



## **LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS**

### **OFSTED AND OUR WORK**

**Revised August 2021**

#### **Oftsed Inspection Handbook**

##### Introduction

Ofsted has a clear understanding of the sort of arrangements that exist in Leicestershire. It regards our SEIPs as provisions “that the school runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance.”

Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. The activities include visiting any off-site unit. Inspectors will assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils’ behaviour, learning and attendance.

##### SEIPS readiness for Inspection

Co-ordinators should be familiar with the current Inspection Handbook in broad terms. Partnerships should be ready to:

- Provide swift information on individual students if requested by the school or the Inspector. (But see paragraph 70 and following paragraphs that set out what Ofsted will not ask for!)
- Answer questions from school or Inspector about the impact of the pandemic and the effectiveness of the Partnership’s work to minimise the impact on individual students
- Welcome Inspectors who may choose to visit your site or make contact with staff or students through telephone or video links. Visiting Inspectors will be using the whole framework for Inspection and the guidance contained in the Handbook when making these visits and the outcomes might have an impact on the judgement that Ofsted makes of the school it is visiting.
- Be ready to justify the curriculum offer you are making for individual students. Ofsted is concerned about the narrowing of the curriculum – especially where schools use it to get better measurable outcomes – for example where GCSE course are started in KS3 thus narrowing the KS3 curriculum offer. (see 201)
- Be able to demonstrate how the move to Partnership provision is enabling students to make progress in respect of behaviour, conduct and well being (see 229)
- Provide evidence to show whether the school participates actively in the referral processes, Inclusion Forums and individual student reviews. This evidence allows Inspectors to judge whether a school is effectively developing alternative strategies to exclusion. (see 233)

- See 284 below. SEIPS can be robust in informing Inspectors about the use we make of unregistered provision, how we police this, and how visits by the Ofsted unregistered school team have invariably given our providers positive feedback.

### **Inspecting off-site provision (extract from the 2021 Handbook)**

280. Inspectors must evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including potentially through video/telephone calls.

281. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.

282. Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process. Inspectors should visit any registered alternative provision site that Ofsted has not yet inspected to assess the adequacy of the school's quality assurance process.

283. Inspectors will consider the quality of registered alternative provision using Ofsted's latest inspection report and assess its impact on the overall quality of education for pupils in a proportionate way.

284. Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned
- whether leaders have made the appropriate checks on the registration status of the provision
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development

285. If a school uses a provider that is not registered, the inspector must contact the duty desk so that staff can notify Ofsted's unregistered schools team. Following the inspection, the team will determine if we need to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

286. A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision, including its COVID-19 safety arrangements
- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not taking responsibility for their pupils who attend alternative provision

A Stephenson Aug 2021