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Guidance

Summary of changes

Updated 11 July 2022

Applies to England

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This publication is available at <https://www.gov.uk/government/publications/school-inspection-handbook-eif/summary-of-changes>

This sets out changes we have made to reflect our inspection practice. It does not include corrections or changes made to improve clarity.

July 2022 (for September 2022 handbooks)

The names of inspections have been changed:

- Section 5 inspections are now graded inspections
- Section 8 inspections of good and outstanding schools are now ungraded inspections
- Inspections with no formal designation and unannounced behaviour visits are now urgent inspections.

The former section 5 and section 8 handbooks have been merged into a new school inspection handbook (covering graded, ungraded and urgent inspections) and a monitoring handbook (covering monitoring inspections).

The content of part 3 of the previous section 5 handbook ('applying the EIF in different contexts') has been merged with part 2. The grade descriptors (which were previously in part 2 of the section 5 handbook) have been separated out into part 3. A new part 4 sets out all the guidance for urgent inspections.

The 'Inspection and the COVID-19 pandemic' section of the previous handbooks has been removed and incorporated as relevant throughout.

Some terminology has been changed throughout the handbook. References to 'fixed term exclusions' are now 'suspensions' in line with new DfE guidance. Previous references to 'gender' refer only to 'sex' in line with legal advice on protected characteristics.

The 'Privacy notice' section has been renamed 'Gathering personal information on inspection' and updated to focus on inspectors' powers to gather, use and store evidence.

School inspection handbook

- Changes have been made throughout the new school inspection handbook to reflect the flow of inspection better and make it easier to understand, especially in explaining key judgements.

Added paragraph 12 to explain that Ofsted may carry out research as part of our inspection activities.

The 'Clarification for schools' section (paragraphs 13 to 28) has been re-structured and updated.

The 'new schools' section (paragraphs 43 to 53) has been updated, including to clarify that if a school changes its URN, it legally becomes a new school, and judgements of the predecessor school are not those of the new school.

Paragraph 156 provides information on how a school can use the Ofsted logo if judged good or outstanding.

Paragraph 184 sets out that where a 'good: improving' school no longer believes that they are outstanding, a regional director may decide to cancel a graded inspection and hold an ungraded inspection instead.

In the good grade descriptors for 'quality of education', we have removed the previous transitional arrangements and instead added a new grade descriptor to make it clear that we understand schools will change their curriculum and so some aspects will be more developed than others.

School monitoring handbook

The previous guidance on monitoring is now all contained in part 3 of the new handbook, with new sections (part 1 and 2) setting out greater detail on how Ofsted approaches monitoring and when it takes place.

There are new judgements for schools following monitoring:

- [The school] continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.
- [The school] continues to require improvement. Leaders have made insufficient progress to improve the school.
- [The school] remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.
- [The school] remains inadequate and has serious weaknesses. Leaders have made insufficient progress to improve the school.
- [The school] remains inadequate and in special measures. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.
- [The school] remains inadequate and in special measures. Improvement. Leaders have made insufficient progress to improve the school.

April 2022

Removed the requirement for local authorities, proprietors or trusts to prepare a statement of action. Statements of action will continue to be required by law, but from Monday 18 April, we will no longer review statements of action on receipt. We will acknowledge receipt of the statement, but it will not be evaluated by an inspector at that time, and we will not reject or endorse any statements. The statement will form part of the evidence base for the first monitoring visit of that school, along with the school's own improvement plan.

February 2022

Paragraph 39, 106, 111, 148 and 379 to 387: changes to reflect Ofsted's policy on aligned inspections.

Paragraph 41 to 44 and 50: updated to clarify the frequency of inspection.

Paragraph 47: clarifications on what we consider in our risk assessment.

Paragraph 67, 236, 252 and 315 to 317: updated to clarify Ofsted's approach to harmful sexual behaviour.

Paragraph 230 and 231: Updates and clarifications on transitional arrangements.

October 1 2021

Added separate [guidance on aligned inspections of schools with boarding or residential provision](https://www.gov.uk/government/publications/school-inspection-handbook-eif/aligned-inspections-of-schools-with-boarding-or-residential-provision-from-october-2021) (<https://www.gov.uk/government/publications/school-inspection-handbook-eif/aligned-inspections-of-schools-with-boarding-or-residential-provision-from-october-2021>) from October 2021. This temporarily replaces the guidance in paragraphs 372 to 382 of the school inspection handbook.

September 2021

Removed previous version of the handbook. The September handbook is now in force.

August 2021 (for September 2021 version)

Paragraph 41: updated to reflect section 5 inspection intervals following the pandemic

Paragraph 61: updated to reflect section 48 inspection intervals following the pandemic

Paragraph 174: clarified that schools may wish to consider emailing the final report to parents or publishing the report on the school website.

June 2021 (for September 2021 version)

Paragraph 7 to 28: changes to reflect the COVID-19 'transitional period'.

Paragraph 15: added a new paragraph on how Ofsted will evaluate the use of tutors.

Paragraph 21 and 218: updates to reflect that teacher assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

Paragraph 29 to 36: updated to reflect that EYFS disapplications end on 31 August 2021.

Paragraph 38: clarified that alternative provision academies are also subject to inspection.

Paragraphs 41, 55, 65, 147, 149, 164, 165 and 166: updated to reflect inspection intervals following the pandemic.

Paragraph 47 to 48: clarified the risk assessment process for previously exempt schools.

Paragraphs 78, 84 and 115: changed to reflect the new early career framework for teachers and the replacement of the term NQT with ECT.

Paragraph 205: clarified that Ofsted will take into account any transitional provisions when looking at a school's curriculum.

Quality of education 'Good' Implementation grade descriptor: clarified that leaders should provide effective support for those teaching outside their expertise.

Paragraph 256 to 259: inserted a new section codifying Ofsted's position on careers information, education, advice and guidance (CIEAG).

Paragraph 306 to 310: inserted a new section about Ofsted's position on harmful sexual behaviour.

Leadership and management 'Good' grade descriptor: clarified that vision needs to be maintained beyond recovery.

Early years education in schools 'Implementation' grade descriptor: updated text on staff teaching the language of feelings.

Sixth form provision 'Good' grade descriptor: Updated text on RSE, bullying and harassment

April 2021

This section outlines changes to inspection practice. This does not include corrections or changes made to improve clarity in how the framework is written.

Paragraphs 7 to 37: a new section on 'Inspection during the COVID-19 pandemic' has been included. This covers:

- preparation and planning
- curriculum
- remote education
- external data
- leadership
- safeguarding and attendance
- personal development
- remote elements of the inspection
- disapplication and modifications of the early years foundation stage (EYFS)

Paragraphs 47 to 56: changes to reflect the removal of the outstanding exemption.

Paragraph 70: clarified that meetings will be as COVID-19 restrictions allow, using video where necessary.

Paragraph 72: clarified that we do not expect schools to provide records of live lessons, unless usually stored.

Paragraphs 80 and 84: changes to the preparatory call due to COVID-19.

Paragraph 116: added a reference to early career teachers.

Paragraph 132 (footnote): inspectors will respect any COVID-19 safety messages when talking to students.

Paragraph 133: Paragraph inserted on inspectors talking to pupils outside lessons.

Paragraph 145: clarified that the clerk to the governors may be present at the final feedback meeting to the school.

Paragraphs 171 to 182: updated to reflect new arrangements for publishing reports and handling concerns and complaints.

Paragraph 187: clarified that COVID-19 cannot be the sole factor driving an inadequate judgement.

Paragraphs 198, 205 to 206, 209 and 215: updates regarding curriculum and remote education during COVID-19.

Paragraphs 212 and 214: COVID-19 update about assessment.

Paragraphs 220 and 223: COVID-19 update clarifying our position on performance data.

In the 'Grade descriptors for quality of education' section:

- added a note about how we review the handbook as we emerge from the COVID-19 pandemic
- in the 'Good' grade descriptors sub-section, added a COVID-19 update on curriculums, remote education, assessment and teacher assessed grades

In the 'Good' grade descriptors section under 'Grade descriptors for behaviour and attitudes', clarified what 'high attendance' means in the context of the COVID-19 pandemic.

Paragraph 243: personal development opportunities during the COVID-19 pandemic.

Paragraphs 250 to 255: Updated to reflect changes to relationships and sex education.

Paragraph 274: update about catch-up funding.

Paragraph 277: clarified that speaking to pupils who attend off-site provision may be through video calls.

Paragraph 279 and 283: clarified that visits to alternative provision may be completed remotely due to COVID-19 and safety arrangements in alternative provision.

Paragraph 286: COVID-19 update on the prioritisation of vulnerable pupils and returning pupils to school.

Paragraph 292: update on protecting pupils while receiving remote education or self isolating due to COVID-19.

Paragraph 302: added a new paragraph on corroboration of evidence on safeguarding.

Paragraph 307 to 311: added section on inspecting the teaching of the protected characteristics.

'Good' grade descriptors section under 'Grade descriptors for leadership and management': COVID-19 updates on maintaining visions through the pandemic, inclusion of remote education and managing staff workloads.

Paragraph 316: addition to refer users back to COVID-19 section on early years.

Paragraph 332: added reference to T level technical education programmes.

In the 'Good' grade descriptors section under 'Grade descriptors', added COVID-19 update about remote education and starting points.

Paragraph 334 and 337: remote teaching of reading and maths during COVID-19.

Paragraph 353, 355, 357 and 358: COVID-19 update regarding remote education of pupils with SEND, safeguarding arrangements for pupils with SEND, remote education and safeguarding.

Paragraph 363: update on transitions for pupils to and from alternative provision during the pandemic.

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