure rapid improvement based on the actions taken since the section 5 inspection
  - the extent to which the school's actions are rigorously focused on tackling the key areas for improvement identified in the section 5 inspection

- how effectively the school is adapting its existing school development or improvement plans to meet the challenge of moving out of the serious weaknesses category
  - the impact that governors at the school are having on bringing about the necessary improvements
  - the impact of any external review of governance and/or use of pupil premium that has taken place since the section 5 inspection.<sup>48</sup>
139. Monitoring inspections cover aspects of the section 5 evaluation schedule, but are selective and focused sharply on the areas for improvement identified by the section 5 inspection that judged the school to have serious weaknesses.
140. The work of those responsible for governance should be evaluated to assess the extent to which they are making an effective contribution to leadership and management and the school's performance.
141. If governance was not identified as an area for improvement at the section 5 inspection but the monitoring inspection raises concerns about weak governance, inspectors must reflect this in the report. Similarly, where inspectors have concerns about the school's use of the pupil premium, they must highlight this in the report.
142. Inspectors should consider whether the school's leaders continue to demonstrate convincingly that the school's capacity to improve is strengthening. It is important that the school's leaders are having a significant impact on all of its areas of weakness and are capable of securing further improvement.
143. There should be clear evidence that leaders and managers are having an impact on accelerating learners' progress and thereby raising attainment, particularly in schools where attainment is low. The impact of the external support provided to the school must also be considered, with particular reference to the proprietor's or trust's statement of action and, as appropriate, the impact of any support and challenge provided by other external partners on school improvement.
144. Where a monitoring inspection identifies significant concerns about aspects of the school's performance that were not identified in the previous section 5 inspection or any earlier monitoring inspections, these must be considered by inspectors and will affect the judgement about the progress made by the school.

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<sup>48</sup> If a review has not taken place, this should be noted in the monitoring report

145. Not all schools will receive a second or third monitoring inspection. This will depend on HMI's evaluation of the quality of leadership and management and the school's rate of improvement towards becoming a good school.
146. If a second or third monitoring inspection is carried out, inspectors will continue to evaluate the effectiveness of the school's actions towards the removal of the serious weaknesses designation. An overarching judgement will be made in the same format as specified above for the first monitoring inspection.
147. While, generally, the judgement will be informed by the school's progress in dealing with each of the areas for improvement identified by the section 5 inspection, other factors that arise during the monitoring period must not be ignored. HMI should make the key judgement about the school's overall progress towards the removal of the serious weaknesses designation by considering the evidence she or he has gathered and using their professional judgement.
148. Where HMI is satisfied that the school is taking effective action and making enough progress for the likely removal of the serious weaknesses designation, she or he will take the decision to deem the section 8 monitoring inspection to be a section 5 inspection. This may result in the school being judged as no longer having serious weaknesses.
149. When the serious weaknesses designation is removed, whether through a section 8 deemed section 5 inspection or when the next section 5 inspection takes place, the lead inspector must, on the final day of the inspection, notify the Ofsted regional duty desk.
150. Where the section 5 inspection team has reached the judgement that the school no longer has serious weaknesses, the oral feedback and written report must include the formal statement that:
- 'In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.'
151. The introduction to the report should explain why the school was inspected. For example:
- 'When XXXX school was inspected in XX 201X, it was judged to have serious weaknesses. Subsequently, the school was inspected on xxx occasions. At the last monitoring inspection, leaders and managers were judged to be taking/not taking effective action.'

## After the inspection

### *Feedback at the end of the monitoring inspection(s)*

152. The school will receive verbal feedback at the end of each monitoring inspection on the fitness for purpose of the statement of action and the school's improvement plan. Feedback at the end of any monitoring inspections must:
- report the range of evidence gathered
  - include the judgement made about the effectiveness of actions towards the removal of serious weaknesses, describing the progress made against the areas for improvement identified during the section 5 inspection that deemed the school to have serious weaknesses
  - comment on the impact of any support on school improvement
  - cover any specific issues identified by the lead inspector in the pre-inspection preparation and during the inspection
  - make clear that the text of the letter or report may differ slightly from the verbal feedback, but that the judgements will not change unless quality assurance deems that appropriate.
153. The lead inspector should identify additional priorities only where they are essential to the school's further development. Progress against these priorities has to be evaluated at the next monitoring inspection and reported in the monitoring report. They are not to be added to the list of judgements to be made as set out in the annex to the covering letter. The priorities should help the school focus on what needs to be done next to improve the quality of education.

### *The monitoring inspection letter and report*

154. For all monitoring inspections, the school will receive a brief covering letter with the judgements included and a monitoring report, both of which will be published on the Ofsted website. The first and possibly the second monitoring letter will need to comment on the fitness for purpose of the statement of action and of the school's improvement plan.
155. When a monitoring inspection focuses on only one or two aspects of provision, this should be clearly explained in the evidence section.
156. The monitoring letter and report must include:
- a summary of the evidence gathered by inspectors
  - a brief summary of any significant changes to the context of the school
  - a judgement about the effectiveness of actions towards the removal of the serious weaknesses designation

- a judgement about the effectiveness of leadership and management with specific reference to the impact that governors'/trustees' actions are having on improvements
- brief bullet points evaluating the progress made by the school in tackling the key areas for improvement, and brief bullet points setting out:
  - strengths in the school's approaches to securing improvement
  - weaknesses in the school's approaches to securing improvement
- reference to the impact of any support provided to the school.

157. Where an external review (or reviews) of governance and/or the use of the pupil premium was recommended, inspectors must report on whether it has been carried out since the previous inspection, its timeliness and its impact on the school, unless it has not taken place, in which case this should be noted in the monitoring report.

## Guidance for inspecting schools that are subject to special measures

### Introduction

158. Schools are made subject to special measures under section 44(1) of the Education Act 2005, where the Chief Inspector is of the opinion that:

‘The school is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.’<sup>49</sup>

159. Schools that are subject to special measures are not required to prepare a separate action plan. These schools should review their existing plans to tackle the areas for improvement identified by the section 5 inspection.

160. The local authority,<sup>50</sup> proprietor or the trust board<sup>51</sup> must submit a statement of action<sup>52</sup> to HMCI<sup>53</sup> within 10 working days of the school receiving the section 5 inspection report. An HMI will review the statement of action. HMI will provide initial feedback in writing on the fitness for purpose of the statement within 10

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<sup>49</sup> Education Act 2005, section 44(1); [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

<sup>50</sup> Education Act 2005, sections 15(2)(d) and 15(2)(e); [www.legislation.gov.uk/ukpga/2005/18/section/15](http://www.legislation.gov.uk/ukpga/2005/18/section/15).

<sup>51</sup> Education Act 2005, sections 17(1A)(d) and 17(3)(a); [www.legislation.gov.uk/ukpga/2005/18/section/17](http://www.legislation.gov.uk/ukpga/2005/18/section/17).

<sup>52</sup> Education and Inspections Act 2006, schedule 7; [www.legislation.gov.uk/ukpga/2006/40/schedule/7](http://www.legislation.gov.uk/ukpga/2006/40/schedule/7).

<sup>53</sup> Statements of action must be sent to [QALastatementsofaction@ofsted.gov.uk](mailto:QALastatementsofaction@ofsted.gov.uk).

working days of receiving the statement. If the statement of action is judged to be not fit for purpose, the local authority, proprietor or trust will be informed and asked to address the weaknesses urgently. The revised version is resubmitted to Ofsted. An HMI will re-evaluate the revised statement of action and confirm its fitness for purpose.

### **The monitoring inspections**

161. For academies not being rebrokered, HMI will usually conduct the first monitoring inspection within three to six months of the publication of the section 5 inspection report. The HMI should report in the monitoring letter that, in her or his opinion, the academy may appoint NQTs or recommend that the academy should not seek to appoint NQTs.
162. Where an external review of governance and/or use of the pupil premium was recommended at the section 5 inspection, the HMI will evaluate how urgently it has been commissioned and, if it has taken place, review its impact. If a review has not taken place, this should be noted in the monitoring report.
163. An academy that is not being rebrokered may receive up to five monitoring inspections over the 24 months following the section 5 inspection that placed it in special measures.
164. At the end of a monitoring inspection, the HMI will consider whether the school has made sufficient progress and no longer requires special measures. Where this is the case, the section 8 inspection will be deemed a section 5 inspection. All the judgements required by the section 5 school inspection handbook will be made and a full inspection report produced.
165. If after a programme of monitoring lasting around 24 months a school continues to be subject to special measures, it must be re-inspected under section 5.

### **During the inspection**

166. During the monitoring inspections, inspectors are required to evaluate the school's progress towards the removal of special measures. Inspectors will make an overarching judgement on whether:
  - leaders and managers are taking effective action towards the removal of special measures
  - or
  - leaders and managers are not taking effective action towards the removal of special measures.
167. While this judgement will be informed by the school's progress in dealing with each of the areas for improvement identified by the section 5 inspection, other factors that arise during the monitoring period must not be ignored.



168. The crucial factor is the anticipated timescale for the removal of special measures given the current rate of improvement. A school that is taking effective action will be on course to have special measures removed within 18 to 24 months of the monitoring period following the inspection that placed the school in special measures. A school that is not taking effective action will be likely to continue to require special measures when the section 5 re-inspection takes place.
169. At the final meeting, the inspection team must:
- judge the progress the school is making towards the removal of special measures, weighing the progress made against the areas for improvement identified during the section 5 inspection that placed the school in special measures
  - decide whether the school should be permitted to appoint NQTs or, in the case of academies, make appropriate recommendations regarding such appointments.

#### *Evaluating support*

170. During the first monitoring inspection, the HMI will meet with the headteacher, the CEO/their delegate or equivalent in a multi-academy trust, the chair of the governing body/board of trustees and as many governors/trustees as possible. The HMI will look for evidence of how well relevant leaders and those responsible for governance are implementing the statement of action and the school's improvement plan.
171. Where an external review of governance and/or use of the pupil premium was recommended at the section 5 inspection, inspectors should consider how urgently it has been commissioned and review its impact.
172. On subsequent inspections, inspectors will also report on the impact of the trust's support for the school, along with any other external support and challenge on school improvement.

#### *Newly qualified teachers*

173. The lead inspector of the section 5 inspection that made the school subject to special measures will have made a judgement (in a maintained school) or a recommendation (in an academy) about the appointment of NQTs. They will also make this clear at the final feedback to the school. During the first monitoring inspection, the lead inspector will review the initial judgement or recommendation about whether the school should be permitted to appoint NQTs and this decision should be reported in the monitoring letter. On subsequent monitoring inspections, the lead inspector should continue to review the judgement or recommendation in the light of the progress made by the school and confirm the permission or revise it.

174. If a maintained school wishes to appoint newly qualified teachers before the first monitoring inspection it must first seek approval by writing to the relevant Ofsted regional director with supporting reasons. The restriction on the appointment of NQTs does not extend to trainee teachers on employment-based training programmes.
175. At the conclusion of each monitoring inspection, HMI should consider whether the school continues to require special measures.
176. Whatever the outcome, the HMI should explain clearly the reasons for the decision to remove or not to remove the special measures judgement during the feedback at the end of the inspection.
177. The judgement that special measures are no longer required may involve reference to:
- evidence from previous monitoring inspections
  - the best interests of the pupils – this is paramount
  - the school’s ability to demonstrate that it meets the needs of all pupils and has the capacity for sustained improvement – this determines the timing of removal of special measures
  - the extent to which capacity for sustained improvement has been demonstrated by leaders and managers at all levels, rather than through an over-reliance on external support or on one or two individuals in the school
  - the overall rate of improvement – some schools may not be making enough progress for the removal of special measures before the re-inspection.
178. When special measures are removed, HMI must, on the final day of the inspection, notify the Ofsted regional duty desk to log the necessary details.

## **After the inspection**

### *Feedback at the end of the monitoring inspection*

179. At the end of the first monitoring inspection, the inspector will provide oral feedback and make clear whether the judgement or recommendation about the appointment of NQTs should remain.
180. At the end of each monitoring inspection, oral feedback must include the judgement made about the effectiveness of actions and the progress towards the removal of special measures, describing the progress made against the area(s) for improvement that formed the focus for this monitoring inspection.
181. Inspectors should identify additional priorities only where they are essential to the school’s further development. Progress against these priorities has to be evaluated and reported on at the next monitoring inspection. They are not to be added to the list of judgements to be made as set out in the report. Any

new priorities should help the school focus on what needs to be done next to improve the quality of education.

182. Where the inspection team has reached the judgement that special measures are no longer required, the oral feedback and written report should include the formal statement that:

‘In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures.’

183. This judgement is not subject to moderation. However, as with all inspections, it should remain confidential until the final report is sent to the school. Where special measures are removed, a full section 5 report must be written.

184. The monitoring letter and report for each of the monitoring inspections must include:

- the judgement about the effectiveness of actions towards the removal of special measures
- a judgement about whether the school should be permitted to employ NQTs
- a brief summary of any significant changes to the context of the school
- text evaluating the progress made by the school in tackling the key areas for improvement and brief bullet points setting out:
  - strengths in the school’s approaches to securing improvement
  - weaknesses in the school’s approaches to securing improvement
- where applicable, a judgement on the impact of any support provided to the school.

185. In addition to the above, the monitoring letter and report for the first monitoring inspection must include:

- a judgement on the fitness for purpose of the statement of action and of the school’s improvement plan
- where a review (or reviews) of governance and/or the use of the pupil premium was recommended, whether it has been carried out, its timeliness and its impact on the school.

186. When a monitoring inspection focuses on only one or two aspects of provision, this should be clearly explained in the evidence section.

187. Progress made on additional priorities for further improvement, identified in previous monitoring inspections, should be reported in the text of the monitoring report. They should not be added as bullet points alongside the original areas for improvement identified at the section 5 inspection.

188. When it is judged that the school no longer requires special measures, the section 8 monitoring inspection is deemed to be a section 5 inspection. A full inspection report must be written and published in accordance with the section 5 school inspection handbook.

189. The school details page of the report must include the statement:

‘This inspection was carried out under section 8 of the Education Act 2005. The inspection was deemed a section 5 inspection under the same Act.’

190. The introduction to the report should explain why the school was inspected. For example:

‘When XXXX School was inspected in XX 201X, it was judged to require special measures. Subsequently, the school was inspected on xxx occasions. At the previous monitoring inspection, leaders and managers were judged to be taking/not to be taking effective action towards the removal of special measures.’

191. A report that removes special measures should include the following statement in accordance with the section 5 report template guidance:

‘In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures’.

## **Inspections of schools with no formal designation**

192. Under section 8(2) of the Education Act 2005 (the Act), Ofsted can undertake inspections to follow up concerns about schools that are not in a category of concern but that have been brought to Ofsted’s attention through, for example, a qualifying complaint made to Ofsted or by other means.

193. This part of the section 8 handbook provides guidance for school inspections with a specific focus. This could include focus on the effectiveness of safeguarding arrangements and/or aspects of:

- the effectiveness of leadership and management (including governance)
- the effectiveness of teaching, learning and assessment
- the personal development, behaviour and welfare of pupils.

194. Inspectors will follow this guidance where Ofsted has concerns that the safety of pupils and/or staff is at risk or where information suggests that there has been a serious breakdown in leadership and management or a decline in standards. Where Ofsted receives information about a school that causes us concern, we will weigh this carefully against all other data and information we hold before making a decision whether to inspect the school under ‘no formal

designation' procedures. The decision on whether to inspect the school is made by the relevant Ofsted regional director. Where an inspection takes place as a result of a qualifying complaint, inspectors must also take account of guidance issued by the National Complaints Team.<sup>54</sup>

195. Certain types of outstanding school are exempt from inspection under section 5 of the Education Act 2005 (the Act). If an exempt school undergoes significant change, for example through merging with another school or by adding a new phase or a key stage, Ofsted will select it for inspection under section 8(2) of the Act. Under section 9 of the Act HMCI may elect to treat such inspection as if it were an inspection under section 5. In such circumstances, if the expanded school is judged outstanding it will be exempt from future inspection under section 5. These inspections are also carried out under the no formal designation guidance.
196. These inspections are selective and focus sharply on the issues brought to Ofsted's attention that caused the school to be inspected. As a result, inspectors should not make judgements that consider the whole of the evaluation schedule for the areas inspected. The judgements are made based on the areas of focus. Where the inspection focus is on the school's safeguarding arrangements, inspectors will take account of the guidance on inspecting safeguarding.<sup>55</sup>
197. It is important to note that those leading, managing and governing a school are responsible for the effectiveness of safeguarding arrangements. Governors in particular must ensure that the school's arrangements for safeguarding meet statutory requirements. Concerns about safeguarding may raise wider questions about the effectiveness of leadership and management and governors' ability to hold the school to account. Therefore, in some cases, inspections with no formal designation will focus on both elements and may be expanded as appropriate. It is the responsibility of the lead inspector, using their professional judgement, to determine the precise focus of the inspection and make sure that leaders are fully aware of this when the inspection begins. An inspection may begin with a specific focus on safeguarding, but its scope may be widened to cover leadership and management or other aspects of the provision where appropriate.
198. If, during the inspection, inspectors are sufficiently concerned about the overall standard of education provided by the school, the inspection may, under

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<sup>54</sup> Ofsted does not have the power to investigate individual complaints or incidents of a safeguarding and/or child protection nature. However, such matters may raise whole-school issues, for example about the school's arrangements to keep pupils safe. It is the whole-school issues that will be the focus of these inspections.

<sup>55</sup> 'Inspecting safeguarding in early years, education and skills settings', Ofsted, August 2016; [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015).

section 9 of the Act, be treated as ('deemed') a section 5 inspection. In these cases, all the judgements required by the full evaluation schedule will be made and a section 5 inspection report produced and published.

## **Before the inspection**

### **Staffing and scheduling the inspection**

199. These inspections are normally led by an HMI, regardless of the size of the school. However, more inspectors may be required depending on the complexity of the issues that were brought to Ofsted's attention and that caused the school to be inspected. The inspection will normally last for two days. However, it may in some instances be shorter or longer, depending on the circumstances of the school and the nature of the concerns that led to the inspection.
200. Inspections being carried out as a result of a qualifying complaint made to Ofsted will normally be led by an HMI.
201. Once Ofsted receives information that causes concern and leads to a decision to inspect, the inspection should take place as soon as is practicable. The exact timing is, however, at the discretion of the Regional Director.

### **Notification**

202. The notice given to the school of the inspection will be half a day, the same as that for section 5 inspections. However, Ofsted may conduct the inspection without notice. Where this is the case, the HMI will normally telephone the school about 15 minutes before arriving on site.
203. Where notice of inspection is given, the HMI will make the initial telephone call to the school to inform them that an inspection will take place. If required, the HMI may arrange a time for a second longer telephone conversation with the headteacher to discuss the inspection. HMI will make the purpose of the inspection clear during the initial telephone call with the headteacher, unless the inspection is conducted without notice. However, the focus of the inspection and the reasons that led to it must be made clear to the headteacher at the earliest opportunity after arrival at the school.
204. If the school is being inspected because of a qualifying complaint made to Ofsted about the school under section 11A of the Act, HMI will inform the school of this and that, as a result of the wider issues raised by the complaint, a decision has been taken to inspect the school.
205. HMI will explain that the inspection will focus on the wider issues raised by the complaint and will not investigate the complaint itself. If the complainant has requested confidentiality, HMI must take all practicable steps to ensure that the complainant's identity is not disclosed to the school. At times, the nature of the

complaint may mean that the headteacher is able to discern the identity of the complainant. Regardless, HMI should not confirm the complainant's identity.

206. The headteacher, at the end of the telephone conversation, should be in a position to understand the reasons for, and the purpose and focus of, the inspection and the judgements that will be made. There is no mandatory requirement for a school to inform parents about the inspection. HMI should invite the school to inform parents so that there is an opportunity for parents to contribute their views about the school through Parent View.
207. Following the pre-inspection telephone conversation, Ofsted will confirm the arrangements for the inspection by sending a notification letter to the school. Where no prior notice of the inspection is given, formal notification of the inspection by Ofsted will be provided to the school following the arrival of the inspector/s.
208. Schools are not required to provide copies of any information in advance of the inspection, but if these are offered, HMI should accept them.

### **Preparing for the inspection**

209. The HMI must check the provider information portal (PIP) for information relevant to the inspection. HMI will brief any team inspectors about the inspection and ensure that the key lines of enquiry and key issues to pursue are understood. Where an inspection is undertaken as a result of issues raised in a qualifying complaint made to Ofsted, HMI must not investigate the complaint itself during the inspection or seek parents' views on the complaint itself. It is the whole-school issues raised in the complaint that will be followed up during inspection.
210. To prepare for the inspection, HMI will review:
  - copies of any qualifying complaint(s) received, other information on the PIP and any response letters
  - issues raised by the investigation of any qualifying complaints<sup>56</sup> about the school
  - the previous section 5 inspection report, where one exists, and any section 8 reports from, for example, surveys or monitoring inspections
  - data from 'Analyse school performance' (ASP) and the inspection dashboard
  - information from the pre-inspection telephone conversation with the headteacher

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<sup>56</sup> Ofsted has specific powers (under section 11A-C) of the Education Act 2005 to investigate certain complaints known as qualifying complaints. Further guidance is available at: [www.gov.uk/complain-about-school](http://www.gov.uk/complain-about-school).

- any documentation emailed to HMI in advance of the inspection, as agreed between the headteacher and HMI.

## During the inspection

### *Engagement with the school's senior leadership team*

211. The meeting at the start of the inspection may or may not involve the whole of the school's senior leadership team. The headteacher may be of the view that a meeting with her or him alone, or with one or two senior leaders, will be sufficient to limit any potential interruption to the school's normal routines.
212. The meeting with school leaders at the start of the inspection will cover pertinent issues about the school and the focus of the inspection. It must offer the headteacher and others the opportunity to present an oral summary evaluation of the school's position on the issues, and identify where evidence may be found.

### *Evidence gathering during the inspection*

213. The kinds of activities conducted during these inspections are no different to section 5 inspections. However, where the focus of the inspection is on the school's safeguarding arrangements, activities should focus on safeguarding issues, including but not exclusively:
- a review of the single central record and safeguarding policy
  - a review of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the designated officer, and their resolution
  - a review of records of staff training on child protection and the prevention of radicalisation and extremism
  - a review of the school's procedures for dealing with relevant staffing issues, for example disqualifications by association, suspensions or disciplinary investigations/actions over issues of child protection and/or safety; this is not a review of individual cases, but of school procedures in dealing with such issues
  - discussions with pupils and staff
  - a check of the school's internet safety procedures
  - a review of the personal, social and health education (PSHE) curriculum and how it links to issues of safety and pupils' welfare
  - a review of persistent absence cases and exclusions data
  - consideration of the views of parents and carers through Parent View and, where practicable, through discussions/meetings with parents or groups of parents during the inspection



- any relevant issues that appear to be of greatest concern from pre-inspection evidence
- any other issues that affect care, safety or child protection and that do not appear to have been tackled fully
- any issues that relate to poor pupil behaviour.

214. The exact structure of the day will depend on the issues to be followed up and is likely to be drawn from the sources of evidence described in the school inspection handbook for section 5 inspections.<sup>57</sup>

215. During the inspection, HMI will maintain an ongoing dialogue with the headteacher and senior managers. It is especially important to make sure the headteacher and senior managers understand any emerging issues. The final feedback to the school, especially when challenging, should not be a surprise to the headteacher and senior leaders.

216. If HMI and team inspectors conduct observations in lessons, the lead inspector will discuss with the headteacher the strategy for providing feedback to individual teachers. The feedback will be offered in accordance with the school inspection handbook.

### *External support*

217. Inspections will evaluate and report on the impact of any support for the school. Normally, this will involve evaluating the support provided by the local authority, academy trust or other brokered support.

## **Judgements**

218. Inspectors should not make judgements that consider the whole of the evaluation schedule for the areas of focus inspected; this is only necessary for section 5 inspections. If there are weaknesses in aspects of the leadership and management, quality of teaching, learning and assessment, pupils' personal development, behaviour and welfare, or outcomes for pupils, HMI may make specific recommendations as to what the school needs to do to tackle the weaknesses in that area.

219. If, however, inspectors have sufficient evidence that some of the core reporting areas for judging a school under section 5 have declined significantly, then they will need to consider whether the effectiveness of the provision as a whole has declined. In such circumstances, it may be necessary for the inspection to be deemed a section 5 inspection, under section 9 of the Act. In these cases, all the judgements required by the evaluation schedule will be made and a section

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<sup>57</sup> 'School inspection handbook for section 5 inspections', Ofsted, 2016; [www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools](http://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools).

5 inspection report published. Alternatively, where evidence prompts concerns that overall standards may no longer be as last reported under section 5, but where no serious concerns have been identified, the lead inspector may recommend to the relevant regional director that the next section 5 inspection be brought forward. The timing of any such inspection should not be indicated to the school. If the inspection raises concerns, these concerns should be reported at the feedback meeting.

220. Where safeguarding is a focus for the inspection or where it becomes a focus during the course of the inspection, HMI, having reviewed all the evidence gathered during the inspection, will report in the letter whether safeguarding is effective.
221. If there are relatively minor shortcomings in a school's procedures and the school is able to resolve them on the day of the inspection, then inspectors can make an assessment that safeguarding is effective. If safeguarding is not effective and/or if pupils are considered to be at risk in any way, HMI will convert the inspection to a section 5 inspection.

## **At the end of the inspection**

### **Final feedback**

222. HMI and headteacher should discuss which other members of staff, if any, will attend the feedback session, especially if the feedback is likely to be challenging or raise sensitive issues.
223. The oral feedback at the end of the inspection, typically towards the end of the second day of a two-day inspection, must:
- report the extent of the evidence base
  - cover the issues brought to Ofsted's attention that caused the school to be inspected
  - be clear about whether the school's safeguarding arrangements are effective
  - be clear about the judgements being made on the specific areas of focus for the inspection
  - identify the school's areas of strength and any aspects that the school needs to improve in relation to safeguarding and child protection, and the specific areas of focus for the inspection
  - make clear that the text of the report may differ slightly from the oral feedback.

## Unannounced behaviour inspections

224. Schools will be selected for a section 8 unannounced behaviour inspection because Ofsted has cause for concern about behaviour. Concerns may arise from previous inspection reports, parents' views, complaints, information from the local authority or data about exclusions or attendance.
225. The inspection will focus on evaluating:
- pupils' attitudes to learning and their conduct around the school and in lessons, both during the inspection and over time
  - how well and how consistently pupils' behaviour is managed on a day-to-day basis
  - the extent to which the school's culture promotes and supports good behaviour.
226. The inspection will make a judgement on the effectiveness of the actions taken by leaders and managers, including governors, since the previous inspection (where applicable) to improve behaviour. This will include evaluating how well leaders are securing consistently positive attitudes to learning or to maintaining previously high standards of behaviour and attitudes to learning.
227. If the evidence gathered and scrutinised during the inspection indicates that behaviour, welfare and safety or any other aspects of the school may be inadequate, and pupils are at risk of harm the lead inspector may, under section 9 of the Act, deem the inspection as a section 5 inspection. If the inspection converts to a section 5 inspection, all of the judgements required by the full evaluation schedule will be made and a section 5 inspection report produced and published. In such cases the lead inspector must contact the regional duty desk to confirm that they are deeming the inspection to be a section 5 inspection.
228. A monitoring report should be written unless the Ofsted regional director confirms that the section 8 is deemed a section 5 inspection.

## Before the inspection

### Staffing and scheduling the inspection

229. Unannounced behaviour inspections will usually be conducted by one inspector for one day. These may be led by HMI or by Ofsted Inspectors (OIs).

### Notification

230. The inspector will contact the school 15 minutes before arriving to announce the inspection to the headteacher or other senior member of staff if the headteacher is unavailable. This notification call is simply to inform the school

that the inspection is about to begin and the lead inspector will leave all other arrangements until they arrive at the school.

231. If no one from the school answers the telephone, inspectors will arrive at the school and announce the inspection on arrival.
232. Inspections should begin at around 8.15am and not before 8.00am.
233. On arrival, the lead inspector will begin their observation of the start of the school day, keeping the initial meeting with the headteacher brief. The lead inspector will agree with the headteacher a time to meet after observing the start of the school day.
234. If the school is being inspected as a result of a qualifying complaint about the school, the lead inspector should inform the headteacher in line with the guidance in paragraphs 205–206.

### Preparing for the inspection

235. The lead inspector will prepare for the inspection by:

- reading and recording any comments about behaviour and attendance in the school's latest section 5 inspection report and any section 8 inspection reports, for example from survey visits
- evaluating the school's behaviour policy, which should be available on the school's website
- identifying, from the previous section 5 report, whether the school has any pupils who attend alternative provision and noting any comments about how well these pupils are progressing and behaving
- analysing the most up-to-date information about permanent and fixed-term exclusions available in ASP and the IDSR, paying particular attention to the repeated use of fixed-term exclusions and to any groups that are excluded disproportionately<sup>58</sup>
- analysing the most up-to-date information about overall and persistent absence available in ASP and the IDSR again paying particular attention to groups of pupils<sup>59</sup>
- checking Ofsted's PIP for information about any complaints about the school.

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<sup>58</sup> Note: for different groups of pupils, such as pupils who have special educational needs and/or disabilities, inspectors must compare the school's figure for that group to the national figure for **all pupils**, not the national figure for the group.

<sup>59</sup> As above.

236. From their initial analysis, the lead inspector will arrive at key lines of enquiry and key issues that will be shared with the headteacher and senior leaders at a brief meeting once the inspection begins. The key issues and lines of enquiry that are the focus of the inspection may change as evidence is gathered during the inspection.

## During the inspection

237. The majority of the inspection activity must focus on observing short parts of lessons and observing informal times of the school day in order to evaluate pupils' behaviour and attitudes. In addition, inspectors will be guided by the Annex on page 58, which sets out in more detail the types of activities that inspectors will typically conduct during the inspection.

238. The HMI will meet with senior staff briefly to inform them of the key issues and lines of enquiry from pre-inspection analysis and then a further meeting to discuss emerging findings and follow up any issues that arise during the day. This meeting must not overlap with lunchtime periods, break times or with the time pupils leave the school, as these times of the day must be observed. The HMI may also request that a senior member of staff be present during the scrutiny of documentation in order to answer questions as they arise.

239. As it is important that the HMI sees pupils' typical behaviour throughout the day, the HMI will not jointly observe short extracts or whole classes with the headteacher, senior leaders or staff.

240. To gather and evaluate evidence about the impact of actions taken by leaders and managers, including governors, to improve behaviour, inspectors will evaluate pupils' behaviour, the management of behaviour and the culture of the school.

241. They will consider the following evidence:

- observations of pupils' behaviour and their attitudes to learning in lessons (including where relevant, with new, temporary or less experienced teachers); a particular focus will be placed on low-level disruption such as:
  - calling out without permission
  - being late to lessons or slow to start work or follow instructions
  - showing a lack of respect for each other and staff
  - not bringing the right equipment
  - pupils chatting when they are supposed to be working or listening to the teacher
  - using mobile devices inappropriately in lessons
  - time wasted through teachers having to deal with inappropriate uniform
  - packing up well before the end of the lesson

- observations of pupils' behaviour throughout the day, including discussions with pupils during break times and lunchtimes, arriving and leaving the school
- observation of any system of 'internal exclusion' the school uses to manage behaviour
- at least one planned discussion with a group of pupils whose behaviour the school has helped to improve over time
- scrutiny of documentary evidence<sup>60</sup>
- discussions with leaders and staff.

242. Inspectors must take account of the following:

- pupils' attitudes to learning and their conduct in lessons
- pupils' conduct around the school, including the way in which they speak to each other and to staff
- how well leaders and staff model good behaviour to pupils
- how well leaders and managers model good behaviour management techniques to staff
- the effectiveness of the management of pupils' behaviour, including how well leaders, managers and governors analyse and use documentary evidence to improve the way behaviour is managed
- if the school uses exclusion, the impact of this on improving behaviour
- if fixed-term exclusion overall or for any group is above the national average, the extent to which its use is reducing over time and how well the school is developing the use of alternative strategies to exclusion
- pupils' views about behaviour and all types of bullying (these views must be gathered from a range of pupils at informal times, not just from a formal discussion)
- any specific issues raised in the previous inspection report about pupils' behaviour and whether these have been tackled effectively and are showing clear and sustainable signs of improvement.

## Judgement

243. Inspectors will make a judgement on the effectiveness of the actions taken by leaders and managers, including governors, since the previous inspection to improve behaviour, including securing consistently positive attitudes to learning, or to maintain previously high standards of behaviour and attitudes to learning.

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<sup>60</sup> This should include records and analysis of bullying incidents, pupils being removed from lessons, the use of rewards and sanctions, exclusion and 'internal exclusion'.

244. The inspection report will state one of the following:

For schools where behaviour was judged to require improvement at their previous section 5 inspection:

‘Leaders and managers have/have not taken effective action to improve behaviour and secure consistently positive attitudes to learning.’

For schools where behaviour was judged to be good or outstanding at their previous section 5 inspection:

‘Leaders and managers have/have not taken effective action to maintain the high standards of behaviour and attitudes identified at the school’s previous inspection.’

245. The monitoring report should cover the following, with specific examples:

- pupils’ conduct around the school during the inspection, including the way in which they move around the school, speak to each other and to staff, conform with the school’s dress code; and pupils’ typical conduct around the school, evidenced by pupils’ views, staff’s views, and the school’s documentary evidence
- pupils’ attitudes to learning during the lessons observed and pupils’ typical attitudes to learning, evidenced by pupils’ views, staff’s views and the school’s documentary evidence
- how well pupils’ behaviour is managed by leaders and staff on a day-to-day basis
- the extent to which the school’s culture promotes and supports good behaviour, including:
  - the way in which staff speak to pupils and to parents and carers
  - how consistently staff reinforce the school’s expectations of pupils’ behaviour
  - the way in which the headteacher and other leaders model the behaviour that is expected of all staff
  - the way in which the headteacher and other leaders support staff to promote good behaviour.

246. The monitoring report will include recommendations that set out what the school needs to do to improve the way it manages pupils’ behaviour. How well the school has addressed these recommendations will be followed up during the school’s next inspection.

## At the end of the inspection

### Final feedback

247. Feedback should be offered at the end of the day.<sup>61</sup> Normally, the final feedback meeting will be attended by:

- the headteacher/principal
- other senior staff as appropriate
- the chair of the school's governing board/academy board of trustees and as many governors/trustees as possible...
- in an academy that is part of a multi-academy trust, the CEO/their delegate or equivalent
- a representative from the local authority (for maintained schools) or academy sponsor

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<sup>61</sup> The time should be arranged according to when pupils leave the school – this aspect of the school day should be observed so inspectors need to plan accordingly.



## **Annex. Inspection activities relating to behaviour**

### **Observations of behaviour and informal discussions with pupils**

Inspectors must observe behaviour at the following times:

- pupils' arrival at school
- in lessons
- in between lessons
- break time
- lunchtime
- as pupils leave the school.

During these times, inspectors should talk to pupils about behaviour, their welfare and their safety.

#### **Pupils' arrival at school**

Inspectors will:

- observe interactions between pupils, for example whether they are pleasant and relaxed or aggressive – consider whether different groups of pupils look comfortable together and whether there are any tensions
- ask different pupils about their journey to and from school – for example how safe they feel; whether they encounter any bullying during that time; what they would do to seek help from the school if they did
- evaluate whether there are sufficient numbers of staff on duty – consider where staff are situated and whether they are actively supervising
- observe interactions between staff and parents, and between staff and pupils, for example how staff greet them and speak to them and whether this provides a good role model
- consider pupils' vulnerability in the playground, for example whether pupils have to wait for a long time before entering the school, whether they are in full view of the school or whether there are hidden corners
- in special schools and pupil referral units, observe pupils as they get off taxis and minibuses and ask them about the trip – consider aspects of safety, such as supervision and bullying
- if parents and carers are available, ask them their views about behaviour and safety
- consider how well staff uphold the school's expectations, for example by reminding pupils about how they should treat each other in the playground, move around the school and make sure their uniform is correct

- consider whether pupils are dressed according to the school's uniform or dress code.

### **Pupils' behaviour between lessons and on arrival at lessons**

Inspectors will:

- consider what interactions are like between pupils, and between staff and pupils, as pupils move from one lesson to the next, for example whether staff remind pupils of expectations, convey a sense of urgency in getting to the next lesson promptly and greet them as they arrive
- evaluate the extent to which pupils are aware of and respect each other's physical space
- consider how well staff model the behaviour expected from pupils
- consider how promptly and calmly pupils enter classrooms and how quickly they respond to staff's instructions.

### **Pupils' behaviour at break time**

Inspectors will:

- consider how pupils are grouped and observe whether there are any tensions or if certain pupils are excluded
- seek pupils' views about bullying, for example whether they experience bullying, what they do to seek help, how they feel about break times, whether there are any 'no go areas' for different year groups – include any pupils who are by themselves
- evaluate the structure of break times and how well the structure supports good behaviour; in primary and special schools, consider how well pupils are being taught to play and interact well together; in secondary schools, consider whether the outdoor space allows all groups to be safe
- go to the far reaches of the playground and field to consider how well supervised these are and whether there are any spaces where bullying could easily occur
- evaluate the appropriateness of the language pupils use towards each other, for example whether it is respectful or includes derogatory language;<sup>62</sup> evaluate how well staff challenge such language if they hear it
- consider behaviour in and around the toilets, especially in secondary schools, and how well supervised they are.

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<sup>62</sup> For example racist, sexist, homophobic, or sexual language, or language that is derogatory about people who have special educational needs and/or disabilities or any other group, or aggressive personal comments about physical appearance or ability.

## **Pupils' behaviour at lunchtimes**

Inspectors will:

- observe the same aspects as for break times, such as interactions, supervision, safety and organisation, and check that pupils have an appropriate place to eat their lunch if they bring their own
- evaluate how well pupils conduct themselves in the dining room and how well staff model desired behaviours to the pupils
- establish whether pupils who are eligible for free school meals have a different payment system to others and whether this marks them out as different
- ask the lunchtime staff about bullying, for example what they see and how they help to prevent it
- ask the lunchtime staff about behaviour in general – what they see and how pupils respond to them, for example when lunchtime staff ask pupils to pick up litter or clear their table.

## **Observations of pupils' behaviour and their attitudes to learning in lessons**

Inspectors should carry out short visits to a range of lessons. Observations should include some starts and ends of lessons in order to evaluate how well teachers manage transition between lessons, how quickly pupils settle, and whether they remain focused to the end of lessons.

Evaluations should include consideration of the following:

- whether pupils arrive promptly at lessons and with the equipment they need for the lesson
- how promptly pupils respond to staff's instructions
- how clear the school's expectations of behaviour are, for example through classroom displays
- how well teachers use the school's behaviour management system, including issuing rewards as well as sanctions if these are part of the procedures, and how effective this system is in supporting staff to manage behaviour and helping pupils to behave well
- how well pupils respond to teaching assistants and other support staff
- how well pupils interact with each other – whether they work cooperatively in groups or pairs as required
- whether pupils are supportive of each other's learning, for example not making derogatory comments about other pupils' answers to questions
- how well staff help pupils to interact positively with each other, for example whether they model appropriate ways to talk to other people, tolerate or

ignore put-downs or tackle them, are explicit about the need to respect others.

Inspectors should ask pupils questions about typical behaviour in lessons, if it is possible to do so without disturbing learning.

## **Observation of 'internal exclusion' room, 'remove room' or equivalent**

If the school uses this type of provision, inspectors should visit this during lesson time to evaluate:

- pupils' behaviour while in the room
- the use of the room, for example how many pupils are present and whether this is typical (through scrutiny of records)
- how well it is used to improve behaviour, for example whether there is any follow-up action after the pupil has attended the room
- whether the school informs and involves parents and carers when their child has been placed in the room
- whether any patterns shown by its use are used to provide appropriate support and challenge to staff.

## **Discussions with pupils**

Inspectors should hold at least one discussion about behaviour and safety with a group of pupils the school has worked with to improve their behaviour. These pupils might include those who:

- have previously been excluded more than once
- attend some alternative provision
- have moved from another school on a managed move
- were previously involved in bullying other pupils
- were previously disruptive in lessons but are now 'back on track'.

During the discussions, inspectors should explore pupils' views about:

- what behaviour is typically like in school and in their lessons
- variations in behaviour from lesson to lesson
- behaviour outside lessons
- the school's reward and sanction system, including what difference this has made to their behaviour
- if they or any of their friends attend an alternative provision for part of the week, why they were selected and how it has helped them

- their understanding of the school's stance on bullying, including what happens if someone bullies or is bullied
- how the school has helped them to improve their behaviour
- how the school is helping them to maintain the improvements
- how well the school has worked with their parents or carers to lead to these improvements
- how often and where they hear derogatory language – including homophobic, racist, sexist or discriminatory language – and the school's response to this.

### **Scrutiny of documentary evidence**

Inspectors should scrutinise the school's records of behaviour and the school's analysis of behaviour in order to evaluate how well leaders and managers analyse documentary evidence and then use it to improve the way in which behaviour is managed.

Documents should include records and analysis of:

- bullying incidents
- pupils being removed from lessons
- exclusion and 'internal exclusion'
- rewards and sanctions, including how senior leaders check that rewards and sanctions are used consistently by all staff.

Inspectors should consider any patterns shown by such records and analysis, for example pupils being removed more from certain lessons or at a particular time of day, pupils who have special educational needs and/or disabilities or pupils from a particular year group or ethnic group receiving more sanctions than others do.

Inspectors should use the school's documentation and its analysis to inform their judgements about typical behaviour around the school and in lessons.

### **Discussion with staff and leaders**

Inspectors should talk briefly to staff when appropriate, for example when they are on duty in the playground or in the corridors, to ascertain their views on behaviour. Inspectors must hold a discussion with senior leaders towards the end of the day in order to follow up any issues that have arisen and to discuss leaders' evaluation of behaviour. This discussion should include a focus on how new staff and inexperienced staff are informed of the school's expectations and how they are supported in the management of behaviour.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
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