

# Ofsted Update

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## Graded and ungraded inspections

- Section 5 inspections now referred to as ‘graded inspections’
- Section 8 inspections of good and outstanding schools called ‘ungraded inspections’.
- All in one handbook

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

- Applying the EIF in different areas has now been incorporated into the main text:
  - Early stages of learning to read
  - Mathematics
  - Pupils with SEND in both mainstream and specialist settings
- Provision specific considerations, including
  - maintained nursery schools
  - junior, middle, studio schools
  - university technical colleges
  - alternative provision

## Graded inspections

- All schools with a judgement of requires improvement or inadequate will receive a graded inspection, as will a selection of schools with an outstanding or good judgement (in line with the 'risk assessment' section)
- A graded inspection uses the full framework and grades the school against key judgement (and any relevant provision judgement) grade descriptors, and for its overall effectiveness

## Ungraded inspections

- An ungraded inspection differs from a graded inspection, because it does not result in individual graded judgements, but focuses on determining whether the school remains the same grade as at the school's previous graded inspection.
- It cannot change the overall effectiveness grade of the school
- Very occasionally, an ungraded inspection can, however, be 'deemed' to be a graded inspection
- Where this is the case, inspectors will make the full set of graded judgements, using the 4-point grading scale required for graded inspections.

## Behaviour

Inspectors will not make a judgement on all the criteria contained in the ‘behaviour and attitudes’ judgement. Nevertheless, they will consider 2 key factors:

- whether the school has **high expectations** for pupils’ behaviour and conduct and applies these expectations **consistently and fairly**. Inspectors will also consider whether this is reflected in pupils’ positive behaviour and conduct. They will consider whether staff make sure that pupils follow appropriate routines, whether **low-level disruption is not tolerated** and whether pupils’ behaviour does not disrupt lessons or the day-to-day life of the school
- whether leaders, staff and pupils create a positive environment in which **bullying is not tolerated**. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread

## Gaming

- unusual patterns of examination entry that appear to ‘game the system’, for example if they are **entering pupils for courses** that are not in their educational best interest
- unusual patterns in the way that the school records **attendance**, including the use of inaccurate register codes or changes to when the register is taken. For example, if a school is inaccurately recording attendance, has changed the timing of session registration to game attendance rates or is using part-time timetables inappropriately

## Off-rolling

- ‘the practice of **removing a pupil from the school roll without a formal, permanent exclusion** or by **encouraging a parent to remove** their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of gaming’

## **Pupils' wider development**

- the extent to which the curriculum goes **beyond the academic, vocational or technical**
- whether the school provides effectively for **pupils' broader development**
- whether the school's work to enhance pupils' **spiritual, moral, social and cultural** development is of a high quality
- secondary schools' approach to **careers information, education, advice and guidance (CIEAG)**. Definitions of this can be found in the 'careers provision' section. If a school is not meeting its requirements in respect of CIEAG, inspectors will state this in the inspection report

## Workload

- leaders engage with staff and are **aware and take account of the main pressures on them**, engaging with them realistically and constructively
- staff are **free from bullying and harassment**
- leaders and staff understand the **limitations of assessment and use it in a way that will avoid creating an unnecessary burden**. Inspectors understand that assessment arrangements may have been altered as a result of the COVID-19 pandemic. Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload

## Timings

- The law usually requires the maximum interval for inspections to be no more than **5 school years** from the end of the school year in which the last relevant inspection took place.
- However, if a school's most recent graded or ungraded inspection was **before 4 May 2021**, the legal maximum for that school will, instead, be up to **7 years**.
- Commitment to inspect all schools between **May 2021 and July 2025**
- From September 2022, Ofsted will increase gradually the amount of graded and ungraded inspections they carry out each year

## Timings for outstanding schools

- Outstanding schools will receive an initial inspection by **July 2025**
- Those schools that last received a graded inspection **before September 2015 will receive an initial graded inspection**
- Schools that last received a graded inspection **after this date** will receive an initial **ungraded inspection**
- If that ungraded inspection indicates that outstanding performance may not have been maintained, they will normally carry out a graded inspection within the next 12 months or as soon as possible thereafter and, in any event, before 1 August 2026.

## Timings for good schools

- From the 2022/23 academic year, likely to inspect good schools only 3 to 4 terms later than usual (so around 5 years after their last inspection)
- For subsequent inspections, they will return to inspecting good schools around every 4 years

## Timings for requires improvement or inadequate schools

- Before the pandemic, schools judged requires improvement or inadequate could expect a graded inspection **approximately 30 months after their last inspection**
- For their first inspection since inspections were paused in 2020, this will be extended by 5 to 6 terms (so will be around **4 years** from their last inspection).
- They will continue to receive monitoring inspections, as set out in the monitoring inspection handbook.

## Impact of COVID-19

COVID-19 continues to have an impact on early years settings, schools, and further education providers, and is likely to affect how they make decisions for some time. However, education providers are moving on from an emergency response to the pandemic and returning to more usual ways of working. To reflect this, relevant paragraphs regarding temporary COVID-19 measures have now been incorporated into the main sections of each of the handbooks, to make it clear that **inspectors will continue to take account of issues that providers may be facing.**

## **Para 220**

- May be limited circumstances for the need to learn remotely
- This will be considered as part of the wider curriculum
- Use of tutors to support the aims of the curriculum

## **Para 225**

- Takes to time to develop and embed the curriculum
- Schools may be part-way through this process
- Take into account impact of COVID-19

## **Transitional arrangements**

The transitional arrangements have now been removed from the updated handbooks. In their place, a new grade descriptor has been added to the quality of education judgement:

**The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.**

Schools will still be evaluated based on their individual context, taking into account their pupils' and learners' specific needs.

## Common misconceptions about inspection

- Evidence for inspection
- Involving leaders and governance in inspections
- Evaluating the quality of education
- Staff information and professional development
- Safeguarding and security

## Reminders

- It is your curriculum which meets the needs of your context
- It needs to be either the national curriculum or a curriculum of comparable breadth and ambition
- Three Is are not separated out
- Starting points in EYFS
- Pupils with SEND and disadvantaged pupils
- Focus on reading including pupils who are not reading fluently in KS2 and beyond
- Intent for personal development and the quality of implementation
- Data is taken from IDSR 2019 until validated data is published
- KCSIE 2022

**What is it like to be a pupil at your school  
on a daily basis?**

