

SERVICES FOR SCHOOLS

**A guide for Headteachers. How to prepare
for a graded or an ungraded inspection.**

Updated September 2022

A GUIDE FOR HEADTEACHERS. HOW TO PREPARE FOR A GRADED AND UNGRADED INSPECTION

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Ofsted 2022 - Preparing for a Graded and Ungraded Inspection with Specific Reference to the Deep Dive Methodology

Summary

Steps	Appendices
Step 1- Ensure all leaders know the Framework and their role in an Ofsted Inspection	
<ul style="list-style-type: none"> ▪ Governors and Senior Leaders have read School Inspection Handbook. ▪ Senior Leaders have overview of Graded inspection descriptors printed. ▪ Senior and Middle leaders have School Inspection Handbook , The Evaluation Schedule printed in A5 booklet. 	
Step 2- Set up a Deep Dive within your school	
<ul style="list-style-type: none"> ▪ Meet with Middle Leaders and provide overview of Framework, how The Quality of Education fits in and importance of their role in an inspection. ▪ Pair departments and allocate time. ▪ Middle Leaders meet to conduct the interview of each other. 	<p>Appendix 1: PowerPoint Part 1 Overview of School Inspection Handbook and Deep Dives</p> <p>Appendix 2: Middle Leaders – Deep Dive Quality of Education</p>
Step 3- Middle Leaders conduct the inspection of a department	
<ul style="list-style-type: none"> ▪ Middle Leaders identify two lessons to conduct a Deep Dive of their allocated department. ▪ Collate and submit evaluation of the department’s work with suggestions on how the department can improve. 	<p>Appendix 1: PowerPoint Part 2 Overview of School Inspection Handbook and Deep Dives</p> <p>Appendix 3: Overview table Middle Leaders</p>
Step 4- Senior Leaders and Middle Leaders conduct an overview Self-Evaluation	
<ul style="list-style-type: none"> ▪ Complete individually and bring responses together to compile a final version (school and department areas). 	<p>Appendix 4: Self- Evaluation Proforma</p>
Step 5- Consolidate what you have learnt	
<ul style="list-style-type: none"> ▪ What have you as Headteacher and Senior Leaders learnt about each department and are there areas to work on? ▪ How prepared are the governors? ▪ Who are the key staff who would talk about different aspects? ▪ Key documents list for staff and useful evidence 	<p>Appendix 5: Poster on British Values</p> <p>Appendix 6: Protected Characteristics Poster</p>

This guide provides ideas and systems to ensure that your school is prepared for a Graded and Ungraded Ofsted Inspection. The guide provides information and useful steps to allow you, your Senior Staff, and in particular Middle Leaders to prepare for an Inspection. This guide is based on current work in a Hampshire School.

Introduction:

To summarise, an **Ungraded** Inspection is a visit to ascertain whether a school is still good or outstanding. The school will receive a letter. Deep Dives form a key part of the two-day Inspection alongside the Spotlight Areas of:

- High expectations for behaviour/bullying not tolerated.
- Gaming and off-rolling.
- The extent to which the curriculum goes beyond the academic, vocational, or technical and provides for pupils' broader and SMSC development (including considering work to prevent sexual harassment, online sexual abuse, and sexual violence).
- Staff workload and protection from bullying and harassment.

If a school was outstanding prior to 2015 the school will receive a full Graded.

A graded inspection is a Full Inspection where Inspectors make judgements on the overall effectiveness and the 4 key judgements:

- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

and, where relevant, judgements on the quality of provision in Early Years Education and the Sixth Form.

The report will give a judgement for each of the key areas. In addition, they will report on:

- What is it like to be a learner with this provider? and
- What does the provider do well and what does it need to do better?
- Safeguarding.

Headteacher tip: Whether it is a Graded or Ungraded, Deep Dives are a key part of any Inspection allied to the Quality of Education. The Spotlight Areas for an Ungraded, when you look at them closely cover aspects of the other three judgement areas. Staff in particular Middle Leaders must be prepared for either scenario.

The Middle Leaders are the experts and the leaders for a Subject or Area. Their participation is crucial to any Inspection, and they provide the evidence and practice for what the Headteacher mentions in the initial and subsequent conversations to the Lead Inspector.

Step 1: Ensure all leaders know the framework and their role in an Ofsted Inspection.

School Inspection Handbook outlines the methodology – useful to Senior Leaders and Governors.

School Inspection Handbook outlines the evaluation schedule for a Graded Inspection although it is highly relevant for all Inspections.

School Inspection Handbook – Specific matters for ungraded inspections paragraphs 133-135 gives details on the Quality of Education and the Spotlight Areas.

Headteacher tip: Ensure your Senior Leaders have the overview of the Graded and ungraded specifics and print a copy of the School Inspection Handbook, for all leaders in the school (A5 size). **Insist that the handbook is at every meeting that is held regarding Inspection and encourage them to read and use it to judge their performance. It is relevant for the Deep Dives.**

Feedback Staff really appreciated the smaller version of the handbook for their reference (A5 size).

Step 2: Set up a Deep Dive within your school.

Aim: For all Subject Areas to prepare for their Deep Dive and undertake a Deep Dive on another subject.

Arrange to meet with your Middle Leaders and provide an overview of the framework, explain how The Quality of Education fits in and how important their role is in an Inspection. The powerpoint gives an overview of the framework and provides detail on the different aspects of the Quality of Education giving examples of questions that could be asked.

Appendix 1: Powerpoint Part 1 Overview of the School Inspection Handbook and Deep Dives

Appendix 2: Middle Leaders – Deep Dive Quality of Education provides the brief to the Middle Leaders on how to prepare their Deep Dive and then conduct a Deep Dive on the allocated Department.

HeadteacherTip: Using the exemplar brief decide on the Departments that you will pair and allocate a time if available for them to conduct the interview of each other allowing an hour for each. The suggested pairings were chosen to ensure that Departments worked with an area that they did not usually work with to provide that extra challenge and experience. The decision was made that the Senior Team would not conduct the Deep Dives. Involving the Middle Leaders encouraged and ensured that they organised themselves and in so doing became more familiar with the framework and what was expected. It also was about collaboration rather than being 'done to' by Senior Leaders.

Professional Learning Time and Directed Time were used for the conversations.

Feedback from the conversations was positive and it indicated what needs to be done and how the conversation should be approached.

- *Good to see how other Departments run and the issues they face.*
- *Be confident and passionate with your vision and realise how much we offer – remember you are the expert.*
- *Difficult to communicate in such a short time, need to articulate clearly and highlight the best aspects.*
- *Identified areas to work on – gaps in evidence and data to back things up.*
- *Staff training and non-specialist input.*
- *List of documents.*
- *More input on how to answer the questions.*
- *Look forward to seeing the Department in action.*

Further evidence can be seen on the Powerpoint.

Step 3: Middle Leaders Conduct the Inspection of a Department.

Prior to the Inspection (follow up to the conversation) of the Department Part 2 of the Powerpoint provides a summary of the Quality of Education and information on the other key judgement areas within the context of the Deep Dive Work with questions to be asked of students and Teachers. The evidence collected would serve to triangulate the evidence from the initial conversation.

After the initial conversation Middle Leaders identify 2 lessons to conduct a Deep Dive of the allocated Department (more time can be allocated if available). Observe the lessons ideally in two different Year Groups where possible (KS3 and 4), select students with their books from the lesson to talk to and speak to the Teachers who were observed.

Appendix 1: Powerpoint Part 2 provides an overview of the Deep Dive at the beginning and then mentions the other aspects of the framework – Behaviour and Attitudes, Personal Development and Leadership and Management.

Appendix 3: Provides an overview table for Middle Leaders to record the evidence to inform an evaluation of the Department's work.

Each Middle Leader to submit an evaluation of the Department's work with suggestions on how the Department can improve.

Step 4: Senior Leaders and Middle Leaders conduct an overview Self-Evaluation.

Appendix 4: Self-evaluation Proforma.

This is straightforward and can be used in several ways.

- Senior Leaders complete individually and bring responses together to compile a final version, so all have a clear idea of strengths and areas to develop. Also identify areas that could be shared as good practice. Link with another school to share practice.
- The Middle Leaders who are leading the Deep Dive could use this as a summary for the feedback in addition to the evaluative statement.
- Middle Leaders arrange for the members of their team to conduct individually and bring responses together to compile a final version for that Department, so all have a clear idea of strengths and areas to develop. The discussion would prove useful for all members of the team. Also identify areas that could be shared as good practice with other Departments.
- Governors could conduct the exercise individually and then collate a final overview for the Governing Body that they have for strategic planning and for any Ofsted conversation. This helps the Governors to understand the framework and the areas where the practice is good and also what needs developing further in the school.

Step 5: Consolidate what you have learnt.

What does the school need to do next to ensure that all members of the community are ready for an Ofsted Inspection? What does the school need to do to improve its practice?

Headteacher tip: The Deep Dive exercise highlighted areas that need further attention. You may identify different areas, hopefully these will help you to plug any holes that Ofsted might wish to pursue because of the Deep Dives.

- Safeguarding – are all policies up to date and do staff and Governors undertake training, are there regular updates and are the DSLs cognizant of the planned changes for September 2022?
- How do you ensure that all Middle Leaders are confident if selected for a Deep Dive, do they have an overview of the Curriculum, can they talk about the other judgements including safeguarding concisely and with confidence?
- What have you as Headteacher and the Senior Team learnt about each Department and are there areas to work on?
- Identify key staff who would talk about the different aspects such as Behaviour and Attitudes, Attendance, Personal Development, British Values, SMSC, RSHE including evidence of consultation with parents and staff trained appropriately to teach it, Careers Education including the 'Baker clause' and the Equality Duty including the Protected Characteristics.
- How prepared are the Governors? Who would talk about the different aspects?
- Compile a list of some key documents that staff need to be aware of and a list of useful evidence for Middle and Senior Leaders that they should have to hand.
- Have you conducted a website check and ensured that the documents that are necessary are up to date?
- Read Inspection Reports from schools with different gradings, this is very insightful.

There will be other things that you learn along the way. Collect the feedback from those involved in the process and collate the Department evaluations – this is good evidence for knowing your school and it will help with strategic planning. It's a good example of distributed leadership and helps staff realise how important they are in an Inspection.

Appendix 5: Poster on British Values that would be useful to be in every classroom with staff encouraged to refer to it. Ensure that students know what they are and the language that may be used to describe the society in which they live.

Appendix 6: Protected Characteristics Poster – not everyone knows the protected characteristics and again this would be useful to display and discuss when it is appropriate.

Appendix 7: Government paper on Character Development which was published in November 2019.

I hope that you find this paper, appendices, and the suggestions useful. I know that the staff have been prepared and that they are now more confident about what is expected of them. The pressure on the Middle Leaders will be great and I see it as my duty to prepare them for the Deep Dive. The Middle Leaders have commented on the exercise as being very insightful.

Natalie Smith

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Appendix 1: Senior and Middle Leaders – Ofsted Framework and Deep Dives

Powerpoint presentation:

[Preparing for Ofsted Appendix 1 Senior and Middle Leaders - Ofsted Framework and Deep Dives.pptx](#)

Appendix 2 Deep Dives – Middle Leaders brief

Middle Leaders - Deep Dives Quality of Education

Aim: To ensure that all Subject Leaders are prepared for a Deep Dive Inspection of their subject areas.

Objectives:

- Read, know, and understand the Education Inspection Framework and the gradings for each area.
- Using the knowledge from the scheduled inputs – Curriculum and the wider aspects of a student’s education prepare a script and evidence for a Deep Dive Conversation.
- Diarise, prepare, and conduct the conversation with the allocated partner. Time is now allocated for this.
- Conduct a Deep Dive inspection of the allocated Department to include initial discussion, visits to lessons, work scrutiny, discussions with students and discussions with Teachers where possible. Check the cover implications.
- Identify evidence against the framework and write an evaluation of that subject against the criteria.
- Identify what you think the Department should focus on.

Preparation and Department Link

Department Links

- PE and Maths.
- Music and English.
- Science and Technology.
- SEND and ASD with RE, Sociology and PSHRE.
- Art and History.
- Geography and MFL.
- IT/Business Studies and Performing Arts.
- Careers and Equality.

Initial Conversation

Time to be added

Evidence Proforma (suggested questions although you can add your own)

- Does the subject meet the NC – does it match or exceed the breadth?
 - Is the curriculum coherent – are there threads running through?
 - Components – have these been identified to allow students to build up knowledge to know more complex ideas?
 - What is the prior knowledge needed?
 - Are the end points ambitious for all?
 - How does the content in Years 7, 8 and 9 prepare students for the following years? How will you address any gaps?
 - Sequencing – do appropriate components make subsequent learning possible? Is this considered within the lesson, topic and year or phase?
 - Are students considering subject-specific questions and learning the methods, conventions, rules and practices of the subject?
-
- Do students remember, long-term, crucial content needed for subsequent learning?
 - Do Teachers identify crucial components, emphasise, and repeat these and ensure that they are remembered long-term?
 - When students struggle, do Teachers check which prior knowledge components are missing/not automatic?
 - In a lesson an Inspector may look backwards and forwards to see if there is evidence of prior learning. Talking to students what has been previously taught?
-
- Do Teachers apply generic pedagogies without considering curricular intent? Is an activity used without a reference to the curriculum intent? Is there a justified choice for the activity type?
 - Do activities require knowledge of too many fragile components overloading the working memory?
-
- Is formative assessment fit for purpose e.g., a timely check that curriculum components have been remembered?
 - Do Teachers use timely assessment to identify useful feedback to plan/adjust teaching?
 - Is summative data collection disproportionate, inefficient, or unsustainable for staff?
 - Are students who fall behind identified within the lesson sequence, or less helpfully, are interventions based on data from a summative assessment?
-
- How do Teachers get the best from students? Does the subject curriculum equip students with the knowledge to succeed in life?
 - How does the subject consider the needs of SEND and Disadvantaged students?
 - How do Teachers enrich the subject curriculum?
 - Are there mechanisms for when students display low effort, for example in written and homework?
 - What is the take up at KS4?
 - How much do students enjoy the learning, and do they learn beyond the classroom?

- How does whole-College timetabling, marking, assessment, CPD policies and priorities affect the quality of the subject education.
 - What are the priorities for discussions at line management meetings and/or subject reviews?
 - What is the quality and impact of whole-college CPD, and the implications for workload and confidence in delivering the subject?
-
- Does the curriculum provide for student's character development? Are students confident and resilient?
 - How well is behaviour being managed in the classroom?
 - What is the extent of low-level disruption?
 - What is peer to peer language like?
 - How well are Teachers supported with workload?
 - How does your subject promote equality and the protected characteristics?
 - How does your subject contribute to Careers Education?

Evidence (information that substantiate the answers to the questions) – write a running commentary of evidence that you collect from the conversation, observations, work scrutiny, discussions with students and staff (which you can try to do within the lesson or remove a few with their work to another room). As you conduct the Deep Dive, for your own reference you could highlight evaluative comments. Use the proforma Appendix 3 to help.

Evaluation (An assessment/validation of the Department against the criteria for Quality of Education after all activities have been conducted, you can write some summative comments after the initial conversation and change later.) – This should not be long – you can comment on other aspects such as behaviour, character development etc but place these in a separate paragraph for the evaluation.

Organisational Tip: Use Appendix 3 to help you to organise the evidence and begin to formulate the evaluation.

Submit your report on the subject following the process to

Appendix 3: Deep Dive Recording Template

Area	Evidence	Areas to Develop
<p>Quality of Education:</p> <p>Scope: coverage and challenge – why this? Does the subject match or exceed the breadth of the NC? Is it clear what they want the students to learn and remember over their time in the College? Is the necessary time allocated for meaningful coverage?</p> <p>Sequencing: why now? Does previous content support subsequent learning? How is the content built on each of the previous years? How does the content in Year 7 prepare for the following and subsequent years?</p> <p>Disciplinary Knowledge: how the subject discipline builds new knowledge. Are content choices and activities appropriate for the subject? Do Teachers ensure students are drawing on enough knowledge?</p> <p>Knowing more, remembering more: do students remember, long-term, crucial content needed for subsequent learning? Do Teachers identify crucial components and emphasise these? When students struggle, do Teachers check which knowledge components are missing/not automatic?</p> <p>Reading. Is the importance of reading considered across the subject in the planning of the curriculum? Is there an understanding around how students will be supported with their reading to help them access the full curriculum, including a focus on the subject's specific vocabulary?</p>		

Area	Evidence	Areas to Develop
<p>Pedagogy: do teaching decisions achieve curriculum intent? Do Teachers apply generic pedagogies? Is 'challenge' misunderstood as generic activity types?</p> <p>Training: how is Teacher's subject knowledge developed and how are non-specialists catered for?</p>		
<p>Behaviour and attitudes:</p> <p>A positive and respectful culture leads to good behaviour.</p> <p>Leaders need to know what's happening and act.</p> <p>Good behaviour is good for everyone.</p> <p>Good behaviour is where everyone can learn and feel safe.</p> <p>Systems are used to manage behaviour.</p>		
<p>Personal Development</p> <p>Is there evidence of how the Department?</p> <p>teaches knowledge that will prepare students to play a full and active part in Society?</p> <p>Facilitates and builds students' character as a priority – including high expectations to fulfil potential, wider opportunities, a strong sense of pride of belonging to an aspirational school, an insistence on good behaviour and building self-discipline, respect, and good manners. Staff model positive traits.</p>		

Area	Evidence	Areas to Develop
<p>What opportunities does the Department offer for extra-curricular, what is the purpose, how does this develop character?</p> <p>British Values – are students helped to know and understand democracy, the rule of law, individual liberty, and mutual tolerance/respect?</p> <p>Are students taught that these are precious and far from universal across the world and that life would be different without them?</p> <p>Are students helped to understand that no-one should be treated or thought of as less favourable because they belong to a specific group? Do they know which people have protected characteristics? Do they know that not to be inclusive is to be unjust to some people?</p> <p>How does the subject support Careers Development?</p> <p>SMSC – where does the subject support?</p> <p>SPIRITUAL Is there an explicit intention to develop an understanding of different people’s faiths and values? Opportunity to enjoy the natural world and the range of human achievement and creativity?</p> <p>MORAL Are students helped to discern right from wrong, appreciate the views of others, understand their own and others’ behaviour, understand the consequences of actions, and (for older students) moral dilemmas?</p> <p>SOCIAL Are students helped to socialise, co-operate, and communicate with increasing confidence with a wide variety of people in different roles?</p>		

Area	Evidence	Areas to Develop
<p>CULTURAL Are students given the knowledge they need about cultural influences that have shaped the UK? Taught to recognise/value common aspects across cultural, religious, ethnic, and socio-economic communities?</p>		
<p>Leadership and Management.</p> <p>Identify evidence where the leader demonstrates:</p> <p>Vision</p> <p>High expectations of all students and staff that are consistently implemented to ensure positive outcomes for all.</p> <p>Commitment to an outstanding education offer.</p> <p>Commitment to CPD (examples) that is in line with the curriculum and Teacher needs.</p> <p>Good communication with parents.</p> <p>A consideration of staff-workload and well-being.</p> <p>A lead with their Department regarding safeguarding and health and safety.</p> <p>A statement of what good quality teaching and learning would look like in your Department – is this seen in practice?</p>		

Evaluation: Write an evaluative comment under each heading.

What is it like to be a learner with this provider?

What does the provider do well and what does it need to do better?

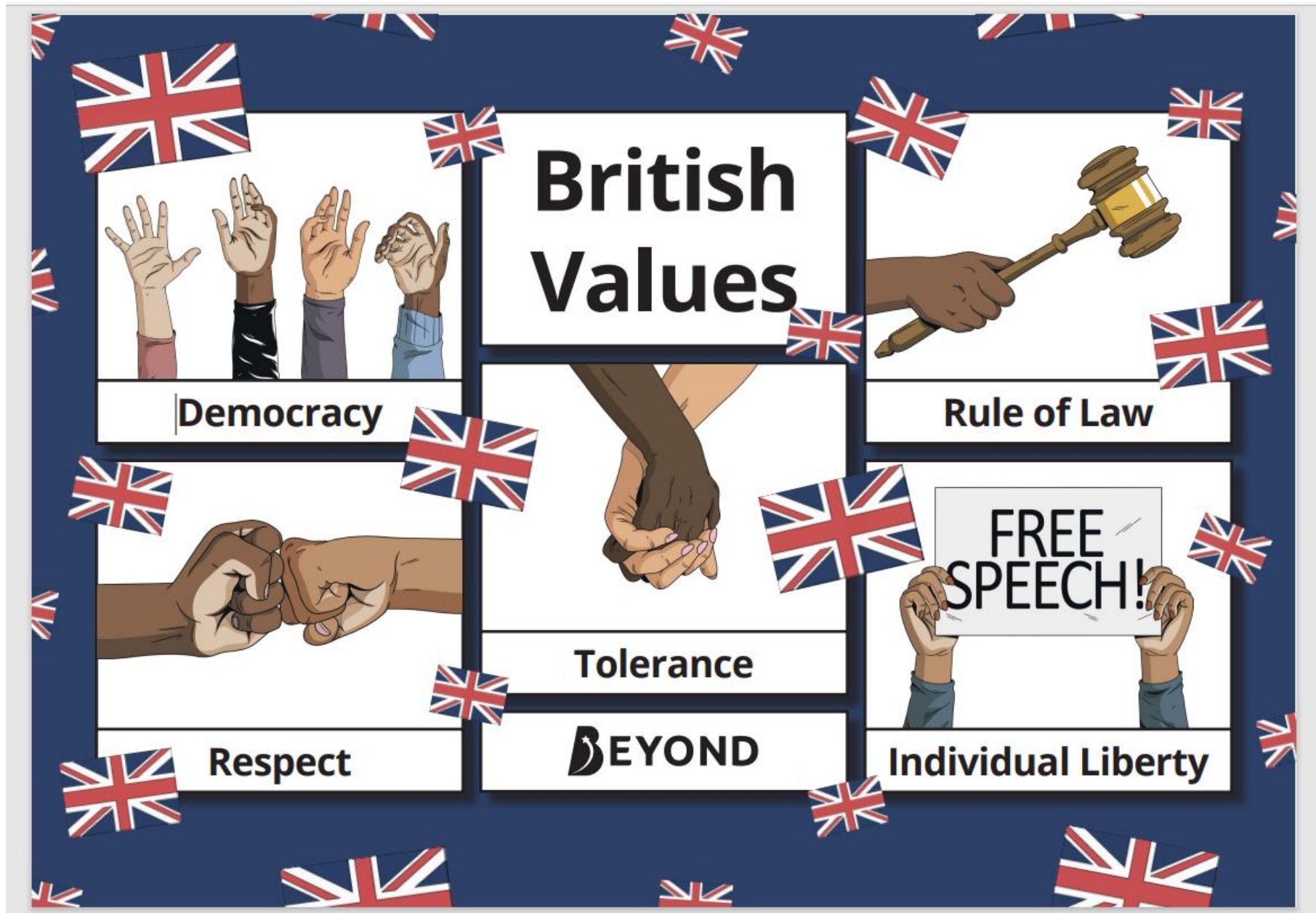
Safeguarding.

Appendix 4: Proforma for Self Evaluation

School: _____ **Department** _____ **Date** _____


Area	Strengths	Areas to develop
The Quality of Education		
Behaviour and Attitudes		
Personal Development		
Leadership and Management		

Appendix 5: British Values Poster





Appendix 6: Protected Characteristics

Protected Characteristics



Age

The Equality Act 2010 protects people of all ages. Aberdeenshire Council has divided this into two groups- age (younger) and age (older). Please note that there is no fixed boundary between age (younger) and age (older) as this will depend on the context.



Religion or Belief

In The Equality Act 2010, religion includes any religion. It also includes a lack of religion. Belief means any religious or philosophical belief or a lack of such belief.



Sexual Orientation

The Equality Act 2010 protects lesbian, gay, bisexual and heterosexual people.



Disability

'Disability' includes people with physical, learning and sensory disabilities, people with a long-term illness, and people with mental health problems.



Sex (Gender)

Both males and females are protected under The Equality Act 2010.



Gender Reassignment

The Equality Act 2010 provides protection for transgender people. A transgender person is someone who proposes to, starts or has completed a process to change his or her gender.



Race

Under The Equality Act 2010 'race' includes colour, nationality and ethnic or national origins. It also includes Gypsy Travellers.



Pregnancy and Maternity

The law covers pregnant women or those who have given birth within the last 26 weeks, and those who are breast feeding.



Marriage and Civil Partnership

Marriage is defined as a union between two people of different or of same sexes. In addition to same sex marriage, same sex couples can also have their relationship legally recognised as 'civil partnerships'.

Appendix 7: Character Education Framework Guidance

Department for Education character Education Framework Guidance:

[Character education framework guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)