

INSPECTION CHECKLIST

OFSTED INSPECTION OF MAINTAINED SCHOOLS AND ACADEMIES

Introduction

This document provides a checklist to help teachers and school leaders ensure that:

- (a) inspectors comply with the guidance set out in the *School Inspection Handbook*;
- (b) their school responds appropriately to inspection, including identifying what works well; and
- (c) the fear of inspection is not used to justify the introduction or use of inappropriate policies and practices, including policies and practices that undermine teachers' professional status, or create unnecessary bureaucracy and workload burdens.

It also provides an overview of inspection. The NASUWT has produced comprehensive guidance on Ofsted inspection for teachers and school leaders:

- *The Common Inspection Framework: maintained schools and academies – guidance for teachers.*
- *The Common Inspection Framework: maintained schools and academies – guidance for school leaders.*

This guidance can be downloaded from the NASUWT website at www.nasuwt.org.uk/Inspection.

Alternatively, members can request a hard copy of the publication from the NASUWT.

An overview of inspection

Inspection is 'proportionate' – Ofsted is focusing most of its resources on schools judged as 'requires improvement' or 'inadequate'.

'Outstanding' schools are exempt from routine inspections. They are risk assessed. They may be inspected as part of survey and thematic inspections.

'Good' schools and 'outstanding' special schools and alternative provision will be subject to short inspections approximately every three years. Short inspections start from the presumption that the school remains 'good'.

Inspectors will always report on safeguarding. They will consider whether leaders and managers make sure that safeguarding arrangements protect children and young people, promote their welfare and prevent radicalisation and extremism.

Concerns about safeguarding may trigger an inspection. Depending on the nature of the concerns, this could be carried out at 'no notice'.

Inspectors will consider how well a school promotes pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement about the overall effectiveness of provision. This includes considering how effectively a school promotes: British values, understanding of the range of different cultures within and beyond the school, and respect for different faiths and cultural diversity.

Checklist

Inspectors' judgements and practice

Teachers should contact the NASUWT for further advice if the answer to any of the following questions is 'yes':

		Yes	No
1	Did inspectors grade, or give an indication of how they would have graded, individual lessons they observed?		
2	Did inspectors expect teachers to adopt a particular teaching style?		
3	Did inspectors require teachers to demonstrate that they had detailed lesson plans?		
4	Did inspectors require teachers to demonstrate detailed or bureaucratic approaches to marking and assessment?		
5	Did inspectors fail to take appropriate account of the differing needs of pupils with special educational needs and disabilities (SEND)?		
6	Did inspectors focus on the core areas of English/literacy and maths/numeracy at the expense of the breadth and balance of the curriculum?		
7	When judging what the school is doing to prevent and protect pupils from radicalisation and extremism, did inspectors focus narrowly on Islamic extremism?		
8	Did the inspection report enable individual staff to be identified?		
9	Did inspectors advocate approaches to performance management that were punitive?		
10	Did inspectors advocate aggressive and punitive approaches to leadership and management?		

School policy and practice and inspection

Teachers should contact the NASUWT if the answer to any of the following questions is 'yes':

		Yes	No
1	Is the school self-evaluation provided to inspectors produced primarily or additionally for the purpose of inspection?		
2	Does school self-evaluation involve teachers and departments undertaking additional 'mini'/departmental self-evaluations?		
3	Do school leaders or managers use the threat of Ofsted inspection to require teachers to provide detailed lesson plans or specify how plans must be set out?		
4	Does the school undertake mock inspections?		
5	Does the school use Ofsted grades to judge the quality of lessons observed?		
6	Are (all or some) teachers denied access to appropriate continuing professional development (CPD)?		
7	Is there evidence that the school is not dealing with some incidents of harassment, bullying or discrimination against pupils and/or staff promptly and appropriately?		

continued...

8	Is the school's approach to promoting British values narrowly focused and/or does it encourage stereotyping?		
9	Are there staff who have not received safeguarding training and who are unclear what they should do if there was a safeguarding issue?		
10	Is inspection used to instigate capability proceedings against teachers?		

School practice during inspection

Teachers should contact the NASUWT if the answer to any of the following questions is 'no':

		Yes	No
1	Is information given to inspectors about performance management outcomes and their relationship to salary progression anonymised so that individual staff cannot be identified?		
2	Did the headteacher send the staff questionnaire to all teachers and staff when it was announced that the school was to be inspected?		
3	Were part-time staff who do not normally work on the day of the inspection required to come into school?		

School policies and practices following inspection

Teachers should contact the NASUWT if the answer to any of the following questions is 'yes':

		Yes	No
1	Has an inspection judgement of 'requires improvement' or 'inadequate' led to the introduction of unnecessarily burdensome and bureaucratic systems of planning, marking and assessment?		
2	Has an inspection judgement of 'requires improvement' or 'inadequate' led to teachers being subject to more lesson observations?		
3	Have improvement strategies introduced as a result of a 'requires improvement' or 'inadequate' inspection judgement resulted in a narrowing of the curriculum?		
4	Has an inspection judgement of 'requires improvement' or 'inadequate' resulted in the school being forced to pay for the services of a particular consultancy?		
5	Has an inspection judgement of 'requires improvement' or 'inadequate' resulted in the school being forced to adopt a particular approach to school improvement?		

Help and advice

Contact the NASUWT for advice if any problems arise as a result of an inspection or if your employer uses the threat of inspection to introduce inappropriate policies and practices.

Telephone **03330 145550** or e-mail **advice@mail.nasuwt.org.uk**.

Inspecting the Inspectors

The NASUWT collects evidence about the inspection process and encourages teachers and school leaders to complete an online survey, *Inspect the Inspectors*, following an inspection: **www.nasuwt.org.uk/InspectTheInspectors**.

NASUWT

The Teachers' Union

Tel: 03330 145550

E-mail: advice@mail.nasuwat.org.uk

Website: www.nasuwat.org.uk