

## Ofsted preparation checklist

### Created in collaboration with our Ofsted expert.

Our Ofsted expert is an executive headteacher and National Leader of Education with over 25 years of experience. He is also executive lead of an English Hub, a National Pupil Premium Reviewer, and has been working as a Lead Ofsted Inspector for 7 years. Our Ofsted expert specialises in safeguarding, reading and the curriculum.

Schools should always be prepared for an Ofsted inspection; however, schools could spend hours during the day before an inspection trying to gather the required evidence – this can make the inspection process a more stressful experience.

The checklist below can be used by school leaders to prepare and become familiar with relevant documentation prior to an Ofsted inspection.

By completing this checklist, school leaders can evidence that they have a comprehensive approach to implementing all the documentation and procedures schools need in relation to the various areas of the inspection. Once complete, school leaders can use this checklist to evidence to Ofsted inspectors that they have all the necessary documentation and procedures in place.

Next to each statement, mark in the adjacent column whether the process or procedure is in place, or, in the case of a policy or information, whether this is available. The 'Notes and tips' column contains additional information from our Ofsted expert and Ofsted's inspection frameworks.

Use the 'Further actions or comments' column to identify any actions that need to be taken in order to put the process or procedure in place.

At the end of each section, there is space to write any additional comments that may help prepare for the inspection. The actions put in place can be signed off at the end of each section to show Ofsted inspectors that the school has addressed issues or gaps in information where they arise.

**Please note that this checklist is not a definitive list. This checklist can be completed in full or using specific sections, depending on the school's requirements.**

## Ofsted preparation checklist

Date of review:		Name of reviewer:	
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Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<b>[Updated] Governing board</b>			
<b>Policies, documents and procedures</b>			
The <a href="#">Child Protection and Safeguarding Policy</a> has been reviewed in the last 12 months and highlights the nominated safeguarding governor and LAC link governor.		Governors have a responsibility to ensure all safeguarding policies include measures for the single central record (SCR) and safer recruitment.	
The <a href="#">Health and Safety Policy</a> has been reviewed in the last 12 months.			
The <a href="#">Pupil Premium Grant Report and Impact Statement</a> has been reviewed in the last 12 months.		Consider delegating pupil premium monitoring to a nominated governor.	
<b>[Academy trusts only]</b> The written scheme of delegation has been reviewed in the last 12 months.			
The admission arrangements are reviewed on an annual basis.			
The <a href="#">Special Educational Needs and Disabilities (SEND) Policy</a> has been reviewed in the last 12 months.			
The local offer including EHC plans is available to view and a responsible member of staff is named.		This must include the <a href="#">Accessibility Plan</a> .	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
The <a href="#">Whistleblowing Policy</a> has been reviewed in the last 12 months.			
The <a href="#">Complaints Procedures Policy</a> has been reviewed in the last 12 months.			
<b>[Updated]</b> <b>[Secondary schools only]</b> The <a href="#">Provider Access Policy Statement</a> is published and has been reviewed in the last 12 months.		This policy statement must set out how you manage access requests from post-14, post-16 and post-18 education and training providers (as applicable).  <b>[New]</b> This policy statement must also be published in a readily-accessible format, e.g. on the school website.	
All other relevant statutory policies have been reviewed by the governing board or committees within their agreed review dates.		You can find all the review requirements for statutory policies in the DfE's ' <a href="#">Statutory policies for schools and academy trusts</a> ' guidance.  Include the date that a policy was presented to the governing board or committee.	
All other relevant good practice policies have been reviewed by the governing board or committees within their agreed review dates.		Include the date that a policy was presented to the governing board or committee.	
<b>[Maintained schools only]</b> Instruments of government and committees are available.			
Governance meeting minutes are available, where required.			
<b>Performance management</b>			
The governing board has undertaken the headteacher's performance management		Governors should evidence how the headteacher's performance management	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
review in the last 12 months and evidence for this is available.		targets reflect school development and outcomes for pupils.	
The governing board has reviewed overall staff performance management in the last 12 months and evidence for monitoring is available.		Include how governors understand the performance management process for all staff, how this relates to school development priorities and pay progression.	
<b>Governance procedures and monitoring</b>			
Evidence is available of governors' ongoing impact on school improvement and the quality of education.		Include governors' input on how the school evaluates its own performance, including external reviews, research and exploration of good practice.	
Evidence of the school's ongoing improvement planning is available, including strategic governance input on long-term planning, such as succession planning.		Include the governing board's long-term plan for future leaders, including recruiting future governors.	
Evidence of governors' impact on recruitment is available, including the appointment of the headteacher and deputy headteacher, where applicable.		Include evidence of safer recruitment, strategic planning and vision.	
Evidence that governors check the SCR on a termly basis and regularly monitor school safeguarding administration is available.		It is good practice to highlight that governors monitor the impact of the school's safeguarding administration.	
Ongoing evidence is available to show that governors monitor the school's finances and that value for money is achieved to ensure the best possible outcomes for all pupils.		It is good practice to provide evidence of governors' monitoring of how the school allocates financial resources and the effectiveness and security of financial	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
		management and administration processes.	
Evidence is available, in the form of records or minutes, to show that governors analyse attendance, exclusions and pupil behaviour.		Show that governors look closely at any bullying, sexual harassment and sexual violence, and discriminatory or prejudicial behaviour. Provide evidence that governors are aware of pupils taken off-roll and challenge information provided on pupil mobility, including the identification of any trends.	
Ongoing evidence is available that shows that governors understand and are aware of the school's performance and outcomes for all pupils.		Provide evidence that the governing board has held school leaders to account for the performance of the school.	
Ongoing documented evidence is available to show the work and training of governors and how this relates to the board's agreed priorities.		Highlight the impact of training, e.g. data protection training and safeguarding training.	
Reports of external evaluation and working with the LA are available to view.		Provide evidence of the independent reviews of the performance of the school provided to governors, e.g. pupil premium reviews.	
There are mechanisms in place to assist governors to understand and discharge their roles and responsibilities as set out in 'Keeping children safe in education' (KCSIE).		There should be records of acknowledgement that governors have read KCSIE in full.	
Documented evidence of the governing board's annual self-evaluation is available to view.		Highlight the governing board's self-review and the impact of this on the performance of the board.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Additional comments:			
Date actions completed by:		Signed by:	

HR			
Policies and procedures			
The following personnel policies and documents have been reviewed according to their agreed review dates and accessible:			
<ul style="list-style-type: none"> <li>SCR</li> </ul>		The policy should include DBS checks.	
<ul style="list-style-type: none"> <li><a href="#">ECT Induction Policy</a></li> </ul>			
<ul style="list-style-type: none"> <li><a href="#">Disciplinary Policy and Procedure</a></li> </ul>			
<ul style="list-style-type: none"> <li><a href="#">Teachers' Pay Policy</a></li> </ul>			
<ul style="list-style-type: none"> <li><a href="#">Teacher Capability Policy</a></li> </ul>		The policy should be linked to pay.	
<ul style="list-style-type: none"> <li><a href="#">Whistleblowing Policy</a></li> </ul>			
<ul style="list-style-type: none"> <li><a href="#">Equal Opportunities Policy</a></li> </ul>			
<ul style="list-style-type: none"> <li><a href="#">Health and Safety Policy</a></li> </ul>			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<ul style="list-style-type: none"> <li>• <a href="#"><u>Supporting Pupils with Medical Conditions Policy</u></a></li> </ul>		The policy should include intimate care procedures.	
<ul style="list-style-type: none"> <li>• <a href="#"><u>Lettings Policy</u></a></li> </ul>			
<ul style="list-style-type: none"> <li>• <a href="#"><u>Staff Code of Conduct</u></a></li> </ul>			
<ul style="list-style-type: none"> <li>• <a href="#"><u>Complaints Procedures Policy</u></a></li> </ul>			
<ul style="list-style-type: none"> <li>• <a href="#"><u>Grievance Policy</u></a></li> </ul>			
<ul style="list-style-type: none"> <li>• <a href="#"><u>Staff Stress Management Policy</u></a></li> </ul>			
<ul style="list-style-type: none"> <li>• <a href="#"><u>Social Media Policy</u></a></li> </ul>		This should outline the procedures in place in case pupils try to contact staff.	
<ul style="list-style-type: none"> <li>• <a href="#"><u>Volunteer Policy</u></a></li> </ul>		The procedures and protocols for volunteers link in with safeguarding procedures.	
<ul style="list-style-type: none"> <li>• <a href="#"><u>Technology Acceptable Use Policy</u></a></li> </ul>			
Risk assessments, including risk assessments for fire safety, are available to view.			
The SCR is available to view.			
Fire safety risk assessments and procedures are available to view.			
Evidence is available to show that the SCR is regularly reviewed by senior leaders to check that it is robust and fit for purpose.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Records of yearly appraisal link to salary forms, safeguarding training, CPD training, medical needs, complaints and team leader notes.			
Guidance for staff on safer working practices is available to view.		This should include guidance on situations that may have supervision implications, such as music teachers working alone with pupils, and staff providing intimate or personal care to pupils, e.g. during PE or swimming, or for pupils with additional medical needs.	
Guidance for staff with regard to practices for tackling harassment and bullying is available to view.			
Attendance records are available and highlight the procedures used for children missing from education.			
Protocols and procedures for school site security and safety are available to view.			
Additional comments:			
<b>Date actions completed by:</b>			<b>Signed by:</b>

**Pupil premium**

**Pupil premium spending plan**

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Information relating to the number of pupils that qualify for the pupil premium and the amount of funding received is available.		Include a full breakdown of how many in receipt of the pupil premium are in each year group, and how each particular year group is supported.	
A list of the range of strategies used, the reasons why these strategies have been used, and the precise costings is available.		Ensure all strategies are costed to precise values and the impact has been reviewed.	
Evidence is available to show measurable outcomes for each strategy, highlighting school performance.		Highlight that the SLT has targets that are aspirational and that they want to narrow any gaps between peers.	
Arrangements are available to view for reviewing the impact of the strategy.			
There is information on the entitlement of academically more able disadvantaged pupils.		Highlight the need for the grant to be spent on all disadvantaged pupils – schools should evidence that they have strategies in place to support academically more able disadvantaged pupils.	
Evidence to support there is a regular evaluation of the PPG.		Highlight the need for schools to thoroughly review the impact of the grant and the implications for future spending.  The DfE advises schools to undertake full reviews every three years and light-touch reviews annually.	
Pupil premium reviews by pupil premium reviewers are available, where applicable.		Highlight the school's use of reviewers to look at the impact of previous spending plans.	
There is a value for money statement.		Highlight that the school has reviewed its spending plan and looked at best value principles.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
The spending plan is published on the school website.		Spending plans should be in simple language and published annually.	
<b>Previous year's impact</b>			
Reviews of the grant includes the amount received and the number of pupils.			
Contextual evidence that affects the spending plan, e.g. staffing issues, is available.		This is particularly important if disadvantaged pupils have not performed as well as they could have done due to the absence of key staff.	
Summary of how well disadvantaged pupils performed against their peers nationally is available.		Ofsted does not expect this in any particular format.	
Summary of progress of disadvantaged pupils against non-disadvantaged peers within the school and how this data is being used to continually improve disadvantaged pupils' outcomes is available.		Ofsted does not expect this in any particular format.	
Evidence is available to show the performance management targets set for staff in relation to continually improving disadvantaged pupils' outcomes.		Highlight that the school reviews the range of interventions and their impact.	
Minutes of any meetings regarding disadvantaged pupils and their provision are available.		Highlight how leaders evaluate the impact of the progress of disadvantaged pupils.	
The results of stakeholder questionnaires are available to view and are published on the school website.		Highlight how school leaders listened have to all stakeholders about the impact of the grant.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Additional comments:			
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Provision for LAC			
Policies and procedures			
<b>[For the purpose of this checklist, the term LAC includes previously LAC.]</b> A designated teacher for LAC is appointed.			
The designated teacher is a member of the SLT.			
The designated teacher is identified in the school's <b><u>Child Protection and Safeguarding Policy</u></b> .			
The governing board has a dedicated LAC link governor, who is identified in the <b><u>Child Protection and Safeguarding Policy</u></b> .			
The number of LAC attending the school is published in the annual safeguarding report.			
The designated teacher produces a report on the progress of LAC for the governing board, on at least an annual basis.			
The LAC link governor receives appropriate training on LAC provision and			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
the statutory responsibilities of the governing board.			
All LAC have a personal education plan (PEP).		PEPs should include the following: <ul style="list-style-type: none"> <li>• The pupil's developmental, emotional and educational needs</li> <li>• Short- and long-term educational targets</li> <li>• Planned actions and details of any extra tuition and study support</li> <li>• How the pupil's progress and wellbeing will be monitored</li> <li>• Details of interventions and targeted support</li> <li>• Details of any additional support put in place for any SEND</li> <li>• The pupil's academic achievement and progress, and participation in extracurricular activities</li> <li>• Who is responsible for the ensuring actions identified in the PEP are implemented</li> </ul>	
The designated teacher shares information about the needs of LAC to relevant members of staff.			
The attendance of LAC is checked daily and monitored by the designated teacher.			
Paperwork regarding LAC, including safeguarding concerns, is kept secure, and information remains confidential as appropriate.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Additional comments:			
Date actions completed by:		Signed by:	

<b>[Updated] Safeguarding</b>			
<b>[Updated] Policies and procedures</b>			
The school uses the most up-to-date safeguarding guidance to shape its policies, procedures and wider safeguarding practices.		<p>The relevant guidance includes the following:</p> <ul style="list-style-type: none"> <li>• KCSIE</li> <li>• 'Working Together to Safeguard Children'</li> <li>• 'Sexual violence and sexual harassment between children in schools and colleges'</li> </ul>	
There is a <a href="#">Child Protection and Safeguarding Policy</a> in place, in which the DSL is identified.		<p>This policy should:</p> <ul style="list-style-type: none"> <li>• Be adopted by the whole school.</li> <li>• Identify the additional barriers that exist when recognising abuse of pupils with SEND and pupils in the early years.</li> <li>• Include arrangements that always act in the best interests of pupils to protect them online and offline.</li> <li>• Include arrangements to identify pupils who may need early help, and</li> </ul>	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
		<p>who are at risk of harm or have been harmed.</p> <ul style="list-style-type: none"> <li>• Outline how the school will help pupils in need and how referrals will be made where necessary.</li> <li>• Outline how the school adheres to safer recruitment practices.</li> <li>• Outline how the school protects pupils against adults who may be a risk to them, and how any allegations are managed.</li> </ul>	
<p><b>[New]</b> There are school-wide policies and procedures in place that outline how the school handles allegations of sexual harassment, sexual violence and online sexual abuse.</p>		<p>These policies and procedures outline that:</p> <ul style="list-style-type: none"> <li>• Sexual harassment, sexual violence, sexualised language, and online sexual abuse are unacceptable.</li> <li>• Sanctions are in place for harmful sexual behaviours.</li> <li>• Pupils are supported and encouraged to report their concerns about harmful sexual behaviour.</li> <li>• Concerns are taken seriously and are managed swiftly and appropriately.</li> <li>• Records of all allegations are kept.</li> <li>• The school works to prevent harmful sexual behaviours in its community.</li> </ul>	
<p>There is a <b><u>Staff Code of Conduct</u></b> in place.</p>			
<p><b>[EYFS only]</b> There are policies and procedures in place that outline EYFS supervision requirements.</p>			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<b>[EYFS only]</b> There are policies and procedures in place that outline the requirements for and responsibilities of a Key Person.			
Any safeguarding incidents and allegations that occur are used to develop policies, procedures and wider safeguarding practices in the school.		Schools need to identify any safeguarding incidents and allegations that have occurred in the last year or since their previous inspection and highlight how these have impacted the school's practices.	
School leaders and the governing board monitor safeguarding procedures.			
Staff have a clear overview of the school's safeguarding procedures and practices.		School leaders will need to demonstrate how they know this.	
Staff are given opportunities to contribute to safeguarding procedures and practices by providing feedback.			
The number of pupils subject to a child protection plan is identified, and plans identify the help the pupil should receive.			
Actions from child protection plan review meetings are appropriately followed up.		School leaders should consider, and be prepared to explain, how they would know if the relevant actions had been carried out.	
There are suitable risk assessments in place.		These should include risk assessments relating the following: <ul style="list-style-type: none"> <li>• The physical environment of the school</li> <li>• Specific school activities</li> <li>• Admitting or re-admitting pupils with behaviour that could place themselves or others at risk</li> </ul>	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
		<ul style="list-style-type: none"> <li>Individual pupils, where appropriate</li> </ul>	
There are policies and procedures in place to ensure the safety and security of the school.		This includes fire safety checks, PAT tests, and health and safety policies.	
All staff understand the children missing education protocols.			
School leaders ensure that pupils in alternative provision (including provision the school runs, whether on its own or in partnership with other schools) attend regularly and that the setting adheres to good safeguarding practices.			
Appropriate security filters are in place to promote online safety.			
The school has appropriate first aid arrangements in place.		This should include having a first aider and ensuring all accidents are recorded.	
Procedures are implemented to ensure the school meets its duties under the Prevent duty.		<p>This includes:</p> <ul style="list-style-type: none"> <li>Identifying pupils at risk and the level of risk.</li> <li>Making referrals to the appropriate agencies, such as social services and Channel.</li> <li>Appropriately supervising visitors and volunteers.</li> <li>Working in partnership with other agencies, such as the LA and the police.</li> <li>Implementing appropriate online safety policies.</li> </ul>	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
		<ul style="list-style-type: none"> <li>Ensuring the school's policies and practices prevent pupils from being drawn into terrorism.</li> </ul>	
There is evidence of the school developing the use of alternative strategies to exclusion.			
The school takes account of any safeguarding risks to pupils who may be excluded.			
There are appropriate and effective safeguarding arrangements in place for pupils with SEND that reflect the complex vulnerabilities these pupils have and the additional safeguarding challenges they face.			
School leaders take account of pupils' attendance in their safeguarding systems.			
<b>The DSL</b>			
There is a named DSL, and this is specified in their job description.			
A deputy DSL is appointed.		Schools must have arrangements in place for covering the DSL. Schools can have more than one deputy DSL, and they must be trained to the same level as the DSL.	
The DSL has received sufficient training and has been allocated the appropriate time and resources to undertake their responsibilities.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
The DSL receives child protection and safeguarding training every two years and additional safeguarding updates at least annually.		The DSL needs to be able to demonstrate that they keep up-to-date with safeguarding developments.	
All staff understand the role of the DSL.			
<b>Staff training and knowledge</b>			
Appropriate training is in place for school leaders, new and existing staff, and other relevant adults, e.g. volunteers – this training is updated at least annually.		Records need to be kept of this completed training.	
Staff receive regular safeguarding updates as necessary, and at least annually.			
There are mechanisms in place to assist staff to understand and discharge their roles and responsibilities as set out in Part 1 of KCSIE.		There should be records to show that staff have read at least Part 1 of KCSIE.	
There is evidence that staff have read Annex A of KCSIE.			
Staff can identify pupils who would benefit from early help.			
Staff have received training regarding a number of safeguarding issues.		<p>This training should include information on areas such as the following:</p> <ul style="list-style-type: none"> <li>• FGM</li> <li>• Forced marriage</li> <li>• CSE</li> <li>• Gangs and youth violence</li> <li>• Sexting</li> <li>• Child trafficking</li> <li>• Gender-based violence</li> </ul>	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
		<ul style="list-style-type: none"> <li>• Peer-on-peer abuse</li> <li>• Prevent</li> </ul>	
<b>Safer recruitment</b>			
Evidence that appropriate steps have been taken to ensure staff are recruited safely is available.			
Evidence that appropriate staff and governors have completed safer recruitment training is available.			
Evidence that safer recruitment procedures are implemented is available.		<p>These procedures should ensure the following are implemented:</p> <ul style="list-style-type: none"> <li>• At least one person on every interview panel has undertaken safer recruitment training</li> <li>• References are checked</li> <li>• The school uses application forms</li> <li>• The school implements an appropriate interview procedure</li> <li>• It is made clear on any recruitment material that safeguarding is a high priority at the school</li> <li>• The necessary pre-appointment checks are completed</li> </ul>	
Evidence that visitors to the school are appropriately checked is available.			
<b>Reporting concerns and incidents</b>			
All safeguarding incidents and allegations are recorded and then monitored, evaluated and reviewed.		Incidents and allegations should be used to develop the school's safeguarding procedures.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
There are procedures in place for managing concerns or allegations about staff, the headteacher, pupils and volunteers.			
Senior leaders take the appropriate steps to address concerns.			
All staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practices.		This should include implementing a whistleblowing policy.	
The DSL informs the DBS if a person is removed from the school due to a safeguarding concern or would have been had they not resigned.		Inspectors may look at if any such reports have been made and the impact this has had on the school's practice.	
Staff are aware that they can share any concerns about practice through the NSPCC and other relevant organisations.			
<b>Managing referrals</b>			
The school follows appropriate reporting procedures.		This includes reporting to the DSL, LA or the LA's designated person for safeguarding.	
Referrals to the DSL and the LA are documented.		These referrals should be monitored, evaluated and reviewed.	
Written records of referrals are organised and made in a timely way.			
Referral outcomes are used to develop the school's policies and procedures.			
Safeguarding records are held securely in line with the school's <a href="#">Data Protection Policy</a> and <a href="#">Records Management Policy</a> .		Inspectors may review a sample of the school's safeguarding records.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<b>Pupil knowledge and the curriculum</b>			
The school has developed a curriculum that ensures pupils are taught about how to keep safe.		Inspectors will look at: <ul style="list-style-type: none"> <li>How pupils are taught to keep themselves safe online and offline.</li> <li>How effective teaching is in preparing pupils to prevent 'grooming' of any description.</li> </ul>	
Pupils are taught about online safety.		Pupils should be taught how to be proactive with regards to protecting themselves, e.g. how to use social media safely and how to react if something goes wrong online.	
The <b>governing board</b> ensures pupils are taught about safeguarding through a range of teaching and learning opportunities.			
Additional comments:			
<b>Date actions completed by:</b>		<b>Signed by:</b>	

<b>Behaviour</b>			
<b>Policies and procedures</b>			
The <b>Behavioural Policy</b> is implemented and has been reviewed in the last 12 months.		This policy must be consistent with the school's duties under the Equality Act 2010, e.g. where a pupil has a mental health condition that amounts to a disability	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
		which adversely affects their attendance or behaviour, the school must make reasonable adjustments – this includes to its policies.	
Behaviour sanctions are enforced.		The SLT should lead regular reviews of the school's policy for behaviour sanctions in conjunction with all staff. The SLT should also ensure that new staff are made aware of the school's policy towards behaviour sanctions during their induction.	
A link governor or committee responsible for behaviour has been identified.		The governing board should be aware of how the school evaluates the way it judges behaviour. The board should also monitor and hold to account all senior leaders responsible for ensuring a consistent approach to behaviour.	
There is evidence from SLT meetings that there are rewards for positive behaviour.			
There is evidence to show that attendance is reviewed termly.		The school should have a strategy in place to monitor the attendance of all pupil groups.	
There is evidence to show that punctuality is reviewed termly.		School leaders should monitor the punctuality of pupils, as this is a key behaviour indicator. Strategies should be in place to help staff work with pupils who are consistently late.	
There is evidence to show that school leaders monitor the impact of attendance on pupils' outcomes.		Schools should review the attendance of pupils with poorer outcomes and put additional support in place to meet their needs.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
There is evidence to show that exclusions are reviewed termly.		School leaders should review any fixed-term or permanent exclusions and look at the procedures in place to ensure the school is offering the necessary support to pupils. Schools with a high rate of fixed-term exclusions (above the national average) should review their exclusion practice.	
Detailed records of pupil movement are available to view.		Schools should have detailed records documenting any pupil movement, and why pupils moved on from the school. Schools need to be able to demonstrate that these pupils are closely tracked and that the school has a close relationship with the setting the pupil has moved to.	
There is evidence to show that school leaders conduct interviews with a variety of pupils about whether they feel safe at school.		Areas where pupils report that they feel unsafe should be reviewed.	
There is evidence to show that parent questionnaires are conducted.		These should be reviewed annually.	
There is evidence to show that a behaviour audit is conducted termly.		The audit should be completed by school leaders to ensure the behaviour procedures followed across the school (classrooms, corridors, break times, etc.) are consistent.	
The school reviews pastoral records.		These records should be reviewed by schools, looking at the quality of the record to ensure consistency. Records of bullying and action taken after incidents should be reviewed.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
The school reviews pupils on behaviour plans.			
Lesson observations are undertaken to monitor pupil behaviour.			
There is evidence of inclusive practice.		Schools should work with a variety of external agencies to support pupils who display challenging behaviour – this ensures the school is engaging with different agencies whilst also highlighting inclusive practice.	
There is evidence of individualised graduated responses to behaviour.		<p>This is required for pupils whose behaviour may be the result of any social, emotional and mental health needs or other vulnerabilities and should be based on the following process:</p> <ul style="list-style-type: none"> <li>• An assessment to establish a clear analysis of the pupil's needs</li> <li>• A plan to set out how the pupil will be supported</li> <li>• Action to provide that support</li> <li>• Regular reviews to assess the effectiveness of the provision and lead to changes where necessary</li> </ul>	
There is evidence of peer-to-peer behaviour reviews.		Some schools adopting good practice work with other schools to review their procedures for behaviour management. This practice focusses on a collaborative approach and allows schools to share good practice.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Additional comments:			
Date actions completed by:		Signed by:	

Headteacher			
Policies and procedures			
The headteacher has ensured that the school website is up-to-date and is compliant with statutory requirements.			
<b>[Maintained schools only]</b> Instruments of governance and committees are available.			
The SCR is up-to-date.			
Safeguarding training records are up-to-date.			
Attendance records are up-to-date and there is evidence of analysis of attendance data.			
The LAC register is up-to-date.			
There is a summary of the academic performance of the school.			
The pupil premium spending strategy summary for the current year is up-to-date and available.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
The PE and sport premium spending strategy summary for the current year is up-to-date and accessible.			
A summary of staff performance management is available.		This should not include individual names.	
The <b>ECT Induction Policy</b> has been implemented and has been reviewed in line with its agreed review date.			
There is a brief self-evaluation of the school.			
There is an SDP with measurable targets highlighting key milestones across the year.			
A summary page of the headteacher and/or SLT's monitoring of teaching and learning is available.			
There is a summary of current pupil progress broken down into key groups, e.g. pupils with SEND.		This should include a simple summary of what interventions are implemented to address any gaps in achievement between groups.	
There is evidence of visits where governors worked with the school on specific areas, e.g. pupil premium.			
Evidence of challenge by governors to school leaders is available.			
There are detailed safeguarding records that highlight the impact of the school's safeguarding procedures on pupils.			
The vulnerable pupils register is up-to-date and available.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
There are curriculum design plans that include the development of core subjects.			
Subject leader action plans link to impact statements.			
Peer-to-peer reviews focus on the monitoring of teaching and learning.			
Consultant visit notes on CPD training and impact statements are available.			
There is evidence to show that the school conducts stakeholder surveys and questionnaires.			
There are detailed pastoral logs that include incidents of bullying, racism, homophobia and challenging behaviour.			
There are detailed staff induction and CPD records.			
Additional comments:			
<b>Date actions completed by:</b>		<b>Signed by:</b>	

## SEND

### Policies and procedures

The <a href="#"><b>Special Educational Needs and Disabilities (SEND) Policy</b></a> is implemented across the school.			
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Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Annual progress reports are submitted to the parents of pupils with SEND.			
<p>The SEN information report includes:</p> <ul style="list-style-type: none"> <li>• The types of SEND the school provides for.</li> <li>• The contact details of the SENCO.</li> <li>• The arrangements for consulting with pupils with SEND and their parents.</li> <li>• The arrangements for assessment and reviewing progress.</li> <li>• The arrangements for supporting pupils with SEND when transitioning to a new educational establishment.</li> <li>• The school's approaches to teaching pupils with SEND.</li> </ul>			
<ul style="list-style-type: none"> <li>• The adaptations made to the curriculum and environment for pupils with SEND.</li> <li>• Up-to-date information on staff training and expertise with regard to SEND.</li> <li>• Any evaluations of SEND provision.</li> <li>• Details about how pupils with SEND engage with pupils without SEND.</li> <li>• Information about inter-agency cooperation and contribution to Local Offer.</li> </ul>			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<ul style="list-style-type: none"> <li>The procedures for complaints relating to SEND provision.</li> </ul>			
The <b>Accessibility Plan</b> includes:			
<ul style="list-style-type: none"> <li>Details of the reasonable adjustments put in place.</li> </ul>		These must consider pupils' SEND and the preferences they have expressed or have been expressed by pupils' parents.	
<ul style="list-style-type: none"> <li>Evidence of increasing the extent to which pupils with SEND can participate in the curriculum.</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of improvements to the physical environment that benefit pupils with SEND.</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of information delivery to pupils with SEND which is readily accessible to pupils without SEND.</li> </ul>			
There is a points of contact list e.g. parents, outside agencies or authorities, website addresses.			
There is a copy of the school's provision maps, e.g. by area of need, year group or key stage.			
There are copies of EHC plans available.			
There is a named SENCO, and this is specified in their job description.			
There are regular progress reports for pupils with SEND.			
There are formative and/or specialist assessments for SEND.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Minutes of any meetings regarding SEND pupils and provision is available.			
There is evidence of SEND-related risk assessments being undertaken.			
Additional comments:			
<b>Date actions completed by:</b>		<b>Signed by:</b>	

SBM			
Policies and procedures			
A summary of the SDP is available.			
There is a list of referrals made to the DSL and those that were subsequently referred to the LA, along with brief details of the resolution.			
There is a list of all pupils who have open cases with children's social care services and for whom there is a multi-agency plan.			
There is evidence that pupil transition arrangements are in place.			
There is an <b><u>Equality, Equity, Diversity and Inclusion Policy</u></b> in place.			
<b>[Primary schools]</b> There is a primary PE and sport premium grant statement.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
There is a timetable for updates to school policies.			
There is a safeguarding and child protection visitor leaflet.			
There is a school prospectus available.			
<b>School information</b>			
There is a current staff list with details of ECTs or staff undertaking training.			
There is a pupil class list.			
There are school day timetables.			
Maps, floor plans, premises details and other practical information are available, e.g. regarding the school's resource base.			
<b>[Academies in an MAT]</b> There is a list of anyone working on-site who is normally employed elsewhere in the MAT.			
There are details of extracurricular activities and extended services.			
Governor profiles are made and recorded.			
<b>Data and analysis</b>			
There are records and analysis of exclusions (both temporary and permanent), including records of pupils taken off roll, incidents of challenging			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
behaviour, and any use of internal isolation.			
There are records and analysis of bullying, including records of discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability-related, homophobic, biphobic or transphobic bullying, use of derogatory language, and racist incidents.			
There are records and analysis of sexual harassment or sexual violence.			
Evidence of pupil attainment and progress is available.		Inspectors will not use schools' internal assessment data as evidence. School leaders should focus on presenting conclusions drawn and actions taken due to data, rather than giving inspectors the data to look at.	
There are records of school leaver destinations.			
<b>[Early years settings]</b> There is EYFS assessment and reporting information.			
<b>[Secondary schools]</b> There are records of qualifications and performance relating to KS4 and KS5.			
There are school census summaries.			
<b>Staff records</b>			
There are details for designated leads, e.g. safeguarding and LAC.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
There are details of teachers' directed time.			
Additional comments:			
<b>Date actions completed by:</b>		<b>Signed by:</b>	

Middle leaders			
There is evidence that middle leaders understand their teaching commitments, and this is specified in their job description.			
There is evidence of performance management and targets.			
There is an action plan for areas of focus for the year with measurable targets to highlight impact.			
There is a review of actions implemented from the action plan.			
There is evidence of self-evaluation in the area(s) of responsibility.			
There is evidence of monitoring of the phase or subject area.			
There is evidence of mentoring inexperienced staff and ECTs.			
There are policies in place that apply to the phase or subject area.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
There is detailed evidence of team and staff meetings, meetings and presentations made to governors, and leading CPD.			
There is evidence of collaborative practice with other schools, such as moderation.			
Consultant or school advisor visit notes are recorded.			
There is evidence of any CPD attended.			
There is monitoring evidence that highlights personal high-quality teaching.			
There is evidence that staff are protected from bullying and harassment.			
There is evidence that staff workload is considered when making decisions.			
There is evidence that staff wellbeing is closely monitored, and action is taken where necessary.			
Additional comments:			
<b>Date actions completed by:</b>		<b>Signed by:</b>	

**Teaching staff**

**Policies and procedures**

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
All teaching staff understand relevant policies, such as the <a href="#">Child Protection and Safeguarding Policy</a> and <a href="#">Behavioural Policy</a> .			
The relevant information regarding pupil outcomes is prepared.			
All lesson resources are readily available.			
There is information available that highlights the strengths and areas for improvement for different pupil groups.			
Lessons are planned to suit the needs of all pupils.			
<b>Mentors and senior staff</b>			
There is evidence to show that ECTs' learning journeys and workbooks are marked in accordance with the school's <a href="#">Marking and Feedback Policy</a> .		As part of their assessment, mentors will assess this according to the teaching standards.	
All assessment information maintained by the ECT is up-to-date and in line with the school's procedures.		Schools should ensure that the ECT is aware of the needs of pupils eligible for pupil premium, pupils with SEND and pupils with EAL in relation to assessment.	
The files containing information on the induction received by the ECT and any CPD undertaken are up-to-date and provide insight into how well the ECT is performing.			
Evidence of ECT assessment by mentors is up-to-date and particularly focusses on areas of development.			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<b>ECTs</b>			
A discussion has been held with ECTs about what to expect from the inspection process and what inspectors will look for.			
ECTs have read the <a href="#">Child Protection and Safeguarding Policy</a> and have up-to-date safeguarding records.			
ECTs have details of how to report child protection and safeguarding concerns.			
ECTs have read and comply with the school's <a href="#">Behavioural Policy</a> and <a href="#">Staff Code of Conduct</a> .			
ECTs are aware of the needs of pupils with SEND and how they work with the SENCO.			
<b>Teaching assistants (TAs)</b>			
A discussion with TAs or support staff has been held on the lessons that will be taught throughout the inspection.		It is important to highlight how well these TAs are used. This discussion also allows TAs and other support staff to ask questions.	
The role of TAs is clear, and they are effectively deployed.			
TAs are given time to ensure they have assessed their pupils' work and the work is assessed according to the school's <a href="#">Assessment Policy</a> .			
<b>Learning environment</b>			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Classroom displays adhere to the school's relevant policies.		This could include having 'working walls' or displays celebrating pupils' work.	
Classroom displays reflect the broad, balanced curriculum provided by the school.		This could include displays relating to not only maths and English, but science, history, geography, PSHE, RE and art.	
Behaviour and reward systems are given prominence and reflect school policies.			
The learning environment is organised and child-friendly, and resources are easily accessible.			
Learning journeys or workbooks are easily accessible.			
Reading areas reflect the diversity of reading materials available to pupils and the school's approach to the teaching of reading.			
Any potential hazards are identified and resolved so that they meet health and safety requirements.			
Teachers have a secure and sound knowledge of all subjects they teach.			
Any lessons planned for the inspection day reflect what a typical lesson is like.		Ofsted has expressed that it does not have a preferred teaching style; therefore, lessons should be part of a lesson sequence. Inspectors may speak to pupils during the lesson. Additionally, pupils should not be warned that inspectors will visit the class, as this may make pupils feel uncomfortable.	

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Content that will be taught on inspection day is new and relates to the current sequence of lessons.			
Resources for the lesson are prepared and meet the needs of all pupils.			
Lessons have a clear structure.			
Pupils' books are neat and presentable and show inspectors that they take pride in their work.			
Additional comments:			
<b>Date actions completed by:</b>		<b>Signed by:</b>	

**[New] Coronavirus (COVID-19) considerations**

**Policies and procedures**

<p>A summary is available prior to the phone call between the lead inspector and the headteacher on:</p> <ul style="list-style-type: none"> <li>• The impact of coronavirus (COVID-19) on the school community.</li> <li>• The response of the school's leaders in relation to coronavirus.</li> <li>• Specific plans for the transitional period out of the pandemic.</li> </ul>			
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Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
<ul style="list-style-type: none"> <li>How the school implemented the curriculum, including provision for remote education.</li> </ul>			
<p>Coronavirus infection control and safety protocols are in place to protect inspectors and the school community during the inspection.</p>			
<p>Where remote education remains in place, access to typical remote education resources and materials is available.</p>			
<p>Access to pupils' work completed during remote education and remote education teaching materials is available.</p>			
<p>Details on how school leaders have adapted the SDP as a result of the pandemic are available.</p>			
<p>Details are available on how the school has adapted its safeguarding practices for the following groups:</p> <ul style="list-style-type: none"> <li>Vulnerable pupils</li> <li>Pupils with SEND</li> <li>Pupils attending school</li> <li>Pupils learning remotely</li> </ul>			
<p>A summary of attendance is prepared in relation to how the school ensured the best possible attendance for pupils eligible to attend.</p>			
<p>Details are prepared regarding how the school has ensured that a wide range of CPD opportunities are available to staff since March 2021.</p>			

Process/procedures	In place? (Y/N)	Notes and tips	Further actions or comments
Where elements of the inspection are to be carried out remotely, e.g. meeting with governors, meeting recipients at the school have access to remote meeting services with a good, secure connection.			
Additional comments:			
<b>Date actions completed by:</b>			<b>Signed by:</b>