

Being prepared for the resumption of S8 monitoring inspections

Aims:

- Latest Information
- How we can ensure we are fully prepared?
- Considerations to ensure the inspection goes well

Ofsted January 2021

Latest Information

Remote inspections of schools and further education providers began 25 January, with a particular focus **on how well children and learners are being educated remotely.**

Ofsted will carry out additional monitoring inspections of schools judged as requires improvement or inadequate.

These are **not part of their normal programme** of monitoring in these schools. They are **additional** inspections to ensure that leaders and managers are taking effective action to provide education in the current circumstances.

Ofsted January 2021

Ofsted will inspect schools:

- that were judged as requires improvement at (at least) their last 2 consecutive section 5 inspections; those that have converted to an academy or have re-brokered since their last section 5 inspection will not receive a monitoring visit
- judged as inadequate, including those subject to a live directive academy order; new schools whose predecessor was inadequate will not receive a monitoring visit

As these inspections will not involve an on-site visit, they will be unable to cover the full scope of a monitoring inspection. **They will not result in an overall effectiveness judgement.**

Initially, the majority of these visits will be carried out remotely. As soon as COVID-19 conditions allow, they will return to all inspections taking place on site.

N.B:

- Ofsted have paused assurance inspections to early years settings until at least 8 March 2021.
- Routine inspections, which result in a school being awarded a new grade or being confirmed in its current grade, will resume in the summer term.

Operational Note for HMIs carrying out inspections from January 2021

Rather than focussing on how the school can improve, the inspections will mainly look **at how the school is providing education during the national lockdown.**

The guidance states that these discussions will cover:

- What the school had achieved by the beginning of the pandemic.
- How effectively school leaders are adapting the school's regular curriculum to handle current challenges.
- Where the school is with curriculum planning.
- How the school is getting pupils back on track with their learning.
- Whether any actions have been altered or delayed due to coronavirus.
- Ofsted will also consider the feedback it receives from the school staff questionnaire and the Ofsted Parent View website.

Virtual Visits

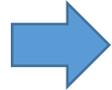
The virtual visits will:

- usually last for two days
- be conducted by two inspectors,
- Inspections started WB 25.01.21
- Due to be conducted remotely until at least 8 March 2021,
- Inspectors could join online lessons so they can “understand how education is being provided by the school”.
- Inspectors may also have discussions with staff and pupils about their work and experiences.
- The guidance clarified: “Cameras will normally be used in remote meetings.”
 - When observing remote education, inspectors will ask the school whether cameras should be used.
 - Inspectors will not record calls and will ask that the school, and individual staff and pupils, do not do so either.

Discussion,
Observations, wider
questions for the
group

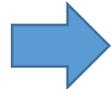
How can we ensure we are fully prepared?

1. What the school had achieved by the beginning of the pandemic.



Evidence: SDP, SEF, Gov. meetings, Achieved Outcomes, evidence of actions taken to meet previous inspection's *'What does the school need to do to improve further?'*

2. How effectively school leaders are adapting the school's regular curriculum to handle current challenges.



Evidence:

Intent, Implementation and Impact, closing of gaps, experience of groups of pupils, evidence from the Autumn term assessments, remote learning 'Challenge Checklist'

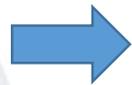
3. Where the school is with curriculum planning.

Questions:

How did you assess student's K,S & U in line with the curriculum? What steps did you take to address gaps? How has this changed the intent and implementation?

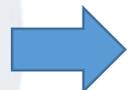
4. How the school is getting pupils back on track with their learning

5. Whether any actions have been altered or delayed due to coronavirus.



Evidence: SDP, SEF, Gov. meetings

6. Ofsted will also consider the feedback from the school staff questionnaire and the Ofsted Parent View website.



Evidence: Parental and student questionnaires (wider and focused on remote learning offer)

Questions: how has the school responded to these?

OFFICIAL - SENSITIVE

Considerations to ensure the inspection goes well

Focus: how the school is providing education during the national lockdown.

Logistics

Consider safe access to remote meetings

Consider safe access to live lessons

Consider how you can share the current 'feedback' process and explain how this is impacting on future planning

Quality Assurance

How as leaders and governors you know the quality of the remote provision and are responding to what the information tells you (all, DA & SEND). *LA Resources*

Is what you say as leaders reflected in the conversations the inspectors have with teachers and students?

Updating Policies & Procedures

Are safeguarding procedures appropriately adapted to meet requirements at this time?

Are other policies & procedures appropriately adapted to meet requirements at this time?

Remote Learning NYCC resources

NYCC – January 2020 Governor Monitoring of Remote Education – monitoring support tool

NYCC guidance – Governor Monitoring of Remote Education
[produced with reference to DfE and NGA guidance]

The DfE have asked schools to publish information about their remote education provision on their websites by 25th January 2021.

In order to support school leaders in setting out that information, the DfE has produced an [example template](#) so that pupils and their parents know what to expect from their school if they need to self-isolate or COVID restrictions require them to remain at home. There is also a [review framework](#) for headteachers to identify strengths and areas for improvement.

Governing boards should be aware of their school's strategy and plans for delivering remote education. This includes how the provision works in practice and its development to ensure that curriculum aims and the needs of all pupils are met.

Keeping pupils and teachers safe during remote education is essential. The principles set out within existing school policies (such as the staff code of conduct) will continue to apply. However, other policies and procedures, such as reporting routes for raising safeguarding concerns, may need to be reviewed. Governing boards are responsible for ensuring the required policies are in place and working effectively.

[DfE guidance on delivering remote education safely](#) outlines considerations and resources for schools including guiding principles for communication with parents when education is taking place remotely. This guidance should be read alongside statutory safeguarding guidance: [Keeping Children Safe in Education](#). Information on delivering remote education safely, safeguarding vulnerable children and support for the wellbeing on pupils in schools can be found within the guidance on [restricting attendance during the national lockdown](#). There is also guidance to support [teaching online safely in school](#).

Schools have a legal obligation to protect their employees and should continue to assess health and safety risks in the usual way and governing boards should have regard to staff work-life balance and wellbeing, including mental health. [Extra mental health support for pupils and teachers](#), is available from the DfE.

Partial school closure does not change the role and responsibilities of a governing board. The governance duty is to drive relentless ambition for the outcomes of young people, whatever the circumstances. Governing boards have a responsibility to hold executive leaders to account for the educational performance of the pupils in their school(s). This responsibility extends to remote learning. Boards also have a duty of care to those working in their schools and trusts.



Challenge Checklist – Remote Learning Compliancy & Quality of Education

Date of remote visit:

Identified	Developed & Planned	Implemented	Embedded	Sustained
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices are systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

			Colour	Action/ Evidence
Compliance	1	Evaluations have taken place on what worked well and challenges during previous lock downs. IT systems and software are up to date and able to deliver the intended package of remote learning where needed.		
	2	A remote policy is in place and displayed on the school website (note this is to be done by 25 Jan 2021).		
	3	School knows how every family is able to access home learning e.g. has access to internet, needs a paper pack, only has mobile phone facility etc.		
	4	A plan is in place to manage the learning programme for children who cannot access the necessary laptop and internet connections. Detailed support offered to combat the barriers.		

NOT PROTECTIVELY MARKED



XXXXX Pupil Remote Learning Policy

Date: **XX/XX/XXXX**

Review date: **XX/XX/XXXX**

This Policy has been written to reflect current legislation and other school policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy (state year)
- Behaviour for Learning Policy
- Accessibility Policy
- Teaching and Learning Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Online Safety/Acceptable Use Agreement Policy
- Staff Code of Conduct

Amend this list as and when appropriate

SCHOOL		Data in these columns should be updated as changes occur										WEEK 8	
enter school name here		Vulnerable	PP	Key Worker	EHCP	Device	Device shared in household	Data cap issue	School Actions (Laptop Loan, Printed Work, Next Step)			Zoom Wed - week 8	Zoom Thurs - week 8
Pupil Name	Class	Year Group											
jane	a	2	CIN	Yes	Yes	Yes	Tablet	Yes					
sdvnbdfgv	b	3	CAF	Yes	Yes		Mobile						
scjhbvevb	c	4	LAC	Yes	No	Yes	No Device	No	Yes				
ertbn	a	5	CP	No			Mobile	Yes					
csjlv	b	6	CP	Yes		No	Tablet	Yes	Yes				
nchve	c	3	LAC	No	Yes		No Device	No	Yes				
.qkwbvireub	a	4	CIN	No		Yes	Mobile	No	Yes				
cncaerovijs	b	3	LAC	Yes	Yes		Mobile		Yes				
nvhudghnv	c	2	CIN	No		No	No Device	No					
sfgb	a												
dtkmvear	b												
wepjrnstj	c												
kjflvevjae	a												
skfntnye	a												
scmnbis	b												
flvmbtrbnjeyntf	a												
	b												
	c												



Ofsted monitoring visits – feedback from first one

Focus: How well are learners being educated remotely?

Key line of enquiry: Are all children educated effectively during the COVID pandemic?

Key discussion points with the named adviser

- Monitoring activity carried out by the LA before and during the pandemic
- Remote learning and how well the children have been educated during the COVID pandemic
- Attendance & levels of engagement
- Collaboration and joined up thinking
- Statutory roles
- Any intervention needed from a statutory perspective

Activities carried out during the monitoring visit

- Discussions with SLT, Chair of Governor, Reading Leader, SENCo
- LA Adviser, Diocese Advisor (where appropriate), any other school improvement support
- Conversations with pupils
- Listening to readers
- In-depth review at the ways in which pupils are educated in school & at home (in one instance the HMI watched a Maths lesson & listened to readers)
- ParentView
- Scrutinising key documentation- COVID related information, remote learning offer, curriculum documents, SEF, SDP, attendance & engagement records, tracking of vulnerable pupils
- Governor meeting minutes

Discussion

Any problems identified?

What are our collective solutions to these?

How can the LA further support you?

