**10.30am – 2.00pm** **Inspector/Inspection Support Administrator makes initial phone call to school.** Reception put through to PA who fields call to HT

In initial call with **Headteacher** the ISA (Administrator) will check:

* The number of pupils on roll.
* Your school’s governance arrangements.
* Whether the school has pupils with SEND.
* Whether you offer nursery provision for two- and three-year-olds.
* Whether the school has additional resource provision

***Have this to hand and updated ahead of call & Inspection Arrangements Checklist (t/tables etc)***

**The Role of the HT, Trustee, CEO and Chair of Govs for MATS**

1.HT includes CEO & Trustee involvement in inspection schedule if a MAT.

2. Remote meeting the night before inspection with the HT, CEO, CoG and CoT to triangulate the narrative.

3. HT keeps CEO briefed during the day as and when.

4. HT has end of Day 1 remote meeting with CEO to flag KLOE/concerns/matters arising. CEO shares those with CoT and CoG ahead of Day 2.

**SLT** members bring their hard copy narratives covering their responsibility area, case studies, relevant data and agreed action plans to HT office. **SENCO** also attends

**PA** contacts **SLT** on **HT’s** behalf and convenes meeting with HT to prepare for 90 min phone call on speaker phone in HTs office

**CEO** ensures herself and **Chair of Trustees**: (MATs)

1. Have accessed the latest SDP/SEF documents about the school from SharePoint.
2. Are familiar with top level ‘Probing Questions for Leaders at all Levels’ document and ‘The Role of Trustees and Governors in Inspection’ ppt
3. Have cleared diaries to be available to meet with inspectors if required over inspection period.

**CEO** notifies Chair of Trustees (phone call) and Board of Trustees via prepared email. **PA** sets up remote meeting that evening for Chair of Trustees, Chair of LGC, Head and CEO.

**PA** continues with Ofsted preparedness whilst **HT** and **SLT** preparation for phone call continues.

1. Notify CEO if in a MAT
2. Notify Governing Body with prepared email and phone call to Chair & signpost to Ofsted Ready Folder in Sharepoint
3. Notify staff with pre-prepared email from HT & pm staff meeting details and inspection guidance.
4. Ensure **‘Information Required by 8 am’\*** file is updated and prepared in duplication for inspection team.
5. Ensure that ‘Inspection Arrangements Checklist’ is covered in prep.
6. Ensure front of house/site managers begin required preparations.
7. Send prepared email to office staff with reminders.
8. Organise tea/coffee and parking spaces for Inspectors
9. Circulate staff survey, student survey links (sent from ISA)
10. Circulate parent letter (sent from ISA)
11. Circulate governor/trustee letter (sent from ISA)

**\*‘Information Required by 8 am’** *[Inspecting maintained schools and academies: a leaflet for maintained schools and academies (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014653/Inspecting_maintained_schools_and_academies__leaflet_for_schools.pdf)*

**DOCUMENTS TO BE UPLOADED TO THE PORTAL**

* *a list of staff and whether any relevant staff are absent*
* *whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures, trainee or ECT)*
* *whether there is anyone working on site who is normally employed elsewhere in the multi-academy trust (if relevant)*
* *maps and other practical information, such as on whether the school uses interpreters or other specialist support*
* *access to the school’s Wi-Fi, so that inspectors can connect to the internet.*

*The lead inspector will request that the following information is available at the start of the inspection:*

* *the single central record for the school*
* *the school timetable, current staff list and times for the school day*
* *any information about previously planned interruptions to normal school routines during the inspection*
* *records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation*
* *records and analysis of sexual harassment or sexual violence*
* *records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents*
* *a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution*
* *a list of all pupils who have open cases with children’s services/social care and for whom there is a multi-agency plan ν up-to-date attendance analysis for all groups of pupils*
* *documented evidence of the work of governors and their priorities, including any written scheme of delegation for an academy in a multi-academy trust*
* *a summary of any school self-evaluation or equivalent*
* *the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust’s strategy*
* *any reports from external evaluation of the school, including any review of governance or use of the pupil premium funding.*
* Schedule for Day 1 (template shared by Inspectors/ISA) – timings, rooms, staff details, class details

**Local Governors** to recap on:

* Responsibilities for overseeing Safeguarding
* Pupil Premium
* Potential ‘thorny issues’ in school, past and present and how they have been/are overcome
* Examples of key decision that have improved the school

Documents saved in the Ofsted readiness folder on SharePoint.

In this initial call, **HT** asks for gap between initial call and 90 min preparatory call to gather his team and information.

Call with Lead Inspector and HT (& SLT) to agree a time for the 90 min call and go through points covered during the call (info needed, potential subjects for Deep Dive, surveys)

Following 90 min phone call, **HT** reconvenes with **PA** to check in with progress against preparations, confirms inspection schedule, follow up with Deep Dive colleagues, plans pupil/parent communication & staff meeting.

**SLT** gather with **HT** to prepare for 90 min speaker phone call. Ensure all documentation is to hand/visible on walls/in hard copy to present the narrative. Have deep dive preferences & rationale prepared in advance. Run through ‘90 Min Phone call Questions’

In final comms and staff meeting refresh all staff on:

1. 21-22 School Improvement Priorities
2. Curriculum & T&L Principles
3. How PP and SEN children are supported to succeed
4. School’s approach to Reading
5. How school supports workload and wellbeing
6. Safeguarding: KSIE, managing harmful sexual behaviours, equalities, safeguarding training and school mechanisms for reporting refresher
7. Provide clarification on what inspectors will/won’t do (doc in SharePoint)
8. Remind of communication protocols during inspection – middle leaders to pass feedback from meetings to Head’s PA for collation
9. Deep Dive questions for senior leaders – reminders.
10. Provide time for Deep Dive Subject Leads to prepare documentation.

**PA**/**HT** monitors Parent View responses as they come in to help anticipate questions/KLOE arising from responses.