

Key changes for OFSTED Handbook for short, monitoring and unannounced behaviour school inspections (Section 8 inspections)

The DfE announced this was an

‘Update to the Short inspections of schools section reflecting the outcomes of a recent consultation; clarifications to the sections on Monitoring inspections; clarifications about engaging with those responsible for governance and inclusion of chief executives or equivalents in inspections of academies in multi-academy trusts; and updates reflecting changes to data reports (Analyse School Performance and the new inspection data summary reports or IDSR).’

Key changes:

- There changes to the timing: ‘usually a maximum of 7 days’ instead of the previous 48 hours for a conversion from a section 8 to section 5 inspection.
- There are changes to staffing: short inspection will be either an HMI or an OFSTED Inspector, rather than exclusively by an HMI, the number of other inspectors who be involved has changed.
- The risk assessment and exemption processes have changed so that where a school has expanded its age range or where the quality of provision may have deteriorated significantly, they will experience a full section 5 inspection, rather than a short section 8 inspection.
- Roles of CEOs from Multi Academy Trust should be more involved and engaged in the inspection process
- Inspector will consider the impact of external support a school has received, rather than it quality and impact. It could be argued that its impact is an indicator of its quality, but it is an interesting wording change.
- Inspectors will not ask for detail of performance management arrangements
- Unannounced behaviour inspection will be converted to a full section 8 inspection where behaviour, welfare and safety or any other aspects of the school may be inadequate, and **pupils are at risk of harm.** ‘At risk of harm’ is a new addition which has potentially interesting implications.

Details of changes by page

I have not included every time MHI has been changed for ‘lead inspector’. This and other minor wording and order changes can be tracked using the annotated version of the handbook.

A number of paragraphs have be in amalgamated which has reduced the overall paragraph count of the document.

page	
4	Changes to the risk assessment process: ‘However, some good schools will be subject to a full section 5 inspection instead of a short inspection, for example where a school has expanded its

	age range or where the quality of provision may have deteriorated significantly. Ofsted will select these schools through its risk assessment process.'
6	Attendance of Multi academy CEO or their delegate at final feedback meeting.
10	referral to risk assessment process
11	Short inspection will be lead by HMI or OI, then details for numbers of inspectors to carry out the inspection
11	Change of timescales from 48 hours to 'usually a maximum of 7 days' for conversion
19	Lead inspector will confirm how the academy, if relevant, is organised.
20	Before the inspection, the inspector will no longer ask for details of the school's performance management arrangements.
23-24	Changes to the timing of monitoring visits for schools graded Requires improvement
25	The inspector will arrange to speak to MAT CEO, where appropriate
29	Consider impact of external support. This change is included several times after this.
29	Removal of section on further challenge and support, including subsequent monitoring inspections. Most of its content is subsumed in other sections.
29	New explanation of serious weaknesses
30	Adjustments to the rules about appointment of NQTs in schools in special measures.
32	Adjustments about writing of a statement of action and its review by HMI, beginning of the process of further monitoring visits.
42	Details of exempt schools and risk assessment
49	Conversion of unannounced behaviour inspection to a Section 8 inspection 'where behaviour, welfare and safety or any other aspects of the school may be inadequate, and pupils are at risk of harm. ' 'At risk of harm' is a new addition.
56	Inspectors consider 'how well teachers use the school's behaviour management system, including issuing rewards as well as sanctions if these are part of the procedures, and how effective this system is in supporting staff to manage behaviour and helping pupils to behave well'