

Tweet: Ofsted and accountability

- Link to guidance for schools

<https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academie>



- 1 day Interim visits from Sept 20 led by HMIs- “how schools are returning to a normal curriculum” Looking at what is in place now (not last term). Informed day before visit
- No grade but letter about the discussion with heads published
- Sample schools from across the grades will be visited. All inadequate schools will be visited
- Discussion format (10:00-4:00) this will normally include the headteacher and designated safeguarding leader, though headteachers are free to invite other leaders to participate in the visit, at their discretion
- No extra documents should be produced in preparation
- Inspectors will not visit lessons or look at pupils’ work. If it is agreed with the headteacher that it is safe and appropriate to do so, they may talk to staff and/or pupils.
- Inspectors will not routinely meet with governors, trustees, multi-academy trust leaders or local authorities as part of these visits. However, if any of these wish to speak to inspectors, inspectors will try to accommodate a brief conversation.
- We will not be using parent, pupil or staff questionnaires on these visits and so will not ask schools to circulate the usual links.

Discussions with inspectors will include:

- the barriers that the school has faced, and may still be facing, in managing the return to full education for all pupils
- how leaders are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding
- how pupils are settling back into expected routines and behaviour, including regular attendance
- how any identified and specific issues related to special educational needs, disabilities, health, care, well-being issues for particular groups of pupils are being addressed. Looking at any differences in how pupils with different needs or different characteristics are supported. This includes understanding how leaders have involved parents and carers and, as necessary, other professionals and specialist services in working out how best to support pupils with SEND
- the school's safeguarding arrangements (focusing on arrangements at the time of the visit but potentially also looking at what was in place at the start of the COVID-19 response)
- **Inspectors will look at how approaches to remote learning are integrated into the wider curriculum design, and the plans leaders have in place to follow the guidance from the Department of Education (*big part of discussion and covers how decisions are being made about what to teach, how teachers are supported through planning and training, how effective they are at teaching efficiently , how you are addressing gaps and catch up safeguarding on line and how remote pastoral care will be delivered*)**