Questions from OFSTED Interim Visits and HSE spot-check phone calls

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Introduction

The following pages are for information only, they have been provided by a variety of sources and are only a snapshot of the types of questions that might be asked rather than a comprehensive list of documents that should be prepared.

Part one looks at questions that may be asked during an OFSTED supportive visit, while part 2 focuses on Spot-check phone calls by the Health and Safety Executive.

It should be emphasised that the OFSTED visits are **not** inspections and headteachers are reporting that they have been very useful and open discussions.

OFSTED Supportive Visits (Interim Visits).

These visits are designed to support schools in their important work to welcome all pupils back full-time.

Interim visits will NOT:

- result in any evaluation or graded judgement of a school
- change a school's current Ofsted inspection grade
- use the education inspection framework and school inspection handbook
- judge schools on their response to COVID-19 during the spring and summer terms 2020
- require any pre-written planning, self-evaluation or other documentation
- require teachers to prepare any lesson plans or examples of assessment, or to put up any displays for the visit
- use lesson visits as a method of collecting evidence
- involve a general review of a school's policies

HSE Spot Checks

Spot checks are in the form of a phone call to review measures taken for reopening to "minimise the spread of the virus causing COVID-19". Where the call raises concerns about a school's approach, the case will be referred for a further intervention which may include a visit to the school.

If you have more information regarding OFSTED Supportive Visits or Health and Safety Executive spot-check phone calls that may be helpful for schools to know please get in touch with me ben.brown@edrt.co.uk or @EdRoundtables on Twitter and I will update this document to reflect that information.

OFSTED Supporting Visit Questions

Understanding the local context

1. *Is school fully open?*
2. *How has C19 affected pupils?*
   a. Well-being (including mental health)
   b. Attitudes to learning
   c. Achievement
   d. Attendance
3. *How has C19 affected staff?*
   a. Recruitment
   b. Training
   c. Staff well being
   d. Relationships
4. *What are your three priorities for 2020/21?*
5. *What have been your greatest challenges and how have you overcome them?*
6. *At what point are you expecting the C19 impact to have been mitigated?*
7. *How has the experience of C19 impacted on the community?*
   a. Relationships with school

Understanding of the impact of C19

Covid-security

N.B. – These questions are very similar in nature to the Health and Safety spot-check phone call

1. *What measures are in place to ensure staff socially distance from each other/ from the children?*
2. *What measures are in place to keep children, staff and parents safe?*
   a. Staggered starts
   b. Lunchtime arrangements
   c. Bubble organisation etc
3. *What measures are in place for handwashing?*
4. *Is available sanitiser at least 70%*
5. *What measures are in place for additional cleaning?*
6. *What procedures are in place if anybody displays symptoms?*
7. *Who wrote the risk assessments? How do you know they are robust?*
8. *Were staff/unions involved in writing risk assessments?*
9. *How do you rate your understanding of the guidance?*
   a. Good/Average/Poor

10. *Are you aware of the wider/local guidance?*
11. *Have you shared plans with parents?*
12. *Are staff and pupils able to wash their hands with soap and water?*
13. *What support has the trust provided?*

Attendance

1. *What approaches have you taken to maintain your focus on attendance?*
2. *Have you amended your attendance policy and if so how?*
3. *What is your usual and typical attendance rate (%) and how does current attendance compare to this?*
4. *How does the current attendance compare to that reported before the C-19 lockdown?*
5. *How are you using external agencies to support attendance?*
6. *Have you considered using the additional catch up funding to support attendance? And if so, how?*
7. *Are those pupils around whom you have longstanding attendance concerns currently attending school? If so, why do you think this is? If not, what actions are you planning?*

Behaviour

1. *What are your views on how ready children are to learn?*
2. *What actions have been taken and what is in place for pupils who may be anxious about the return to school?*
3. *How do your recovery plans take account of how pupils have faired in lockdown?*
4. *How have you acted to swiftly reintroduce routines and expectations across school?*
5. *What are your current learning routines?*
6. *How is learning organised and how are pupils grouped to ensure that they learn and stay safe?*
7. *How is the school day organised?*
8. *How have you adapted the school behaviour policy and how is the policy being implemented?*
9. *Have you any children who have become a concern who were not previously on your radar? How are you responding to this?*
10. *Have any pupils currently in Year R – 6 left the school? What were the reasons for this and where have they gone? How have you worked with the destination school to help these pupils?*
11. *Have you considered using the additional catch up funding to support behaviour? And if so, how?*

Curriculum

Remote learning

1. *Who is responsible for monitoring the remote learning offer?*
2. *What aspects of the offer are being monitored and what are the quality criteria?*
3. *What are the barriers to effective remote learning and what decisions have been taken to alleviate these?*
4. *How does the remote learning offer align to the usual planned school curriculum?*
5. *If a bubble collapses, what arrangements are in place for pupils to access home learning?*
6. *If you have moved to an online platform, how does this work, how have staff ben trained?*
7. *Are any pupils currently accessing remote learning? Does this match the learning taking place in class?*

Curriculum design

1. *What are leaders doing to ensure that when children return to school, they can access the curriculum as normal?*
2. *Who is responsible for monitoring the school curriculum offer? What aspects of the offer are being monitored and what are the quality criteria?*
3. *How have senior leaders supported subject leaders to develop their plans?*
4. *How have you assessed any gaps in learning?*
5. *What plans do you have in place to address gaps?*
6. *How has the maths curriculum been adapted to ensure that children can catch up?*
7. *How are you placing additional emphasis on early reading and phonics? What additional or enhanced provision is being planned and delivered in this area?*
8. *Has the curriculum been amended during the Autumn term?*
9. *How are you creating time and space within the curriculum to focus on the priorities that you have identified?*
10. *Which subjects or parts of subjects have been accorded priority and which have been dropped?*
11. *What assessments underpin your decisions on curriculum design during the Autumn term? How were these assessments arrived at?*
12. *How have pupils been assessed in areas other than English and Mathematics?*
13. *How are you planning to use the catch-up funding?*
14. *At what point are you expecting the C19 impact to have been mitigated and children to have caught up?*

15. *How has the curriculum provision been enhanced because of your experiences during the C-19 pandemic?*

Safeguarding

1. *Have you amended your safeguarding and child protection policy?*
2. *How has the learning and well-being of SEND pupils been monitored during the pandemic?*
3. *How were changes to policy and practice communicated to colleagues?*
4. *How did you ensure that pupils were safe online during the pandemic?*
5. *How have approaches to recruitment been affected by coronavirus?*
6. *What measures were in place to secure safe recruitment?*
7. *What additional and external support has been sought to support vulnerable pupils (and those who are not vulnerable)?*
8. *How are you supporting vulnerable families?*
   a. Access to technology
   b. Free School Meals

Other Questions

1. *What has transition looked like?*
   a. New EYFS
   b. Year 6 to Year 7

Health and Safety Spot Check Inspection Telephone Call from HSE Questions

1. *Are you currently open?*
2. *How many staff are in (this is set groups)?*
3. *Would I say that we are good/average or poor in controlling the risks?*
4. *Have I read and understood Government documents? – a few are named.*
5. *What would I do if:*
    a. *Parent told me they were testing positive*
    b. *A child was tested positive*
    c. *A member of staff tested positive*
6. *Do we have a risk assessment in play for Covid-19?*
7. *Who was involved in putting the risk assessment together?*
8. *Were the Trade Unions involved? Which ones?*
9. *How confident am I that staff can keep their recommended 2m social distance?*
10. *Can I list changes that I made in school to allow the 2m distancing to take place?*
11. *Cleaning. What am I doing?*
12. *Do you have areas that are "high touch points" and what is happening to those areas?*
13. *Do all children have access to sinks?*
14. *Is there hand-sanitiser (at least 70% alcohol) freely available around the school?*
15. *What DFE/PH documents have you read/referred to in support of your risk assessment?*

List of DFE/PH documents that you may want to refer to for your risk assessment

- *https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools*

- *https://www.hse.gov.uk/coronavirus/working-safely/index.htm*

- *https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm*

- https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools

- https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus

- https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus

- https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance

- https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

- https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings

- https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own

- https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/

- https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020

- https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings

- https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

- https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield

- https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/

- https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes

- https://www.gov.uk/guidance/school-workload-reduction-toolkit