

Ofsted inspection of maintained schools and academies

Overview of the inspection arrangements



Introduction

This guidance is aimed at teachers, school leaders and NASUWT representatives working in maintained schools, academies and free schools who want an overview of the Ofsted inspection arrangements. The guidance explains what inspectors will inspect, how they will inspect, and how they will make judgements and report. It also addresses key questions that teachers have raised about inspection.

The guidance draws from the *Education inspection framework* (EIF), the handbooks for section 5 (SIH) and section 8 (SIH – section 8) school inspection, and Ofsted guidance on inspecting the curriculum and inspecting safeguarding. It also draws from information that Ofsted provided to inspectors in preparation for the new inspection arrangements.

The NASUWT has produced other advice and guidance on inspection:

- *NASUWT Briefing: Changes to Ofsted inspection from September 2019*. This outlines the main changes to inspection; and
- *Ofsted inspection of maintained schools and academies: advice for school leaders, teachers and NASUWT representatives*. This provides detailed references to the EIF, SIH, and SIH – section 8, as well as NASUWT advice on matters related to inspection.

Teachers, school leaders and NASUWT representatives will also find Ofsted's *Clarification for schools* helpful. The NASUWT worked with Ofsted to produce the document which provides facts and challenges myths about inspections.

Links to these publications are provided in the Further Information section at the end of this guidance.

The inspection process

Types of inspection

Ofsted undertakes a range of inspections of schools. This guidance focuses on **routine (section 5) inspections** and **focused (section 8) inspections** of schools that have been judged ‘good’ (or ‘good’ or ‘outstanding’ in the case of schools that are not exempt from inspection).

Focus of inspection

Inspectors will focus on four key areas:

- quality of education;
- behaviour and attitudes;
- personal development; and
- leadership and management.

Inspectors will pay particular attention to the quality of education.

In routine inspections, inspectors will also look in detail at the three other key areas. In focused inspections, inspectors will focus on specific aspects of behaviour and attitudes, personal development, and leadership and management.

What will Ofsted inspect?

Quality of education

Inspectors will pay particular attention to the quality of education provided to all pupils in the school, including pupils with special educational needs and disabilities (SEND). They will look for evidence that the curriculum is broad and ambitious for all pupils and that it is not being narrowed for particular groups of pupils. They will also look at subject content and how that is sequenced across a key stage or phase. Further, inspectors will look at how what is taught in a subject, key stage or phase links to what was taught before and to how it prepares pupils for the next stage of education, training or work.

Inspectors will consider how the curriculum is implemented. This includes looking at how a lesson that is being taught fits into the sequence of learning.

Inspectors will look at how assessment is used, including considering whether this supports teaching of the curriculum. Inspectors will also look for evidence that assessment arrangements do not substantially increase teachers’ workload.

Inspectors will consider whether teachers have good knowledge of the subjects they teach. They will also consider whether leaders enable teachers to improve their subject and pedagogical content knowledge. They will pay particular attention to how leaders support teachers who are teaching outside their area of expertise.

Inspectors will look at the outcomes that pupils achieve as a result of what they have learned. This will include considering how well pupils are prepared for the next stage of education.

Behaviour and attitudes

Inspectors will consider whether the school has high expectations for pupil behaviour and conduct and whether the expectations are applied consistently and fairly. Inspectors will also consider whether leaders, staff and pupils create an environment in which **bullying is not tolerated**. They will look for evidence that the school **does not tolerate low-level disruption**.

Ofsted acknowledges that a school is likely to experience some low-level disruption and that incidents of harassment, bullying and discrimination may occur in any school. Inspectors will look to see whether a school deals with any incidents of harassment, violence, bullying, aggression, discrimination and use of derogatory language quickly and effectively so that they do not escalate.

Inspectors will look at the use of permanent, fixed-term and internal exclusion, as well as at pupils' attendance and punctuality. They will consider whether behaviour and attendance policies are clear and applied consistently and fairly by all staff.¹

Personal development

Inspectors will make a judgement about the quality of the school's provision to promote pupils' personal development. They will **NOT** make a judgement about the impact of the school's provision on pupils' personal development. This recognises that other factors will influence a pupil's personal development.

Inspectors will consider the extent to which the curriculum provides for pupils' broader development and whether the school's work to enhance pupils' spiritual, moral, social and cultural (SMSC) education is of a high quality.

¹ Schools should refer to the NASUWT's guidance on developing a behaviour policy and reviewing behaviour management procedures.

From September 2020, inspectors will consider whether the school is meeting its statutory obligations in respect of teaching relationship and sex education (RSE).

Inspectors will consider the quality of careers information, education, advice and guidance. They will consider pupils' understanding of equality, including protected characteristics and how equality and diversity are promoted. Inspectors will also consider how leaders promote British values.²

Leadership and management

In focused inspections, inspectors will **focus on safeguarding, workload, and gaming and 'off-rolling'**. Inspectors will also look at these issues in routine inspections.

Inspectors will consider leadership and management when they inspect the other key judgement areas. For example, they will consider whether leaders and managers plan the curriculum so that it is broad and ambitious for all pupils, and whether continuing professional development (CPD) for teachers is aligned to the curriculum so that they are able to deliver better teaching for pupils.³ This will be examined in greater detail in routine inspections.

How will Ofsted inspect?

Under the new arrangements, inspectors will undertake observations and collect other evidence about what is happening in the school. They will examine the evidence to identify possible patterns and potential issues. Inspectors will consider whether what they see is common or systemic practice.

Inspectors will be particularly interested in how the various elements of provision connect together. Inspection judgements will be about the quality of provision and practice across the school, and **NOT** about individual elements such as the lessons, subjects or departments visited.

How will Ofsted inspect the quality of education?

Inspectors will collect evidence about pupils' progress through the curriculum, particularly on: how the curriculum is sequenced; how the

² Schools may find the NASUWT's guidance on Universal Values and the Prevent strategy helpful when addressing pupils' personal development.

³ Teachers should refer to the NASUWT's guidance, *Taking control of your performance management*.

curriculum builds on previous learning (in the class and lower down the school); and how it prepares pupils for the next stage of education, training or work.

There are three stages to the inspection of quality of education: **top level view**; **deep dives**; and **connecting the evidence**.

Top level view

Inspectors will speak to school leaders and those responsible for organising the content and sequencing of the curriculum (this is likely to be heads of departments, subject and curriculum leads) to get an overview of the vision for the curriculum, and how it is designed and sequenced so that new knowledge and skills build on what has been taught before and enables pupils to work towards clearly defined end points.

Inspectors should work with school leaders to identify and agree which subjects will be included in the deep dives. In primary schools, inspectors will always undertake a deep dive of reading.

Deep dives

There are six elements to deep dives: discussion with senior leaders; discussion with curriculum leaders; discussion with pupils; discussion with teachers; scrutiny of pupils' work; and visits to a connected sample of lessons.

Inspectors will identify a sample of pupils for each deep dive. The sample is likely to include disadvantaged pupils and pupils with SEND. Inspectors will scrutinise pupils' work books or equivalent, and they will talk to pupils about their experiences and what they have learned.

In routine inspections, inspectors will conduct four to six deep dives of curriculum subjects. Inspectors are likely to undertake fewer deep dives in focused inspections, particularly when inspecting small primary schools.

Inspectors will usually target two year groups for each deep dive subject. However, they will be looking at the curriculum, teaching and learning for that subject across the whole school, including early years and the sixth form as appropriate.

Inspectors will visit lessons as part of the deep dive. However, Ofsted stresses that inspectors are not inspecting the lesson or the teacher. Instead, the focus is on how the curriculum is implemented, including where the lesson fits into the sequence of lessons and the broader curriculum. Inspectors will work alongside school leaders so that leaders can tell them and show them what is happening.

Inspectors will talk to teachers about the lessons they visit and the pupils they are sampling, including pupils with SEND. They may ask whether the teacher is aware of what happened in the subject the previous year and what will happen next. Inspectors will be likely to ask about the teacher's use of assessment and how this informs teaching and learning. They will also consider whether assessment is proportionate or creates additional workload for teachers.

Inspectors should consider where the teacher they are talking to sits within the school staffing structure and how they are being supported and developed, particularly if they are teaching a subject outside their area of expertise.

Connecting the evidence

Inspectors will use the evidence to look for patterns. They will form hypotheses that can be tested during the inspection. Inspectors will triangulate the different evidence in order to establish what is systemic. Final judgements will be about the quality of education across the school and not about subjects observed.

Inspectors will look at national-level data about pupils' performance and progress. Inspectors will NOT look at school-level data. However, they may discuss how the school collects and uses such data.

How will Ofsted inspect behaviour and attitudes?

Inspectors will look for patterns in pupil behaviour. They will look at how the school manages behaviour, including what leaders do to promote positive behaviour and prevent poor behaviour from spreading, what leaders do to protect and support pupils and staff, and whether the behaviour policy is followed consistently and fairly. Inspectors will consider whether a school complies with equalities legislation, including whether it makes reasonable adjustments for pupils with disabilities.

Inspectors will gather evidence from meetings and discussions with school leaders, governors, teachers, support staff and pupils.

Inspectors will speak to a sample of staff who are most likely to be affected by challenging behaviour, such as trainees, cover supervisors, newly qualified teachers (NQTs) and catering staff. They will also speak to groups of pupils, including those who are more likely to experience bullying, and those pupils who have been subject to behaviour sanctions.

Inspectors will observe the behaviour and attitudes of pupils during the inspection, while they are on lesson visits, in the playground and around the school.

Inspectors will gather evidence from school policies and from school-level and national data (for example, data on attendance and exclusions, staff and pupil surveys and Parent View).

Inspectors will triangulate the different sources of evidence to form a picture about behaviour and attitudes across the school.

How will Ofsted inspect personal development?

Inspectors will consider the range of provision to promote pupils' personal development. They will be particularly interested in whether all groups of pupils can access that provision and about the steps that are taken to ensure that disadvantaged pupils, including pupils with SEND, have access to opportunities.

As for the inspection of behaviour and attitudes, inspectors will use a variety of strategies for gathering evidence about provision for pupils' personal development. This includes: observing what happens during inspection; examining school policies; and speaking to leaders, teachers and groups of pupils about their experiences and practices in the school. Inspectors will triangulate the evidence to form a judgement about the quality of provision for all pupils, including disadvantaged pupils.

How will Ofsted inspect leadership and management?

Inspectors will draw on evidence from surveys, including the staff and pupil online surveys which are issued when the school is notified of the inspection.

Inspectors will gather evidence about leadership and management throughout the inspection. They will speak to school leaders before and during the inspection. They will also involve the headteacher in discussions and decisions about what will be inspected.

Inspectors will triangulate what leaders and managers tell them against other sources of evidence. So, for example, inspectors will look at: what leaders tell them about the vision for and sequencing of the curriculum; the use of assessment; how teachers' workload and wellbeing are managed; evidence from discussions with teachers (such as their understanding of how the curriculum is planned and sequenced, and how they are supported and developed); observation of how the curriculum is being taught in classrooms; and what pupils say and demonstrate they know and can do.

How will Ofsted judge and report inspections?

In routine inspections, inspectors will provide a grade for each of the key areas and a grade for overall effectiveness. They will also provide a separate grade for early years or sixth-form provision if the school has this provision.

In focused inspections, inspectors will not grade provision separately, but will report that the provision remains 'good' (or 'good' or 'outstanding' in the case of non-exempt schools).

Inspection reports are written primarily for parents. The first two sections of the report respond to the questions: 'What is it like to attend this school?' and 'What does the school do well and what does it need to do better?' The final section of the report is written for the school or appropriate body and addresses the question: 'What does the school need to do to improve?'

Inspectors will report on the quality of provision across the school. In the case of the quality of education judgement, therefore, inspection judgements will relate to the whole curriculum, not just the subjects examined in deep dives.

Q&A about inspection

1. What view will inspectors take of the way in which schools manage teachers' workload and wellbeing?

Failure to manage teachers' workload and wellbeing effectively is likely to have an adverse impact on the inspection outcome. Guidance on focused inspections states that: 'where the lead inspector has serious concerns about workload and bullying or harassment of staff, the inspection will be converted to a section 5 inspection'.⁴ Also, in routine inspections, a school cannot be graded 'outstanding' and may not be judged 'good' if it is not taking appropriate action to identify and address staff workload and wellbeing.⁵

Ofsted will use its quality assurance and evaluation processes to monitor how staff wellbeing is picked up in inspections.⁶

The Health and Safety Executive's (HSE's) Stress Management Standards will help schools to identify and address the issues that impact adversely on workload and wellbeing. The NASUWT strongly recommends that schools adopt the standards.⁷ School leaders should familiarise themselves with the standards and contact the NASUWT for further advice and support about implementing the standards in their school.

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

2. Will inspectors only judge the workload and wellbeing of teachers and support staff?

Inspectors will judge the workload and wellbeing of all staff. However, they will take account of evidence which shows, for example, that occupational wellbeing is highest among senior leaders and lowest among teachers.⁸ Ofsted also notes that teachers and school leaders report very heavy workloads and that this impacts on work-life balance and on retention.⁹

⁴ SIH – section 8, paragraph 64.

⁵ SIH, paragraph 275.

⁶ Ofsted (July 2019), *Teacher well-being at work in schools and further education providers*.

⁷ Available at: www.hse.gov.uk/stress/standards/ (accessed 27 June 2019).

⁸ Ofsted, pages 17-21.

⁹ Ofsted, pages 24-28.

Schools need to ensure that they identify and address the workload of all staff. This includes looking at arrangements for assessment, data collection and analysis, and planning and preparation.

3. Will it be more difficult for schools to be judged ‘outstanding’?

Ofsted has stated that the ‘outstanding’ judgement should only be used for exceptional performance. A school will only gain ‘outstanding’ for overall effectiveness if the judgements for each key area are ‘outstanding’. To gain ‘outstanding’ for a key area, schools will need to meet all the criteria for ‘good’ consistently and securely and meet each criterion for ‘outstanding’. This means that a school that does not identify and take action to identify staff workload and wellbeing cannot be graded ‘outstanding’. It also suggests that it will be more difficult for schools to gain an ‘outstanding’ judgement in the future.

4. How will inspectors determine whether the curriculum is broad and balanced and ambitious for all pupils?

Inspectors will use the national curriculum to judge breadth and balance. While academies are not required to follow the national curriculum, inspectors will use it as a guide and expect an academy to demonstrate that their curriculum is of similar breadth.

Inspectors will evaluate the impact of the curriculum on disadvantaged pupils, including pupils with SEND. They will consider the extent to which the school’s provision meets the needs of different pupils. They will want to see that disadvantaged pupils, including pupils with SEND, do not receive a reduced curriculum. They will also want to see that the curriculum is successfully adapted, designed or developed to enable pupils with SEND to develop their knowledge and skills, and to apply what they know and can do with increasing fluency and independence.

5. Are deep dives subject inspections?

Deep dives are not subject inspections. While inspectors will usually undertake deep dives of four to six subjects, they will use evidence from the deep dives to form hypotheses that they will test in order to make more general judgements about the whole curriculum and the quality of teaching and learning across the school.

6. Will the new inspection arrangements place additional burdens on curriculum and subject leads?

Inspectors will want to speak to the person who is responsible for organising the content and sequencing of the curriculum subject that

they are focusing on. This may mean that inspectors should speak to a senior leader rather than the person nominated as the subject lead.

Inspectors should take account of the school's context, meaning that the expectations of curriculum or subject lead in a large secondary school will be different from those in primary schools and/or small schools.

Ofsted says that inspectors need to be mindful of individual circumstances and it will be appropriate for an inspector to ask a curriculum or subject lead about the support that senior leadership is providing to enable them to fulfil their role.

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

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

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

7. Inspectors are inspecting my subject. What should I expect?

Inspections of the quality of education involve three elements: top level view, deep dive, and bringing things together. Deep dives focus on particular subjects.

Inspectors will gather a range of evidence about a subject. This includes evidence from school leaders, curriculum and subject leaders, teachers and pupils. Inspectors will visit lessons but will not judge the quality of teaching of the teachers they observe. Instead, their focus will be on the bigger picture and how, for instance, what is being taught in a lesson fits into the sequence of lessons.

Inspectors may ask teachers about subject content and sequencing. Inspectors will be interested in teachers' and leaders' understanding of the whole curriculum. Therefore, they might ask teachers if they are aware of what happened in a subject the previous year and what will happen next. Inspectors will also be interested in how assessment is used to support teaching and learning.

Inspectors will be interested in how teachers are supported and developed, particularly teachers who are teaching a subject outside their area of expertise.

Deep dives are not subject inspections and inspectors will examine and draw together evidence collected from deep dives to form hypotheses that can be tested more generally. Inspectors will look for patterns and evidence of practice that may be systemic.

Inspectors will make a judgement about the entire curriculum and not just the deep-dive subjects and/or the years observed. This influences how inspectors will feed back to teachers and leaders. Inspectors are likely to provide informal feedback when they visit lessons, but may provide more formal feedback to teachers and leaders as a group. This is likely to be to a department or education phase. Feedback should address bigger-picture issues such as planning and sequencing of lessons and subject content. Inspectors should not provide feedback about individual teachers or individual teaching.

8. How many assessments should the school undertake over the course of the academic year?

Ofsted says that schools choosing more than two or three data collection points a year should have a clear reasoning for what interpretations and actions are informed by the frequency of collection. Ofsted also says that this needs to take account of the time taken to set assessments, collate, analyse and interpret the data, and the time taken to act on the findings. Ofsted says that inspectors should report if a school's system for data collection is disproportionate, inefficient or unsustainable for staff.

9. The school is experiencing difficulties accessing external support for pupils with SEND and with mental health difficulties. Will this impact adversely on the school's inspection judgement?

Ofsted acknowledges that schools are experiencing difficulties in obtaining appropriate support for some pupils with SEND or mental health issues.¹⁰

¹⁰ Ofsted, page 10.

Ofsted will expect schools to demonstrate that they have taken steps to secure external support and that concerns have been raised with appropriate authorities when support is not provided or is delayed. Ofsted will expect the school to be doing its best to support the pupil.

School leaders, special educational needs co-ordinators (SENCOs) and NASUWT representatives should contact the NASUWT if they believe that inspectors have not taken appropriate account of the lack of external support.

10. Will inspectors penalise the school if they identify evidence of bullying, harassment, discrimination or low-level disruption?

Ofsted recognises that every school is likely to experience some low-level disruption, and incidents of bullying and harassment may occur in any school. Inspectors will look for patterns and seek to establish whether issues are systemic. Inspectors will want to see that incidents are dealt with promptly and that appropriate action is taken to ensure that issues do not escalate.

Inspectors will look for evidence that the school takes appropriate action to protect staff and pupils, particularly those who are more vulnerable.

The critical points are that the school must be able to demonstrate that: low-level disruption and incidents of bullying, harassment and discrimination are not tolerated; appropriate action is taken to address incidents and prevent them from escalating; and staff and pupils are protected.

11. How will inspectors inspect provision for pupils with SEND?

Ofsted requires inspectors to weave SEND into every inspection. This means that inspectors must establish the context for SEND provision in the school and the ambitions for pupils with SEND. Inspectors must consider whether the curriculum is implemented appropriately for pupils with SEND and how well they are involved in school life.

Inspectors will want to understand how decisions about provision for pupils with SEND are made and how the school plans for and meets the needs of pupils with SEND. They are likely to pay particular attention to how leaders make decisions about the curriculum, and how they ensure that teachers are supported and enabled to meet the needs of pupils with SEND.

Ofsted has told inspectors that some deep-dive samples should include pupils with SEND and that inspectors should have copies of those pupils' Education, Health and Care (EHC) plans and SEND support plans. It is important that staff do not undertake specific preparation for inspection. This means that a school may provide an inspector with information about its arrangements for provision mapping, or copies of pupil-profile documents as appropriate.

12. How will the new inspection arrangements impact on SENCOs?

Inspectors will want to speak to the SENCO during the inspection. Inspectors should take account of the position of the SENCO within the school. The expectations of a SENCO who is a senior leader should be different from that of a teacher who has a TLR. If an inspector does not seek the information, SENCOs should explain to the inspector where they sit within the school hierarchy. This will be particularly important if the SENCO is not a member of the senior leadership team.

Inspectors should consider the workload of the SENCO, including how senior leaders support the SENCO to fulfil their role. This is extremely important because SENCOs are likely to be under pressure if external services fail to provide support or use bureaucracy to ration or control access to provision.

The SEND Code of Practice states that: *'the SENCO has an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.'*¹¹ The NASUWT strongly recommends that schools follow the advice in the Code of Practice.

SENCOs must be given appropriate time to undertake their role. They must also be paid on the leadership scale or receive a TLR.

SENCOs should contact the NASUWT for advice if their school uses the changes to inspection to impose greater demands on them. SENCOs should also contact the NASUWT if they believe that inspectors have failed to take appropriate account of their role and position within the school.

¹¹ DfE (January 2015), SEND Code of Practice, paragraph 6.87.

13. Should a school use performance data and Ofsted grades to judge a teacher's performance?

The report of the independent working group into workload, *Making data work*, includes an explicit recommendation which the Government accepted that: pay and progression should never be dependent on quantitative assessment metrics such as test outcomes.¹²

Inspectors will consider how school leaders support and develop staff. Performance management provides an ideal means for leaders to demonstrate that they are supporting teachers, including providing them with access to CPD.

The NASUWT has issued detailed advice on performance management/appraisal. This is available on the NASUWT website: www.nasuwt.org.uk/performancemanagement. The advice makes it clear that it is inappropriate for schools to use Ofsted grades to assess teachers' performance in observed lessons or to judge teachers' performance in performance management/appraisal records. The advice sets clear expectations about the pay and performance management practices that schools should adopt. Teachers should raise any concerns about performance management practices with the school and, if necessary, seek advice and guidance from the NASUWT.

14. Should the school undertake a review of the curriculum in order to prepare for inspection?

Ofsted states that schools do not need to do anything in order to prepare for inspection. However, Ofsted also acknowledges that schools may want to review the curriculum in light of the changes to inspection. As a result, in the academic year 2019/20, inspectors may make allowances where schools are reviewing curriculum intent, so long as leaders can demonstrate that they are taking actions to bring about changes. Leaders would need to demonstrate that the changes would result in quality of education being 'good' within two years.

15. My school introduced a two-year KS3 when the new GCSEs were introduced. How will inspectors view this?

Inspectors will consider how well the school teaches a broad range of subjects in years 7-9. Inspectors will use the national curriculum to exemplify this breadth. Schools that have introduced a two-year KS3

¹² DfE (2018), *Making data work: Report of the Teacher Workload Advisory Group*, page 17; and Government response to the *Workload Advisory Group report, 'Making Data Work'*, page 6.

in order to start GCSEs in year 9 should evaluate the impact of this policy on pupils. They should also take steps to ensure that year 9 pupils are still able to study a broad range of subjects commensurate with the national curriculum.

16. Should a member of staff who works part time attend school on the days of the inspection if the inspection takes place on a day when they do not normally work?

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

17. Should the school use a consultant to review and reform the curriculum?

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

- produce statements of curriculum intent. Ofsted states that intent is nothing new and that schools do not need to write new statements, adapt websites or restructure staffing to cover intent.¹³ This is a process that school leaders should work through over time. It is not something that can be bought ‘off the shelf’ (see the advice above on leadership of the curriculum);
- identify the questions that inspectors will ask under the new inspection arrangements. Schools should use the guidance provided by Ofsted in the inspection handbooks and focus on the broad issues and themes of inspection rather than adopting a tick-list approach. A tick-list approach is likely to generate workload and have limited impact;
- undertake mock inspections. Mock inspections are unnecessary and add to workload. Inspectors will consider staff workload and wellbeing and could make a negative judgement of leadership and management if the school uses consultants in this way.

¹³ See the Ofsted blog about curriculum intent: <https://educationinspection.blog.gov.uk/2019/07/01/busting-the-intent-myth/> (accessed 8 July 2019).

NASUWT representatives should contact the NASUWT for advice if their school has support needs related to the new inspection arrangements.

18. If the school is being inspected, should teachers complete Ofsted's online survey for staff?

The NASUWT urges teachers and school leaders to complete the Ofsted online staff questionnaire. This will be particularly important in short inspections where inspectors have limited time to identify and examine practice and issues in detail. The questionnaire provides a means for teachers to highlight how well the school is supporting them and to provide evidence about issues such as those relating to workload, behaviour and support.

19. How can I provide the NASUWT with evidence about the school's inspection?

The NASUWT collects evidence about the inspection process and encourages teachers and school leaders to complete the short survey about their experiences. The NASUWT will use this information to identify how it can better support members, including by pressing for changes to policies and practice nationally and locally, including in individual schools.

The survey can be accessed at:
www.nasuwat.org.uk/inspectionsurvey.

Further information

Ofsted

Ofsted, *Clarification for schools*. Available at: <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>.

Ofsted (May 2019), *The education inspection framework: Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006*. Available at: www.gov.uk/government/publications/education-inspection-framework.

Ofsted (May 2019, updated September 2019), *School inspection handbook: Handbooks for inspecting schools in England under section 5 of the Education Act*. Available at: www.gov.uk/government/publications/school-inspection-handbook-eif.

Ofsted (May 2019, updated September 2019), *School inspection handbook – section 8: Handbook for inspecting schools in England under section 8 of the Education Act*. Available at: www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections.

Ofsted (May 2019), *Inspecting the curriculum: Revising inspecting methodology to support the education inspection framework*. Available at: www.gov.uk/government/publications/inspecting-the-curriculum.

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

NASUWT

NASUWT (June 2019), *NASUWT Briefing: Changes to Ofsted inspection from September 2019*. Available at: www.nasuwt.org.uk/uploads/assets/uploaded/f4404160-a64f-4301-929f248625cf5cf7.pdf.

NASUWT (September 2019), *Ofsted inspection of maintained schools and academies: advice for school leaders, teachers and NASUWT representatives*. Available at: <https://www.nasuwt.org.uk/advice/in-the-classroom/inspection-and-accountability/inspection-in-england/ofsted-inspection.html>.

NASUWT (2019), *Developing a behaviour management policy*. Available at: www.nasuwt.org.uk/uploads/assets/uploaded/5cba913a-229d-4e4e-a11096bc344b0ba8.pdf.

NASUWT (2019), *Reviewing behaviour management procedures: guidance for NASUWT representatives*. Available at: www.nasuwt.org.uk/uploads/assets/uploaded/5e4c75a0-f993-458c-9cbe3240efed4f25.pdf.

NASUWT (2018), *Taking control of your performance management: practical guidance for teachers*. Available at: www.nasuwt.org.uk/uploads/assets/uploaded/1b4ab676-8091-44e8-99e9e80f87f7c341.pdf and www.nasuwt.org.uk/advice/performance-management.html for other performance management resources.

NASUWT (2017), *The Prevent Strategy: Guidance for school leaders in England*. Available from: www.nasuwt.org.uk/advice/in-the-classroom/children-and-young-people/prevent-and-tackling-extremism.html.

NASUWT (2017), *The Prevent Strategy: Guidance for teachers in England*. Available from: www.nasuwt.org.uk/advice/in-the-classroom/children-and-young-people/prevent-and-tackling-extremism.html.

NASUWT (2016), *Universal Values: Responding to the requirement to promote Fundamental British Values*. Available at: www.nasuwt.org.uk/uploads/assets/uploaded/b49175fd-4bf6-4f2d-ac5b2759c03015be.pdf.

NASUWT (2016), *Universal Values: Further ideas and activities*. Available at: www.nasuwt.org.uk/uploads/assets/uploaded/e3e26656-96ef-4a8c-827de577c02209e0.pdf.

