

NASUWT

The Teachers' Union

The Common Inspection Framework: maintained schools and academies

Guidance for Teachers

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Introduction

This guidance reflects the changes to inspection which came into effect from September 2015.

Ofsted has made substantial changes to the frameworks and processes for the inspection of schools, further education and skills and early years provision. This includes the publication of a single common inspection framework, accompanied by four inspection handbooks:

- *Maintained schools and academies*
- *Early years*
- *Non-association independent schools*
- *Further education and skills*

This guidance applies to teachers working in maintained schools and academies. It also outlines the key features of inspection in non-association independent schools and will be of relevance to teachers working in these schools.

The latest reforms have reduced the inspection framework substantially. Much of the detail about the arrangements for inspection, including information about the focus of inspection, has been moved to the *School inspection handbook*. The *School inspection handbook* is not a statutory document and this means that Ofsted can, in future, change the focus of inspection without reference to Parliament or consulting teachers, school leaders and other stakeholders.

Key changes to inspection effective from September 2015

The common inspection framework: education, skills and early years covers further education and skills, and early years as well as schools. In respect of schools, the inspection framework covers maintained schools, academies and non-association independent schools.

Much of the detail of inspection, including the focus of inspection, is now picked up in inspection handbooks. In the case of maintained schools and academies this is the *School inspection handbook*. In the case of non-association independent schools this is the *Non-association independent school inspection handbook*.

Ofsted makes a clearer distinction between routine (section 5) inspections and other (section 8) inspections. Short inspections and monitoring inspections are section 8 inspections and information about these types of inspections is set out in the *School inspection handbook – section 8*.

Short inspections

Ofsted has introduced short inspections for maintained schools and academies judged 'good' for overall effectiveness in their last inspection. Special schools and pupil referral units (PRUs) judged 'outstanding' or 'good' for overall effectiveness in their last inspection will also have a short inspection.

Short inspections last one day and the inspectors will start from the presumption that the school remains 'good'. The evidence gathered in inspection will be to confirm that the school remains 'good' for overall effectiveness.

If inspectors conducting a short inspection believe that evidence suggests that the school's inspection judgement might change to 'outstanding', 'requires improvement' or 'inadequate', they will trigger a full inspection in order to collect more evidence and make a judgement.

Schools judged 'good' following a short inspection will receive a letter confirming that the school remains 'good'.

Schools that have a full inspection will continue to receive an inspection report.

Requests to inspect schools

A request can be made for Ofsted to inspect a school. A request could be made because there are concerns about the school. This might come from a variety of sources, including the local authority, teachers, parents or inspectors who have undertaken a subject or survey inspection of the school. Alternatively, the school might request an inspection in order to confirm high or improving performance.

Her Majesty's Chief Inspector (HMCI) makes the decision whether a request for inspection is agreed. Ofsted has the power to charge schools that request an inspection.

The focus of inspection

The focus of the inspection arrangements is on improving the quality of inspection, ensuring greater consistency across the inspection of different types of education provider and increasing the focus on impact. Ofsted refers to two 'golden threads' running through and across inspections – the role and impact of leaders (including governors), and the effectiveness of safeguarding.

Safeguarding

Ofsted will always report on safeguarding. In a letter, inspectors will report that safeguarding remains effective. In an inspection report, inspectors will make a written judgement under 'leadership and management'.

Inspectors

Ofsted has brought inspection 'in-house' and has recruited a significant number of new inspectors. Seventy per cent of these are serving headteachers or school leaders.

An overview of the inspection process

The common inspection framework sets out how routine inspections of maintained schools and academies under section 5 of the Education Act 2005 (as amended) will be conducted.

The *School inspection handbook* provides further information about routine (section 5) inspections.

The *School inspection handbook – section 8* provides guidance for inspectors on conducting other inspections. These inspections may be carried out for a number of purposes and include:

- short inspections of ‘good’ schools;
- monitoring inspections of schools judged as having serious weaknesses or as requiring special measures;
- thematic and subject inspections; and
- inspections carried out at the request of the Secretary of State for Education.

Further guidance, *Inspecting safeguarding in early years, education and skills settings*, explains how inspectors will inspect and judge the effectiveness of a school’s safeguarding policy and practice.

Inspection and exemption from inspection

The common inspection framework covers all maintained schools, including special schools, pupil referral units (PRUs) and academies, including free schools, university technical colleges (UTCs) and studio schools, and certain non-maintained special schools. It also covers non-association independent schools.

Mainstream schools and academies judged as ‘outstanding’ in their previous inspection are exempt from routine (section 5) inspections.

Special schools, PRUs and maintained nursery schools that have been judged ‘outstanding’ will continue to be inspected as part of routine inspections. Ofsted says that special schools, PRUs and maintained nursery schools with an overall judgement of ‘outstanding’ cannot be exempted from inspection because either there is limited data on pupils’ performance available, or there is no standardised performance data available, and because pupils in these settings are vulnerable.

Schools judged ‘outstanding’ will be included in a subject, thematic and survey (section 8) inspection.

Ofsted may inspect a school, including an exempt school, where:

- there is a concern about safeguarding;
- a subject or survey inspection raises more general concerns;

- Ofsted receives a qualifying complaint about the school and other evidence suggests it would be appropriate to inspect;
- concerns are raised about standards of leadership or governance;
- concerns are identified about the breadth and balance of the curriculum; or
- HMCI or the Secretary of State has concerns about the school's performance.

In these instances, Ofsted will conduct a section 8 inspection. This may be conducted as though it were a section 5 inspection. Where issues are identified, Ofsted may convert a section 8 inspection to a section 5 inspection.

Requests to inspect schools

The Secretary of State may require HMCI to carry out an inspection of a school. A request could be made because there are concerns about the school. Such a request might be made by a local authority, teachers, parents or inspectors who have undertaken a subject or survey inspection of the school. HMCI makes the decision whether a request for inspection is agreed. Depending on the reason for the request, such an inspection may be undertaken with no notice (this might, for example, be the case if there are concerns about safeguarding).

A school might request an inspection in order to confirm high or improving performance. This request should be made by the appropriate authority (usually the governing body). Where a request is approved, Ofsted will conduct a section 8 inspection, but will treat the inspection as though it were conducted under section 5. HMCI may charge the appropriate authority for the cost of conducting the inspection.

Risk assessment

All schools will be subject to a risk assessment of their performance. The risk assessment normally begins in the third year after the most recent inspection and has two stages.

The first stage involves an analysis of publicly available data.

The second stage involves a more in-depth desk-based review of a wider range of information.

Ofsted will analyse pupils' academic achievement over time, taking account of both attainment and progress, pupils' attendance, the outcomes of any inspections since the last routine inspection, 'qualifying complaints', information from parents, including information from Parent View (Ofsted's online system for gathering parents' views about a school), and any significant concerns brought to its attention, including local intelligence gathered by Ofsted regionally.

Frequency of inspection

Details about the frequency of inspections are contained within the various inspection handbooks.

Ofsted has made it clear that inspection will be proportionate, with resources being targeted at schools judged to be 'inadequate' or 'requires improvement'.

Schools judged 'good' for overall effectiveness in their last inspection will be inspected approximately every three years.

Special schools or PRUs that were judged 'outstanding' or 'good' for overall effectiveness in their last inspection will receive a short inspection approximately three years after their last inspection.

Schools judged as 'requires improvement' will be re-inspected under section 5 'usually no later than the end of the term in which the 24th month after the publication of the report falls'.¹ In exceptional circumstances,² this may be extended to 30 months at the discretion of the Ofsted Regional Director.

Schools that have been judged as 'requires improvement', where leadership and management was also judged as 'requires improvement', will receive an initial monitoring visit within three to six months of the publication of the section 5 inspection report. Schools judged as 'requires improvement', where leadership and management was judged 'good', will not usually receive a monitoring inspection.

All schools judged as 'requires improvement' will be monitored regularly.

Schools that have been judged 'inadequate' and having 'serious weaknesses' will be re-inspected under section 5 within 18 months of their last section 5 inspection. They will also receive monitoring inspections between section 5 inspections. The number of monitoring inspections will depend on the inspector's evaluation of the quality of leadership and management and the school's rate of improvement towards becoming a 'good' school. Some schools may receive just one monitoring inspection. Other schools will receive a second or third monitoring inspection.

Schools that have been judged to be 'inadequate' and placed in 'special measures' will be re-inspected under section 5 within 24 months of the section 5 inspection that placed them in special measures. The first monitoring inspection will take place within three to six months of inspection. A school may receive up to five monitoring visits over a 24-month period.

Notice of inspection

A school will normally be contacted during the afternoon of the working day before the start of the inspection.

HMCI may arrange for an inspection of a school to take place without notice if this is deemed to be appropriate. This might be because there are particular concerns

¹ *School inspection handbook – section 8*, paragraph 85, August 2015.

² For example, where a new headteacher has been appointed since the judgement was made. *School inspection handbook – section 8*, paragraph 91.

about behaviour and/or safeguarding, a rapid decline in academic standards or where there is strong voicing of concern raised by parents/carers. In this instance, the inspector will normally telephone the school about 15 minutes before arriving on site.

Length of inspection

Short inspections of all 'good' schools and 'outstanding' special schools and PRUs last one day.

A full inspection normally lasts two days. In the case of a full inspection that has converted from a short inspection, the second day follows within 48 hours of the initial inspection day.

Size of the inspection team

The size of the inspection team will vary according to the size and nature of the school. Short inspections of primary schools may be carried out by a single inspector.

School leaders' involvement in the inspection process

The lead inspector must meet with the headteacher and/or senior leadership team at the beginning of the inspection. They must also meet with the headteacher periodically throughout the inspection.

Unless there are compelling reasons not to do so, headteachers are invited to attend the formal inspection team meetings at the end of each day of the inspection and discuss the inspectors' recommendations to ensure that they are understood.

Participation in inspection activities is not mandatory and the headteacher can choose whether or not to accept the invitation.

Inspecting partnerships and federations

Ofsted inspects individual schools, not a federation or partnership. However, schools that are part of a federation or partnership may be inspected simultaneously.

HMCI believes that Ofsted should have the power to inspect academy chains and Ofsted is piloting the inspection of partnerships and federations.³

Where schools are part of a federation or partnership, inspectors will inspect the impact of collaborative arrangements, federations or specific support. However, leadership and management will only be judged in the context of its impact on each individual school. There is no judgement of the leadership and management of a federation or partnership overall.

Where simultaneous inspections of schools in federations and/or with shared sixth forms take place, the lead inspectors for each individual school should liaise on matters relevant to the schools involved.

³ *Evidence to Education Select Committee*, 13 February 2013.

Ofsted considers innovation and community collaboration to be important aspects of academy policy. Therefore, when inspecting academies, inspectors should evaluate the extent of the academy's impact with other schools and the wider community.

Staff questionnaire

The inspection arrangements allow inspectors to gather the views of staff by means of a questionnaire. The inspector will discuss the staff questionnaire with the headteacher during the initial telephone call and ask the headteacher to encourage staff to complete it. However, the headteacher can determine whether or not the questionnaire is distributed to staff.

Staff can choose whether or not to complete the questionnaire. Questionnaires should be returned in a sealed envelope marked 'Confidential for the attention of the Ofsted inspection team' by 11am on the second day of the inspection, where practicable. Completed questionnaires are confidential to the inspection team and teachers do not need to include their name on the form.

The inspection team will not disclose a teacher's identity, but they may discuss any issues with the school that are raised in the questionnaire. Inspectors may pass on information to social services or the police where concerns are raised about child protection.

Seeking pupils' views

Inspectors will talk to pupils formally and informally about their experiences of learning and behaviour in the school. This will include talking to pupils about their experiences of how the school deals with bullying, discrimination and prejudiced behaviour if they occur. It will also involve seeking pupils' views about their work, what they have learned, and their experience of teaching and learning over time.

Inspectors will seek evidence about the views and experiences of different groups of pupils. They will pay particular attention to the experiences of, and outcomes for, disadvantaged pupils, pupils with special educational needs (SEN), pupils with disabilities, and the most able pupils.

Inspectors will use evidence that the school has gathered from pupils through, for example, surveys and consultations.

Seeking parents' views and 'Parent View'

Schools have a statutory duty to inform parents when they are notified that an inspection is to take place. The school is required to send Ofsted's letter to parents. This may be sent electronically, as well as a paper copy sent via pupils.

Parent View is Ofsted's main vehicle for gathering the views of parents. Parent View is an online survey that invites parents who register with Ofsted to respond to a number of closed questions about their child's school. In the period from when the school is notified about the inspection until midday on the second day of

inspection, Parent View will include an additional free-text box. This is to allow parents to add additional comments about the school.

Focus of inspection

Inspectors will make key judgements about the following areas:

- overall effectiveness;
- effectiveness of leadership and management;
- quality of teaching, learning and assessment;
- personal development, behaviour and welfare;
- outcomes for pupils.

In addition, when judging the effectiveness of leadership and management, inspectors must judge whether the school's arrangements for safeguarding pupils are effective.

Further, if the school has a sixth form or early years provision, Ofsted will make a separate judgement about the effectiveness of this provision. In forming this judgement, inspectors will consider each of the areas inspected that are set out above.

Overall effectiveness

The overall effectiveness judgement is an evaluation of all the evidence about the quality and standards of education. In forming the judgement, inspectors will take account of the other four judgements.

Inspectors should always make a written judgement about the effectiveness of the arrangements for safeguarding pupils under the overall effectiveness heading.

Inspectors should first make the key judgements on the quality of teaching, learning and assessment, personal development, behaviour and welfare for pupils and outcomes for pupils. Inspectors should then judge the effectiveness of any early years provision or 16-19 programmes. Finally, inspectors should make 'the key judgement' on the effectiveness of leadership and management.

In forming a judgement, inspectors must evaluate a range of issues, including:

- the extent to which the school meets the needs of the range of pupils at the school, including pupils who are disabled or who have SEN; and
- how well the school promotes pupils' spiritual, moral, social and cultural (SMSC) development.

Effectiveness of leadership and management

Inspectors will evaluate:

- the extent to which leaders, managers and governors demonstrate an ambitious vision, have high expectations for what all pupils can achieve and ensure high standards of provision and care for pupils;

- how effectively leaders, managers and governors improve staff practice, teaching, learning and assessment through 'rigorous' performance management and appropriate professional development;
- the extent to which leaders and managers evaluate the quality of the provision and outcomes 'through robust self-assessment', taking account of users' views, and use the findings to develop capacity for sustainable improvement;
- the extent to which leaders and managers provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, and the needs and interests of pupils and local and national employers;
- how successfully learning programmes, the curriculum and careers advice are planned and managed so that all pupils get a 'good start' and are well prepared for the next stage in their education, training or employment;
- the extent to which leaders and managers actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners;
- the extent to which leaders and managers actively promote 'British values';
- whether leaders and managers make sure that safeguarding arrangements protect children and young people, promote their welfare, prevent radicalisation and extremism;
- whether the arrangements meet all statutory and other government requirements;
- the impact of leaders' and governors' work currently and over time.

Inspectors will gather evidence about the use of the pupil premium including the level of funding received by the school in the current year and levels of funding in previous years.

They will look at how the school has used the funding, including the reasons why the money was spent in this way, and the impact of this funding to the learning and progress of disadvantaged pupils.

Inspectors will obtain evidence from meeting with leaders and governors and first-hand evidence of their work across the school. Inspectors will also use documentary evidence provided by the school. Inspectors will use responses to the staff questionnaire and Parent View as useful evidence for judging the culture that has been established by leaders and managers.

Effectiveness of teaching, learning and assessment

Inspectors will evaluate the extent to which teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged.

Inspectors will judge whether teachers, practitioners and other staff have a secure

understanding of the age group they are working with and whether they have relevant subject knowledge that is detailed and communicated well to children and learners.

Inspectors will judge how effectively teachers and other staff gather assessment information from looking at what pupils already know, understand and can do and whether this is informed by their parents and previous school or provision, as appropriate.

Inspectors will evaluate the extent to which assessment information is used to plan appropriate teaching and learning strategies, including identifying pupils who are falling behind in their learning or who need additional support so that they make good progress and achieve well.

Inspectors will consider how well pupils understand how to improve as a result of useful feedback from staff and, where relevant, whether parents and carers understand how pupils should improve and how they can contribute to this. Inspectors will also look at how the school engages with parents and carers so that they understand how their children are doing in relation to the standards expected and what they need to do to improve. Further, where relevant, inspectors will assess how English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

Inspectors will evaluate how effectively teaching and learning promote equality of opportunity and recognise diversity.

Ofsted does not favour any particular teaching style and inspectors must not give the impression that it does. Further, inspectors should not grade the quality of teaching in individual lesson observations, learning walks or equivalent activities.

Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to pupils about their work, scrutinising their work, and assessing how well leaders are securing continual improvements in teaching.

Inspectors will not grade the quality of teaching, learning and assessment in individual lessons or learning walks.

Personal development, behaviour and welfare

Inspectors will make a judgement on the personal development, behaviour and welfare of pupils by evaluating the extent to which the school is successfully promoting and supporting pupils to be committed to learning and take pride in their achievements. Inspectors will want to establish whether this is supported by a positive ethos across the school.

Inspectors will consider whether the school is successful in building pupils' self-confidence, self-awareness and understanding of how to be a successful learner.

They will also assess the extent to which pupils are supported to make choices about the next stage of their education, employment, self-employment or training, including from impartial careers advice and guidance. Where relevant, this will also include judging how well pupils are supported to develop employability skills.

Inspectors will judge whether pupils attend school regularly and whether they arrive at lessons promptly. They will also assess whether pupils follow any guidelines for behaviour and conduct, including managing their feelings and behaviour, and how they relate to other pupils and adults in the school.

Inspectors will assess the extent to which the school promotes and supports pupils to understand how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.

Inspectors will evaluate how effectively the school promotes and supports pupils to know how to keep themselves healthy. Inspectors will make judgements about this in relation to pupils' emotional and physical health, healthy eating and exercise.

Inspectors will make a judgement about pupils' personal development and how well they have been prepared to respect others and contribute to wider society and life in Britain.

Inspectors will use evidence seen during the inspection as well as evidence of trends over time. They will also gather the views of parents, staff, governors and other stakeholders. They will take account of the views of different groups of pupils and their experiences of the behaviour of others towards them. Inspectors must evaluate the experience of particular individuals and groups and must look at a small sample of case studies about the experiences of these pupils.

Outcomes for pupils

Inspectors will judge current standards and progress, including the school's own performance information, and make a relevant judgement on pupils' academic and other learning outcomes. They will do so by evaluating the extent to which pupils progress from their different starting points and achieve or exceed standards expected for their age nationally or within the school's own curriculum.

Inspectors will also evaluate the extent to which pupils attain relevant qualifications so that they can and do progress to the next stage of their education, including onto courses that lead to higher qualifications, and into jobs that meet local and national needs.

Inspectors will evaluate pupils' academic and vocational achievement.

Inspectors will give most weight to pupils' progress. Within this, they will give most weight to pupils currently in the school, taking account of how this compares with the progress of pupils in all year groups, not just those who have taken or are about to take examinations or national tests.

When assessing pupils' progress, inspectors will consider the growth of pupils' security, breadth and depth of knowledge, skills and understanding.

Inspectors will gather evidence about the progress of the current pupils through observations in lessons, discussions with pupils and their understanding of the things they have been learning, scrutiny of their work over time, and the school's own information.

Inspectors will consider whether all pupils are set aspirational targets and whether they are on track to meet or exceed these. They will also assess whether the most able pupils do work that deepens their knowledge, skills and understanding rather than simply undertaking work of the same difficulty or studying different content.

Inspectors will consider the progress and attainment of disadvantaged pupils compared with the national figures for non-disadvantaged pupils and how gaps are closing. They will then consider any in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of other pupils in the school and how much gaps are closing. Inspectors will consider the impact of what the school is doing to narrow any progress and attainment gaps.

Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should. They will consider the progress that lower-attaining pupils are making and the impact on attainment of pupils who have fallen behind.

Inspectors will consider the progress of disabled pupils and those with SEN in relation to the progress of pupils nationally with similar starting points. Inspectors will examine the impact of funded support for them on closing any gaps in progress and attainment. They will also consider whether any differences exist between the progress and attainment of pupils in resource-based provision and those with similar starting points who are disabled or have SEN in the main school. They will report on any differences along with the reasons for these differences.

Inspectors will consider the progress of pupils who attend off-site alternative provision for all or part of the week and the school's own records of these pupils' progress.

The Equality Act 2010 including the Public Sector Equality Duty (PSED)

The common inspection framework states that inspectors will assess whether a school complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998.

The Equality Act 2010 includes a PSED. The PSED places a general duty on schools to take positive steps to eliminate discrimination, advance equality of opportunity and foster good relations between groups who share a protected characteristic and those who do not.

The PSED places specific duties on schools to publish information annually, showing they are complying with the general duty, and to prepare and publish one or more equality objectives, which should be updated at least every four years. If a school employs more than 150 people, it will need to publish equality information about its staff as part of the duty to publish information.

The common inspection framework says that inspectors will assess the extent to which a school is meeting its duties under the Equality Act 2010 and the Human Rights Act 1998.

Inspectors will assess the extent to which a school is complying with these legal duties in all aspects of their work. The *School inspection handbook* says that inspectors will consider ‘*how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through their words, actions and influence with the schools and more widely in the community*’.⁴

Safeguarding

Inspectors must evaluate how well the school fulfils its statutory and other responsibilities and how well staff exercise their professional judgement in keeping pupils safe.

All inspections, including short inspections, will consider how well pupils are helped and protected so that they are kept safe. Inspectors will always make a written judgement about whether or not a school’s safeguarding arrangements are effective. In the case of schools that receive a short inspection, this judgement will be made in the letter confirming that the school remains ‘good’.

‘Safeguarding’ includes protecting pupils from deliberate harm, neglect and failure to act. It also includes broader aspects of education and care, including: pupils’ health, safety and wellbeing, the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional wellbeing, online safety and associated issues, and arrangements to ensure pupils’ security.

Inspectors will consider how the school protects pupils from: neglect, physical abuse, emotional abuse, sexual abuse, all forms of bullying including prejudice-based bullying, gender-based violence, racist, disability, homophobic or transphobic abuse, radicalisation and/or extremist behaviour, child sexual exploitation and trafficking, abuse through the use of technology, domestic violence, relationship abuse, female genital mutilation (FGM), forced marriage, gang activity and youth violence, substance misuse, and fabricated or induced illness.

⁴ *School inspection handbook* (August 2015) paragraph 138, sixteenth bullet.

As part of the judgement about safeguarding, inspectors will also consider whether the school is implementing the Prevent duty effectively and keeping pupils safe from the dangers of radicalisation and extremism.

Inspectors will consider whether leaders and governors create an effective safeguarding culture. They will consider whether staff take immediate action if they have concerns about a pupil, and whether pupils understand and respond to and calculate risk effectively.

Pupil premium

Inspectors will gather evidence about the use of the pupil premium. This will include evidence about the level of pupil premium funding that the school receives, how the school has spent the money and why it decided to spend the money in the way that it has, and any differences made to the learning and progress of disadvantaged pupils.

If inspectors identify specific issues regarding the provision and outcomes for disadvantaged pupils, inspectors will recommend an external review of the school's use of pupil premium funding. This means that the school should seek support from an independent external system leader with a track record of accelerating disadvantaged pupils' achievement. Inspectors will follow up the review in subsequent inspections.

Inspection grading

Schools are judged to be one of the following:

1. Outstanding. 2. Good. 3. Requires Improvement. 4. Inadequate.

Schools that are graded inadequate will either be deemed as having significant weaknesses or placed in special measures.

A school will be judged as having significant weaknesses if it is judged to be failing to provide an acceptable standard of education but is demonstrating capacity to improve, or if it is performing significantly less well than might reasonably be expected to.

A school will be placed in special measures if it is judged to be failing to give its pupils an acceptable standard of education and if the people responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Feedback during inspection

The lead inspector will meet with the headteacher regularly throughout the inspection to provide an update on emerging issues, allow the headteacher to raise concerns, including concerns related to the conduct of the inspection, and to alert them to any serious concerns.

The on-site inspection team should provide feedback at the end of inspection to the headteacher and other relevant senior leaders agreed by the headteacher and lead inspector. The chair of the governing body, board of trustees or local governing body; a representative from the board of trustees in the case of a multi-academy trust; and a representative from the local authority, academy sponsor and/or the designated responsible body should also be invited to the meeting.

Reporting – letter for ‘good’ schools

Schools that have been judged ‘good’ for overall effectiveness in their previous inspection and remain ‘good’ will receive a letter following inspection. This will state that the school remains ‘good’. The letter will include a statement about whether safeguarding is effective and will outline the key strengths and areas for improvement. It will not include grades for the effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, and outcomes for pupils.

Reporting – the inspection report

Schools that have a full (section 5) inspection will receive an inspection report.

The school should receive a copy of the draft report for comment, including commenting on factual accuracy. The school will be informed of the timescale for commenting on the draft report.

The inspection report will provide grades for each key judgement. It must also include a written statement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.

Schools will normally receive an electronic version of the final report within 15 days of the end of the on-site inspection. Ofsted quality-assures some inspections. If Ofsted decides that an inspection report should be subject to further quality-assurance, the school will usually receive the electronic version of the final report within 23 working days of the end of inspection.

Complaints about inspection

If the school has a complaint about an inspection, the complaint should be made to the lead inspector during the course of the inspection. The lead inspector should seek advice, if necessary. Any concerns raised and actions taken should be recorded in inspection evidence.

If it is not possible to make a complaint to the lead inspector, or the lead inspector fails to resolve the matter, the school should lodge a complaint with Ofsted.

In the first instance, the school should call the Ofsted Helpline (0300 123 1231). If the inspection has concluded or if the helpline is unable to resolve the matter, the school should complete an online complaint form: www.gov.uk/government/organisations/ofsted/about/complaints-procedure.

Complaints must be submitted within ten days after the publication of any inspection report.

An investigating officer will contact the complainant. If the issue is not resolved at this stage, Ofsted will investigate the complaint and provide a written response within 30 working days.

If the matter is not resolved, the school can request an independent review of the handling of the complaint. This must be done within 15 working days of the complaint response. The school should receive a final written response within 30 working days.

If the complaint is still not resolved satisfactorily, the school can make a request to the Independent Complaints Adjudication Service for Ofsted for an independent review. This must be done within three months of receiving the written response to the internal review from Ofsted.

Things that inspectors do NOT require or expect to see

The NASUWT has pressed Ofsted to provide clear guidance to schools about the inspection process and what inspectors do not require or expect to see when conducting inspections.

In Autumn 2014, Ofsted published *Clarification for Schools* which confirmed facts about the requirements of inspection and sought to dispel myths about inspection that can result in unnecessary workloads for schools.⁵ *Clarification for schools* has now been incorporated into the *School inspection handbook*.

Annex 1 of this guidance sets out the main points covered in *Clarification for schools*.

This can be downloaded from the NASUWT website: www.nasuwt.org.uk/inspection.

⁵ *Clarification for schools*, Ofsted, first published in Autumn 2014 and updated in March 2015.

NASUWT advice

The quality of inspection judgements and problems arising

The NASUWT has received regular feedback from members highlighting concerns about the quality of some inspectors' judgements. The Union has raised its concerns with Ofsted and recent changes to inspection arrangements, including bringing inspection 'in-house', may help to address some of these concerns.

The NASUWT continues to collect evidence about the inspection process and would encourage teachers and school leaders to complete the online survey, *Inspect the Inspectors*, following an inspection: www.nasuwat.org.uk/inspecttheinspectors.

The Union uses this information to identify how it can better support members, including pressing for changes to policies and practice nationally and locally, including in individual schools.

Teachers and school leaders can also email the NASUWT (advice@mail.nasuwat.org.uk) with information about any problems they experience, particularly cases where inspectors make judgements or reach conclusions that are inconsistent with the provisions of the framework or the guidance in the *School inspection handbook*.

The professional status of teachers

Inspectors will evaluate the extent to which leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high-quality education for all pupils. They will also consider the quality of continuing professional development (CPD) for teachers at the start of their careers and later, and how leaders use performance management to promote effective practice across the school.

Inspectors will draw on a range of evidence when forming judgements about these matters. This includes feedback from the staff questionnaire. (Inspectors will ask the school to distribute the staff questionnaire to all staff when the school is notified of the inspection.)

Active engagement with the workforce, including the NASUWT and other workforce unions, is at the heart of good leadership and management. International evidence supports this view. The Organisation for Economic Cooperation and Development (OECD) reports on building a high-quality teaching profession and emphasises the importance of work environments that are not prescriptive, that do not use bureaucratic management procedures to direct their work, and where workers are 'consulted on all matters of consequence'.⁶

⁶ OECD (2011), *Building a High-Quality Teaching Profession: Lessons from Around the World*.

Inspectors should evaluate whether school leaders and managers consult and engage staff effectively in planning and decision making, the extent to which teachers are trusted and enabled to exercise professional autonomy, and whether teachers have an entitlement to and can access high-quality professional development and support. They should also consider whether approaches to leadership and management should be collaborative and supportive.

Teachers should be able to exercise professional autonomy, access their entitlement to high-quality professional development and identify their professional development needs. Professional development must be interpreted broadly and this must include teachers having time to reflect critically on their practice.

There is a real danger that the high-stakes accountability regime encourages school leaders and managers to adopt punitive and aggressive styles of leadership and management. Teachers should contact the NASUWT if they are unable to access CPD, or if leaders use Ofsted inspection to justify the use of policies and practices that undermine teachers' professional status, e.g. excessive monitoring and punitive policies.

The staff questionnaire provides a means for teachers to provide inspectors with information about their experiences of working at the school, including how well the school supports them to do their job. Teachers should use the questionnaire to highlight where school leaders and managers help them to work and develop as a professional. Teachers should also use the questionnaire to draw inspectors' attention to leadership and management practices that undermine their professional practice.

Performance management

Inspectors will evaluate how leaders ensure that teaching staff are motivated, respected and able to deliver a high-quality education to all pupils effectively. Inspectors will also look at how leaders use performance management to promote effective practice across the school. They will look at the quality of CPD for teachers at the start of their careers and throughout their careers.

The grade descriptors for outstanding leadership and management include: *'how leaders and governors use performance management to promote effective practice across the school.'*⁷

At the start of an inspection, inspectors will ask the school to provide information about its performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, in an anonymised format.

⁷ *School inspection handbook*, August 2015, paragraph 138, eleventh bullet point.

The *School inspection handbook* states that ‘Ofsted does not expect schools to provide specific details of the pay grade of individual teachers who are observed during inspection’.⁸

The *School inspection handbook* states that Ofsted ‘does not grade individual lessons or award a grade for the quality of teaching or outcomes of individual lessons visited.’ It also states that Ofsted ‘does not expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.’⁹

The NASUWT has issued detailed advice on performance management/appraisal. This is also available on the NASUWT website: www.nasuwt.org.uk/performancemanagement. This 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 NASUWT’s national action instructions set out 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. The action instruction can be found at www.nasuwt.org.uk/industrialaction.

As the OECD evidence cited above indicates, performance management/appraisal needs to start from a position in which teachers are trusted.¹⁰ Teachers should be supported and enabled to function as professionals and should play an active role in reflecting on their performance and determining their support and development needs.

A review of international evidence about effective CPD confirms the findings from the OECD evidence and highlights other key features of effective CPD.¹¹ These include:

- the most effective CPD lasts at least two terms and usually more than a year;
- the CPD is relevant to teachers’ day-to-day experiences;
- the CPD includes explicit discussion about how to translate the content into the classroom and teachers are able to experiment in the classroom in order to successfully implement what they have learned; and
- there is no one-size-fits-all solution.

The review found that didactic models of CPD, where facilitators simply tell teachers what to do or provide materials without giving participants opportunities to develop skills and inquire into their impact on pupil learning, do not work.

⁸ *School inspection handbook*, August 2015, paragraph 28, page 11.

⁹ *School inspection handbook*, August 2015, paragraph 28, page 11.

¹⁰ OECD (2011), Op.cit.

¹¹ Teacher Development Trust (August 2015) *Developing Great Teaching: Lessons for the international reviews into effective professional development*.

Also, CPD which does not have a strong focus on aspiration for students and assesses the impact of changes to teacher practices on pupil learning was deemed to be ineffective.

Teachers should seek to ensure that they receive their entitlement to CPD, that the CPD provided is high quality and that it will enable them to develop their professional knowledge, skills and understanding.

When the lead inspector meets the headteacher at the start of inspection, they must ensure that the headteacher is aware that Ofsted's evidence from observations of teaching and learning must not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management.¹²

Teachers' pay progression

It is essential that information in respect of the pay and pay progression of individual named teachers is not disclosed to inspection teams. Such information is confidential, and only anonymised data on the pay profile of teachers at a school or rates of pay progression may be requested by inspection teams.

Whilst Ofsted may inspect the robustness of a school's pay and performance management arrangements, inspection teams do not have any powers to determine the nature of a school's policies in respect of teachers' pay or performance management. This is a matter for the school to determine.

The NASUWT has issued advice to members on Ofsted's inspection of performance management and anonymised pay arrangements.¹³ The Union has also issued detailed advice and guidance on teachers' pay, including establishing a model pay policy. This information is available at www.nasuwt.org.uk/PayPolicy.

School self-evaluation

Schools are expected to identify and implement their own approaches to self-evaluation. Inspectors will ask for a summary of any self-evaluation or equivalent at the start of the inspection.

*The School inspection handbook states that 'Ofsted does not require self-evaluation to be provided in a specific format. Any assessment that is provided should be part of the school's business processes and not generated solely for inspection purposes.'*¹⁴

The *School inspection handbook* also makes it clear that Ofsted does not require schools to provide inspectors with detailed lesson plans, or specify how planning should be set out.

¹² *School inspection handbook*, August 2015, paragraph 58, page 20.

¹³ NASUWT Briefing: *Ofsted inspection: Pay and performance management*.

¹⁴ *School inspection handbook*, August 2015, paragraph 28, page 11.

It is important that self-evaluation is not burdensome or bureaucratic. School leaders should ensure that their school self-evaluation practice draws together school improvement planning, performance management and audit, and that it supports effective teaching and learning. School self-evaluation should not be an additional process and it should not involve additional monitoring and evaluation, including classroom observation. It should not involve teachers undertaking additional responsibilities or require them to be subject to any additional processes or meetings.

The short notice of inspection places school leaders under pressure to establish systems of monitoring that are excessively detailed and are about ensuring that the school is prepared for inspection. It is important that this does not happen. Self-evaluation should support school improvement. It should not create unnecessary workload and it should not start from the presumption that teachers must be monitored because they cannot be trusted.

It is important that teachers are consulted and that school leaders take account of teachers' views as part of the self-evaluation process. The evaluation should assess the extent to which teachers, the NASUWT and other workforce unions are engaged in wider planning and decision making within the school.

The school's self-evaluation should include explicit reference to teachers' contractual provisions. This should include an evaluation of teachers' pay and pay progression, and an evaluation of the equality impact of the policy. It should also include an evaluation of the impact of all school policies on workload and working hours.

The school should not be asked to analyse data for the inspection team. However, inspectors may ask school leaders to talk about how the school has analysed specific data with a view to finding out how the data informs school improvement planning.

The record of any self-evaluation, including the summary report, should not include information about individual staff or information that allows staff to be identified.

Schools should not prepare specifically for inspection. Mock inspections are unnecessary, add to workload burdens and place staff under considerable pressure. Teachers should resist any attempts to introduce mock inspections. They should also resist any moves to introduce burdensome planning processes, such as providing detailed lesson plans for each lesson or self-evaluation systems that operate at departmental level and act simply as a paper trail for inspections.

Teachers should note that the NASUWT's national action instructions support members in resisting mock inspections commissioned by the school, sponsor, provider or local authority. Further information about the action instructions is available at www.nasuwt.org.uk/industrialaction.

Lesson observation

Inspectors will visit lessons to gather evidence about teaching, learning and assessment. They will consider this evidence alongside documentary evidence about the quality of teaching and views of leaders, governors, staff, pupils and parents.

At the beginning of inspection, the lead inspector will share the rationale for lesson observations with the headteacher and should invite the headteacher/senior staff to participate in joint lesson observations. They must also ascertain whether there are particular reasons why any teachers should not be observed; for example, where they are subject to capability procedures. Further, the lead inspector must 'ensure that the headteacher is aware that Ofsted's evidence from observations of teaching and learning, whether joint or otherwise, must not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management.'¹⁵

After a joint observation, the inspector and headteacher/school leader must discuss their views about the strengths and weaknesses of the teaching, learning and assessment they have observed. Following the joint observation, the headteacher/school leader will provide feedback to the teacher observed. The inspector will observe this feedback, where possible, as 'this may provide evidence about the quality of the leaders' discussion about pedagogy and the effectiveness of the school's arrangements for professional development and performance management.'¹⁶

Inspectors may use a range of strategies for observations, including short visits to a number of lessons (spending a few minutes in each lesson), short observations of small group teaching, observing learning in lessons, and joining a class or specific group of pupils as they go from lesson to lesson.

Inspectors must offer feedback to teachers. This may take a variety of forms such as one-to-one meetings or discussions with groups of observed teachers or with whole staff groups.

*'Inspectors must not provide an overall grade (either numerically or in words) for the lesson or the quality of teaching, learning and assessment. The headteacher is responsible for advising staff that the feedback will not be used by the school for performance management purposes; it is provided in confidence.'*¹⁷

Teachers cannot refuse to be observed. The NASUWT advises school leaders to seek to agree with teachers in advance of inspection a position on joint observation. Teachers do not have to agree to joint observation.

¹⁵ *School inspection handbook*, August 2015, paragraph 59.

¹⁶ *School inspection handbook*, August 2015, paragraph 70.

¹⁷ *School inspection handbook*, August 2015, paragraph 68.

Ofsted guidance makes it clear that Ofsted feedback, including feedback from joint observations, must not be used to make judgements about the performance of an individual teacher. Teachers should contact the NASUWT for advice and support if their headteacher or line manager seeks to use feedback from Ofsted inspections for performance management purposes or as part of capability proceedings.

The *School inspection handbook* makes it clear that inspectors should always try to give feedback to teachers who have been observed. This may be one-to-one or to a group of teachers. Teachers should contact the NASUWT if they have evidence that an inspector is not offering feedback to teachers.

Lesson observations that are not part of an inspection

Teachers should follow the NASUWT national action instructions guidance on lesson observation^{18,19}: www.nasuwt.org.uk/Whatsnew/NASUWTNews/NASUWTindustrialaction/EnglandResources/index.htm.

The *School inspection handbook* makes it clear that Ofsted does not grade individual lessons, does not award a grade for the quality of teaching, and does not expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.²⁰ It is not appropriate for lessons to be graded. Such an approach is simplistic and ignores the importance of a holistic approach to performance management. The focus of lesson observations should be on identifying strengths and on helping teachers to improve their practice.

There is evidence that inspection is being used by some schools to trigger or justify increased use of lesson observations. There should be no increase in the number of lesson observations in schools to satisfy inspection.

Whilst schools need to respond to the recommendations arising from the inspection, this should not result in a school automatically initiating additional lesson observations as part of their post-Ofsted follow-up arrangements.

Learning walks and drop-ins

The NASUWT regards 'learning walks' and pupil tracking as lesson observations. Teachers should only be observed in accordance with the provisions agreed in their performance management planning statement/appraisal report.

A headteacher has a duty to evaluate the standards of teaching and learning and may use 'drop-ins' to inform their monitoring of the quality of learning. However, if the headteacher focuses on the teacher, makes notes on the teacher's performance or uses the visit for any other purpose, the visit would be classed as a lesson observation.

¹⁸ www.nasuwt.org.uk/Whatsnew/NASUWTNews/NASUWTindustrialaction/EnglandResources/index.htm.

¹⁹ www.nasuwt.org.uk/MemberSupport/NASUWTPublications/LessonObservation/NASUWT_009348.

²⁰ *School inspection handbook*, August 2015, paragraph 28, page 11.

Drop-ins and learning walks are specifically covered by the NASUWT national action instructions and members should check that policy and practice in their school is consistent with these instructions. The instructions are available at: www.nasuwt.org.uk/industrialaction.

Staff attendance during inspection

If any member of staff, including the headteacher, works part time or job shares and inspection takes place on days when they are not in the school, then they must not be expected or asked to come into school during the inspection. However, if teachers who work part time agree to come to work, they should be paid for the additional time they are in school.

Assessment

Schools are free to establish their own approach to assessment. Inspectors will not expect to see a particular system in place.

Inspectors will use a range of evidence to make judgements about the accuracy and impact of assessment on pupils' progress and achievements. Inspectors will evaluate how well assessment information is gathered from looking at what pupils already know, understand and can do. They will also evaluate how assessment information is used to plan appropriate teaching and learning strategies, including identifying pupils who are falling behind in their learning or who need additional support to make good progress and achieve well.

Inspectors will gather evidence by observing lessons, talking to pupils about their work, scrutinising work, and assessing school leaders' evaluation of teaching and its impact on learning. They will also consider how well teachers use assessment to establish pupils' starting points, and how teachers assess, test and modify their teaching so that pupils achieve their potential both year on year and by the end of a key stage. Further, inspectors will judge how well assessment draws on a range of evidence about what pupils know, understand and can do, and the extent to which teachers make consistent judgements about pupils' progress and attainment within a subject, across a year group and between year groups, as appropriate.

The *School inspection handbook* makes it clear that Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. It also makes it clear that Ofsted does not expect to see a particular frequency or quantity of work in pupils' books and folders. Further, the *School inspection handbook* makes it clear that Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

Teachers should contact the NASUWT if inspectors expect the school to adopt particular approaches to assessment or if school leaders use the threat of Ofsted inspection to introduce workload intensive or other inappropriate systems of and/or approaches to assessment.

The NASUWT has issued a specific action instruction on marking to protect members from inappropriate marking, assessment and feedback policies. This instruction is accompanied by advice and guidance on these issues. The instructions and guidance can be accessed at: www.nasuw.org.uk/industrialaction.

Special educational needs (SEN) and inspection

Ofsted says that before making the final judgement on the overall effectiveness of a school, inspectors must evaluate the extent to which the education provided by the school meets the needs of the range of pupils at the school, including pupils who have SEN and/or disabilities.

Inspectors will consider the progress of pupils with SEN and/or disabilities in relation to the progress of pupils nationally with similar starting points. They will also examine the impact of funded support on closing any gaps in progress and attainment.²¹

Ofsted's expectation is that the identification of SEN and/or disabilities leads to additional or different arrangements being made for the pupil. Ofsted's expectation is that this will result in improvement in progress.²²

Inspectors will consider whether there are any differences between the progress and attainment of pupils in resource-based provision and those in the main school. Inspectors will take into account the impact that a large number of pupils in resource-based provision might have on published data on progress and attainment for the whole school.²³

Ofsted says that for groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations should not take account of such pupils' attainment compared with that of other pupils.²⁴

Feedback from members working as special educational needs co-ordinators (SENCOs) suggests that the quality of such SEN-related inspection judgements depends on whether the inspection team includes an SEN specialist. Feedback also suggests that serious problems can arise where inspection teams do not draw upon the expertise of an SEN specialist. This may be a problem for mainstream schools that are inclusive and so have a large number of pupils with SEN and disabilities. However, inspectors of special schools may not necessarily have expertise in the school's particular area of SEN.

²¹ *School inspection handbook*, August 2015, paragraph 178.

²² *Ibid.*

²³ *School inspection handbook*, August 2015, paragraph 182.

²⁴ *School inspection handbook*, August 2015, paragraph 183.

Ministers have promoted the view that too many pupils are identified as having SEN and that this is a cover for poor teaching. Ofsted made similar claims in its report about SEN.²⁵ There is a danger that some inspectors, especially those without SEN expertise, will judge a school as having weak teaching, learning and assessment and fail to recognise the work that the school is doing to support pupils with SEN and enable them to achieve.

Teachers and school leaders should contact the NASUWT to outline their concerns if they believe that Ofsted inspectors do not take appropriate account of the school's work to support pupils with SEN and disabilities, or if they feel that inspectors lack the necessary knowledge, skills and understanding of the particular area of SEN. Teachers should also contact the NASUWT if inspectors fail to recognise that particular pupils have SEN and this affects the inspection judgement.

The performance and progress of some pupils with SEN and disabilities will be linked to the quality of external support that the school is able to access. The NASUWT is extremely concerned that cuts to public services mean that schools are not able to access the support that will enable them to meet the needs of some pupils with SEN and disabilities. Teachers should report to the NASUWT any problems that schools encounter in accessing external support for pupils with SEN and disabilities. They should also report back to the NASUWT if these problems affect the school's inspection judgement.

As a result of the NASUWT's national action campaign, a list of myths and facts about the SEN reforms has been published by the Department for Education (DfE). This list may be helpful to members in challenging inappropriate practices in their school. The document is in Annex 2 and can be accessed at: www.nasuwt.org.uk/sen.

Value Added (VA) measures and school context

Inspectors are required to pay attention to the achievement of different groups of pupils. Inspectors will pay particular attention to the outcomes for pupils who are disadvantaged, pupils who have SEN and/or disabilities, the most able, and those who attend off-site alternative provision for all or part of the week.²⁶

In judging achievement, inspectors will give most weight to pupils' progress. When evaluating progress, inspectors will take account of pupils' starting points in terms of prior attainment and age. They will give most weight to the progress of pupils currently in the school. They will also take account of how this compares with the progress of recent cohorts in the school.

Inspectors will consider the progress and attainment of groups of pupils compared with national figures. They will consider how much any gaps are closing compared to national figures. They will also consider any in-school gaps between groups of pupils' progress and attainment and how much these gaps are closing.

²⁵ Ofsted (2010), *The special educational needs and disability review: a statement is not enough*.

²⁶ *School inspection handbook* (August 2015).

Where in-school gaps for disadvantaged pupils are narrowing, inspectors will check that this is because the progress and attainment of disadvantaged pupils is rising and not because the progress or attainment of other pupils is falling.

Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils nationally, but non-disadvantaged pupils attain even more highly. A school should not be penalised in such circumstances.

The NASUWT is concerned that VA data does not take adequate and appropriate account of important contextual factors that can impact on pupil attainment and progress. Studies indicate that the way in which VA is calculated tends to underestimate the progress made by pupils in schools with relatively low raw aggregate scores.²⁷ It is also important to recognise that gaps may be due, in part, to factors outside the school system.

Teachers should monitor how inspection teams interpret a school's context. It will be particularly important to monitor how inspectors interpret the progress and performance of pupils with SEN and disabilities against the performance and progress of pupils in schools with a highly mobile population. Teachers should contact the NASUWT if they believe that inspectors have failed to take appropriate account of the school's context and this has an adverse impact on how the school is judged in the inspection.

Inspection of a broad and balanced curriculum

When forming a judgement about the effectiveness of leadership and management, inspectors will consider the design, implementation and evaluation of the curriculum to ensure breadth and balance. They will also consider how the school supplements the formal curriculum with extra-curricular opportunities to extend pupils' knowledge and understanding and improve their skills in a range of artistic, creative and sporting activities.

The inspection framework sets a clear expectation that schools should provide pupils with a wide range of opportunities and experiences, including opportunities to gain the knowledge and skills needed to make an active and effective contribution to society, engage critically with issues relating to equality and justice and take part in activities that contribute to community and social cohesion.

Ofsted evidence shows how a broad and balanced curriculum helps to raise pupils' attainment, including attainment in core subjects.²⁸ This shows that attainment in a broad range of subjects, including science, humanities and the arts, helps to improve pupils' confidence and self-esteem and their attainment in the core

²⁷ Gorard, S. (2006), *Re-analysing the value-added of primary schools*, Department of Educational Studies Research Paper 2006/02. University of York, York. www.york.ac.uk/media/educationalstudies/documents/research/Paper15Value-addedinprimaryschools.pdf; retrieved on 09/07/15.

²⁸ For example, Ofsted (October, 2002), *The curriculum in successful primary schools*.

subjects. However, schools are under particular pressure to demonstrate progress in the core subjects. School improvement strategies may sometimes focus on securing improvements in the core subjects rather than through a broad, balanced and rich curriculum offer. This has significant implications for the quality of pupils' learning experience, and for teachers' jobs.

Teachers should challenge approaches to school improvement that focus narrowly on core subjects at the expense of a broad and balanced curriculum and can use the Ofsted inspection framework to support their arguments. They should monitor proposals for curriculum changes very closely, looking, in particular, at their likely impact on jobs and on the quality, breadth and relevance of the curriculum offer.

Inspectors must not advocate a particular method of teaching or show preference towards a specific lesson structure. Inspectors should record aspects of teaching that are effective and identify ways in which teaching and learning can be improved.

The *School inspection handbook* makes reference to inspectors using a range of indicators to form judgements about pupils' attainment, including outcomes from the phonics screening check and any follow-up screening.²⁹ The NASUWT is concerned that some inspectors may interpret this to mean that schools should be using systematic synthetic phonics to teach early reading.

Teachers should contact the NASUWT if they have any evidence which suggests that inspectors are promoting a particular approach to teaching.

Inspecting pupils' spiritual, moral, social and cultural (SMSC) development

When forming a judgement about the overall effectiveness of the school, inspectors will evaluate the effectiveness and impact of the school's provision for pupils' SMSC development.

The *School inspection handbook* defines SMSC development as follows:

Spiritual development of pupils shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Moral development of pupils shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;

²⁹ *School inspection handbook*, August 2015, paragraph 159.

- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues.

Social development of pupils shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

Cultural development of pupils shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

The grade descriptors for leadership and management that is judged 'outstanding' includes a descriptor about pupils' SMSC. This says that pupils' SMSC and, within this, the promotion of fundamental British values, are at the heart of the school's work.

It is vital that schools ensure that they address all areas of pupils' SMSC development and that this is incorporated into planning and decision-making about the design and implementation of the whole curriculum.

Promoting fundamental British values, preventing radicalisation and extremism

Inspectors will consider the effectiveness and impact of a school's provision for pupils' SMSC development. In doing this, they should consider how well the school prepares pupils for *'life in modern Britain'* and *'actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith'*.³⁰

Inspectors will also consider the effectiveness of a school's work *'to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues'*.³¹

Further, inspectors will consider *'how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through their words, actions and influence within the schools and more widely in the community'*.³²

The NASUWT is extremely concerned about the use of the term 'fundamental British values'. The values of democracy, rule of law, individual liberty and mutual respect and tolerance for different faiths and beliefs are not uniquely British. There is a significant risk that some people will interpret 'fundamental British values' narrowly. For example, some schools have equated British values as decorating classrooms with pictures of fish and chips, roast beef and the Union flag. In other instances, 'fundamental British values' is interpreted as simply preventing Islamic extremism. Such interpretations are inaccurate, may reinforce stereotypes and prejudice and undermine work to advance equality and improve relations between groups and communities.

The promotion of 'fundamental British values' forms part of the Government's Prevent strategy. Schools should incorporate work to promote 'fundamental British values', and protect pupils from radicalisation and extremism within wider work to promote equality and rights, including human rights. This should form part of a strategic approach to equalities, justice and human rights and should be incorporated, for example, into the school's work to engage with local communities, curriculum design and planning, and school improvement planning processes.

The NASUWT has a dedicated web page on issues associated with the promotion of British values and the prevention of extremism in schools. The information on this page is updated regularly and can be accessed at: www.nasuwt.org.uk/prevent.

Guidance in the *School inspection handbook* indicates that inspectors should consider a school's actions to promote 'fundamental British values' and protect

³⁰ *School inspection handbook*, August 2015, paragraph 138, eighth bullet.

³¹ *Ibid*, final bullet.

³² *Ibid*, sixteenth bullet.

pupils from extremism and radicalisation as part of the school's broader work to promote equality, foster good relations between groups and with communities, and safeguard pupils. However, teachers should contact the NASUWT if they have particular concerns about policy or practice in their school or if they have concerns about the way in which inspectors cover these issues when they inspect the school.

Inspecting compliance with the Equality Act 2010, including the PSED

Inspectors will make judgements about how effectively a school identifies and addresses equality matters across all areas of school life. This includes making judgements about the extent to which the school is complying with the PSED.

The Equality and Human Rights Commission (EHRC) guidance makes it clear that schools need to assess the impact on equality of school policies and practices in order to comply with the general equality duty. The guidance says that the general equality duty does not specify how assessments should be undertaken. However, case law from the previous duties indicates that assessments should be done before decisions are made, and that a written record is useful for demonstrating compliance.³³

Schools should follow the EHRC guidance on the assessment of equality impact. Schools will only be able to do this effectively if they collect equality information as a matter of course and if the collection and analysis of equality information is part of standard school arrangements and procedures. School leaders and managers should draw on this evidence and ensure that equality matters are considered explicitly as part of general planning and decision-making across all school activities. The school improvement plan should provide evidence that the school is addressing equality matters systematically across all activities.

Whilst Ofsted has told the NASUWT that equality matters relating to staff should be picked up under leadership and management, neither the *Common inspection framework* nor the *School inspection handbook* make explicit reference to inspecting equality issues that affect staff. Research, including research commissioned by the NASUWT,³⁴ shows that bullying and harassment, including prejudice-related bullying and harassment, are significant issues for teachers and that some groups of teachers, e.g. women, disabled, lesbian, gay, bisexual and trans (LGBT), black and minority ethnic (BME), encounter major barriers throughout their teaching careers. Teachers should consider using the staff questionnaire to raise any specific concerns about equality matters affecting staff and contact the NASUWT if they believe that inspectors are not taking their concerns seriously.

³³ www.equalityhumanrights.com/private-and-public-sector-guidance/public-sector-providers/public-sector-equality-duty/what-equality-duty. Accessed 28 July 2015.

³⁴ For example: PRCI (2011), *The Experience of Prejudice-Related Bullying amongst teachers and headteachers in schools*, Rednal, NASUWT; McNamara, Professor Olwen et al. (2008), *No Job for a Woman? The Impact of Gender in School Leadership*; and McNamara, Professor Olwen et al. (2009), *The leadership aspirations of black and minority ethnic teachers*, NASUWT, Rednal, and National College for Leadership of Schools and Children's Services, Nottingham.

Safeguarding

School leaders should ensure that safeguarding matters are considered across all areas and activities of the school.

Inspectors will assess whether staff act promptly and appropriately to address safeguarding issues, including whether they understand and comply with statutory requirements. This could include asking staff how they would deal with a particular safeguarding situation.

School leaders and managers should ensure that safeguarding policies and procedures are communicated to all staff, as well as to pupils, parents and visitors to the school, and that staff, pupils, parents and visitors understand these policies and procedures. Staff should receive appropriate safeguarding training, including refresher training. School leaders and managers should monitor the implementation of safeguarding policies and procedures to ensure that they are being applied consistently.

The NASUWT has a dedicated webpage that covers the prevention of extremism, protection from radicalisation and the promotion of ‘fundamental British values’ in schools. The information on this page is updated regularly and can be accessed at: www.nasuwt.org.uk/prevent.

Staff views

Staff have a significant contribution to make to the inspection process and inspectors should seek and take account of their views. The NASUWT recommends that school leaders participate in the use of the staff questionnaires and encourages staff to complete the questionnaire.

This can help to demonstrate good relations between staff and school leaders.

Pupils’ views

Whilst Ofsted will look for evidence about how the school consults and takes account of the views and experiences of pupils, this does not mean that schools should adopt practices where pupils are placed in roles where they can question and make judgements about their teachers. It is totally inappropriate for pupils to undertake lesson observations, sit on teacher recruitment panels or be involved in any other activity that enables them to question the professional integrity or judgement of the teacher. Teachers should challenge the development of such practice and contact the NASUWT if they have evidence that inspectors are endorsing such practice or encouraging the school to adopt such practice.

Teachers should refer to the NASUWT’s national action instructions and the Union’s guidance on student voice for further information on how schools should address pupils’ views. This can be found at www.nasuwt.org.uk/StudentVoice.

Parent View

Ofsted has made it clear that the free-text box in Parent View will not become part of the standard Parent View questions. It will only operate for the duration of an inspection. This is, at least in part, due to Ofsted wanting to ensure that parents do not use the free-text box to raise concerns about safeguarding and other significant issues which should be raised directly, as Ofsted does not have the resources to monitor Parent View on an ongoing basis and wants to ensure that parents raise complaints and concerns through appropriate channels.

The NASUWT is extremely concerned about the use of Parent View as Ofsted's primary source of evidence about parents' views of the school. Parent View is open to misuse and provides very limited evidence about parents' views of a school. For example, Ofsted does not check whether a user is genuinely a parent of a pupil at a particular school.

Parents who have issues or who hold a grudge against a school are much more likely to complete the survey than other parents. Parents could encourage their friends and relatives to register as parents and give negative responses to the survey questions.

The NASUWT is also concerned that parents who hold a grudge against the school or a teacher in the school may be more likely to complete the free-text box when a school is inspected.

The fact that Parent View can be used to compare the survey results of different schools means that parents, pupils or staff in one school could register as parents in a rival school and make negative comments about that school.

Schools should collect evidence about parents' views about the school as part of their routine work to engage with parents/carers and involve them in the life of the school. Such evidence may also help them to counter negative comments made by parents on Parent View.

Schools should seek to gather evidence about the views of different groups of parents, including those who may be considered 'hard to reach'. Schools should provide inspectors with evidence about how parents are consulted and involved in decision-making and the results of any analyses of parents' views.

Teachers should contact the NASUWT if they have concerns that Ofsted or the school is using parents' views inappropriately.

School Data Dashboard

The School Data Dashboard uses KS1, KS2 and KS4 performance data to provide a 'high-level' summary of a school's performance. The data is presented in simple form to enable users who do not have in-depth knowledge of school statistics to use it. The data is presented in chart form and breaks performance down into quintiles to compare a school's performance with that of other schools. The School

Data Dashboard compares a school's performance with all schools and with similar schools.

School Data Dashboard measures include data about the school's performance for the previous three years:

- the percentage of pupils reaching the expected level in key subjects (reading, writing and maths) (primary schools);
- the percentage of pupils attaining GCSE grades A* to C in English, maths and science (secondary schools);
- the percentage of pupils making expected progress in English and maths (secondary schools);
- the percentage of pupils making expected progress in reading, writing and maths (primary schools);
- overall attendance at the school (given as a percentage);
- 'closing the gap' measures which look at the attainment and expected progress of disadvantaged pupils compared with other pupils; and
- information about a school's context (number of pupils, percentage of girls, percentage of pupils eligible for free school meals (FSM), percentage of pupils with a statement of SEN/Education, Health and Care (EHC) plan (and school action plus under the old SEN arrangements)

Inspectors will use data in the School Data Dashboard, along with other data, when gathering evidence for inspection judgements.

Ofsted expects governors to use the School Data Dashboard. Ofsted has produced a series of questions for governors to help them discuss their school's performance data. The questions include: Is this the picture you were expecting? If not, why not? What actions are being taken to improve standards and are they making a difference? What are other schools in your 'similar' group doing differently to achieve better outcomes? Is expected progress being made [by different groups including boys and girls, those in receipt of the pupil premium, those with SEN, the most able pupils]?

Inspectors will expect governors to be familiar with the measures presented in the School Data Dashboard for their school. They may also expect governors to be familiar with information on RAISEonline. Inspectors may talk to governors about how they use this information.

Ofsted has stated that the School Data Dashboard is just one source of data about a school's performance and inspectors will draw on a range of data.

The NASUWT has deep concerns about the data contained in the School Data Dashboard and the interpretation of that data. The data is simplistic and could be misleading. The distinction between schools' performances may be very fine. For example, nearly all pupils in selective schools will achieve GCSE grades A* to C in

English, maths and science. Differences of one per cent may determine which quintile the school is in when compared to similar schools. Also, the focus on a very narrow range of performance data means that the School Data Dashboard does not recognise the achievements and progress that pupils make across the curriculum. This may be a particular issue in respect of pupils with SEN.

The NASUWT is also concerned that governors may use the School Data Dashboard to make inappropriate assumptions about a school's performance. School leaders will need to emphasise the need for governors to draw on a wide range of data. School leaders will also need to emphasise the importance of governors recognising the full range of pupils' achievements.

Teachers should also contact the NASUWT if they have evidence that inspectors are placing pressure on school governing bodies to only use the School Data Dashboard and/or to use it inappropriately. Teachers should contact the NASUWT if governors are using the School Data Dashboard to place inappropriate demands and pressures on the school.

Inspection of the governing body/committee/board, including any overarching body

In the case of schools that are cooperating in groups, federations or chains, with an overarching board and chief executive, inspectors will seek evidence about the impact of the overarching board and its staff, as well as the school's governing body, board or committee. Inspectors will make a judgement about the effectiveness of the governing body as part of the judgement about the effectiveness of leadership and management. Inspectors will expect governors to know about the strengths and weaknesses of the school. They will expect governors to be familiar with and understand performance data, including information contained in the School Data Dashboard and more detailed information contained in RAISEonline.

Inspectors will evaluate:

- how effectively governors help to shape the vision and the ambition for the school;
- the extent to which governors challenge school leaders about outcomes for pupils, including different groups of pupils;
- the effective deployment of staff and resources; and
- how well governors fulfil their statutory responsibilities.

Inspectors will always seek to meet with governors or members of the school's governing body or other authority during the course of inspection. At least one member of the governing body should attend the feedback meeting at the end of inspection.

Where governance is judged to be weak, inspectors will recommend an external review of governance. The purpose of the external review will be to establish how

governance can be improved. It is for the school to decide how the review will take place and to commission and pay for the review. The review is intended to be developmental and does not represent a further inspection. Inspectors will judge the impact of the review when the school is next inspected.

Headteachers should contact the chair of governors, staff governors and other governors once notice of the inspection is given and keep in contact with them and/or any other nominated governor who will be involved in the inspection process.

Headteachers should ensure that staff governors are able to attend the inspectors' feedback session at the end of the inspection.

The inspection framework sets out a clear expectation that governors will both support and challenge the school and help to shape the direction of the school. The NASUWT is concerned that some governors will seek to get involved in the day-to-day running of the school or to increase their presence within the school – for example, by observing lessons or other activities. This is inappropriate. Teachers should challenge attempts to introduce such practice and contact the NASUWT if the governing body seeks to work in this way or if particular problems occur in their school.

Schools graded 'inadequate'

Schools that are graded 'inadequate' may be placed in special measures or judged to have serious weaknesses.

All staff can find themselves under immense pressure and stress if the school is deemed to be failing, and the governing body or school management may seek to introduce measures that increase workload burdens on staff. This may take the form of additional meetings, increased lesson observation and monitoring, complete reviews of school policies and the introduction of bureaucratic procedures. Depending on the reasons for a school being judged inadequate, some staff may find that the school begins competence procedures. NASUWT headteacher members should contact the Union immediately for advice and support if the school is deemed to be failing.

It is important that teachers provide regular feedback to the NASUWT where schools are experiencing problems as a result of being placed in special measures or issued with a notice to improve.

Schools graded 'requires improvement'

The NASUWT has concerns about the 'requires improvement' category, particularly the pressure that needing to demonstrate rapid improvement places on teachers. This, combined with the constant threat that Ofsted could turn up at the school unannounced or for a monitoring visit, means that school leaders may feel under pressure to introduce burdensome and bureaucratic systems for monitoring performance and progress.

The NASUWT is further concerned that schools in the ‘requires improvement’ category may come under considerable pressure to implement a narrow curriculum, focused on core subjects, or adopt particular approaches to assessment.

Teachers should contact the NASUWT if their school is introducing bureaucratic and burdensome systems, or if they are concerned about the curriculum offer and/or assessment and monitoring arrangements.

Inspection reports

Schools that have a full inspection will receive an inspection report.

Although time is short to consider the draft, it is good practice for the headteacher to try to ensure that all members of staff are able to comment on it. This is particularly important if a member of staff might be identifiable in the report because, for example, they are the only teacher in that subject. Members should contact the NASUWT if they are not given the opportunity to comment.

If feedback is not provided by inspectors during the course of the inspection, then the headteacher should raise concerns with the lead inspector. If this is not possible, then the headteacher should contact Ofsted’s inspection helpline (telephone 0300 123 4666).

Challenge and support for schools judged ‘requires improvement’ or ‘inadequate’

Following an inspection, there must be a feedback meeting. This should include the headteacher, the chair of the governing body or a representative of the board of trustees of a multi-academy trust, and at least one other governor, wherever possible. Other representatives of the governing body or those responsible for governance may also attend.

In the case of maintained schools, a copy of the final inspection report is sent to the local authority. In the case of academies, the inspection report is sent to the governing body.

Local authorities are required to support and challenge the schools they maintain that are underperforming. This means that local authorities will target those schools. Local authorities will draw on a range of evidence about a school’s performance, not simply the reports from Ofsted inspections. If the local authority believes that the school’s performance is ‘causing concern’, it may seek to work with the school to improve its performance.

Local authorities have the power to issue a formal warning notice to a school allowing them to intervene if they have concerns about that school. The Education Act 2011 gives the Secretary of State for Education powers to intervene where schools are underperforming. The Secretary of State is able to direct a local

authority to issue a warning notice and to close schools that are judged to be in special measures, require significant improvement or have failed to comply with a notice to improve.

Ofsted Regional Directors are responsible for ensuring school improvement in their region. Regional HMIs focus on schools in categories of concern and broker support for schools that require improvement or that have been deemed 'inadequate'.

An academy will not receive support from a local authority if it is judged 'inadequate' or 'requires improvement'. Ofsted brokers school improvement regionally, but is unlikely to get involved directly in the school improvement process. Ofsted will point schools to sources of support and expertise. This might include schools that are judged to be doing something particularly well, school leaders who are National Leaders of Education (NLEs), or companies that offer school improvement support.

Evidence reveals that schools may come under extreme pressure if they are in a category of concern. Feedback indicates that schools may come under pressure to introduce highly bureaucratic and burdensome systems of lesson planning, assessment, and monitoring and evaluation. The workload and pressure generated have profound implications for the health and welfare of staff in the school. It is vital that teachers contact the NASUWT immediately if concerns are identified so that the matter can be taken up with the school's management and, if appropriate, Ofsted.

Ofsted plays an important role in the school improvement process. This could mean that improvement is linked directly to school inspection. It also means that the market for school improvement has been opened up. There is a risk that private companies will be keen to develop links with regional inspectors in order to gain recommendations. This could mean that HMIs do not point schools to the best provision or sources of support but to those who are best at marketing themselves. The NASUWT would like feedback from teachers who experience problems or who have issues with the recommendations made by Regional HMIs.

There is also a risk that Ofsted may point staff in schools in categories of concern to particular schools or individuals such as NLEs. This could have significant implications for the workload of those individuals and the staff in those schools. School leaders should raise concerns about workload pressures arising from providing school improvement support with the Regional HMI in the first instance. Teachers should contact the NASUWT for support if they are experiencing any problems.

Confidentiality

The inspection report should not identify individual members of staff at a school.

Ofsted will not release inspectors' notes or other inspection evidence to a third party and use the exemptions that apply under the Freedom of Information Act.

Although individuals should not be identified, it is often possible to identify an individual, most notably the headteacher or a teacher who has sole responsibility for a particular subject or area because of references to this role throughout the inspection report. If a reference in the report is inappropriate, it should be raised with the NASUWT.

Teachers need to be alert to the possibility that issues may arise once a report has been published. For example, parents, the governing body, others within the school or the local media may use the information contained in the report against a particular member of staff. Teachers should seek to anticipate potential problems and raise any concerns with the headteacher and the NASUWT. However, some problems may not be anticipated early enough. It is important to contact the NASUWT as soon as an issue becomes apparent.

Complaints to Ofsted from parents

Parents have the right to complain about schools to Ofsted, and Ofsted has the power to investigate these complaints. Ofsted's powers relate to complaints about the whole school rather than complaints involving individual children. Generally, the parent will be expected to have raised their concerns with the school before approaching Ofsted. The sort of complaints that Ofsted might investigate include the school not providing a good enough education, pupils not achieving as much as they should or their different needs not being met, the school not being well led or managed, or pupils' safety being neglected.

If Ofsted believes that the complaint is well founded, it could decide to inspect the school. An immediate inspection only occurs if the complaint is very serious. In other circumstances, the information may be kept on file and made available to the inspection team when the school is next inspected.

The NASUWT has serious concerns about the way in which Ofsted responds to complaints made by parents. Whilst it may be appropriate for Ofsted to inspect a school where very serious complaints have been made, the Union is extremely concerned that Ofsted keeps information about less serious complaints on file and that this information may be given to the inspection team when the school is next inspected. The NASUWT would like to hear from members if a complaint has been made against the school and the complaint is picked up in a subsequent inspection.

A complaint about a teacher is not a 'qualifying complaint'. If a qualifying complaint also includes a complaint about an individual teacher, then Ofsted should remove the name of the teacher. However, teachers need to remain vigilant. If they suspect

that they are implicated in a complaint, they should contact the NASUWT for advice and support.

Complaints about inspection

If teachers or school leaders have a complaint about an inspection, including the way in which the inspection was carried out, then they should notify the NASUWT immediately, outlining their concerns.

Further information about inspection

The following Ofsted documents provide information about the inspection process, including the descriptors that inspectors use to guide their inspection judgements, and the procedures for conducting inspections:

- *The common inspection framework: education, skills and early years*, Ofsted, August 2015.
- *School inspection handbook: handbook for inspecting schools in England under section 5 of the Education Act 2005*, Ofsted, August 2015.
- *Inspecting safeguarding in early years, education and skills settings: Guidance for inspectors undertaking inspection under the common inspection framework*, Ofsted, August 2015
- *School inspection handbook – section 8: Handbook for inspecting schools in England under section 8 of the Education Act 2005*, Ofsted, August 2015.
- *Taking Control of your Performance Management: A practical guide for teachers*, NASUWT, 2014. (A copy of the guide has been sent to every member. Members can obtain further copies by contacting the NASUWT.)



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