

Readiness for Ofsted Inspection Audit Tool

For school leaders in primary,
secondary and special schools

Sample



Contents

Page 4	Notable changes to the inspection guidance for September 2026	Page 20	Readiness for inspection activities
Page 5	Readiness for inclusion and leadership at the heart of inspection	Page 21	Readiness for case sampling
Page 6	Readiness for the role of the nominee	Page 22	Readiness for learning walks
Page 7	Readiness for the notification call	Page 24	Readiness for discussions about safeguarding culture
Page 9	Readiness for additional planning call information	Page 26	Readiness for discussions about SEND provision
Page 10	Readiness for providing documentation	Page 28	Readiness for supporting stakeholder meetings
Page 13	Readiness for school self-evaluation	Page 30	Readiness for discussions about off-site alternative provision
Page 15	Readiness for the planning call	Page 32	Readiness for discussions about off rolling and part-time provision
Page 19	Readiness for inspection practicalities	Page 34	Appendix: Readiness for detailed self-evaluation and grading against the inspection criteria

Readiness for providing documentation

Guidance for inspectors outlines that the following information **must** be available to inspection teams by 8am on the first day of the inspection. This data should be compliant with data protection and information-sharing laws. It should be existing documentation, can be in any format and can be uploaded to the inspection portal ahead of the first day. Inspectors do not expect written accounts of verbal feedback, attainment predictions, tracking data, pupil premium documentation.

Each of the tables over the next three pages enable you to identify who will be responsible for curating the documents, keep a record when they were last updated, explain their review status, capture where they can be quickly found, and add any additional notes that it would be helpful to capture.

Operational documents	SLT Lead	Updated	Reviewed	Link/Location	Notes
Wifi details for inspection team.			Select below - - - - -		
Map of the school building.			Select below - - - - -		
Other practical school details.			Select below - - - - -		
School timetable.			Select below - - - - -		
Current staff list (indicating ECTs, mentors, tutors).			Select below - - - - -		
Details of staff absence.			Select below - - - - -		
Times for school day and planned interruptions.			Select below - - - - -		
Lessons/teachers not to visit with reasons.			Select below - - - - -		
Other operational documents.			Select below - - - - -		

Readiness for the planning call

Who, other than the headteacher, will attend the planning call and what will their role be during the planning call?

Name	Position	Role during planning call

Part 1 of the planning call will focus on leader wellbeing, reasonable adjustments and adaptations needed during the inspection process, complaints that have been made to Ofsted since the last inspection, and confirmation of details about the school. The boxes below are for your use in capturing key information which you wish to communicate to the lead inspector in response to their queries. Note: the list is illustrative of the guidance to inspectors and questions may vary.

Planning call part 1	Notes, reflections and links to evidence
What are the arrangements for leader wellbeing at the school and what are the contact details of the person/s responsible for leader wellbeing?	
What foreseeable reasonable adjustments will the inspection team need to make to ensure all stakeholders are able to participate in inspection?	
What wider issues have been raised by the complaints made to Ofsted since the last inspection? How have these issues been tackled or addressed by the school?	
What further information is relevant about the scheme of delegation, role of trust leaders, the school's religious character and nursery/wraparound care?	

Readiness for learning walks

The guidance to inspectors explains that learning walks with the inspection team are an opportunity for leaders to show and share their knowledge and insights about the context of their school. These learning walks will have a specific focus on the areas in bullet points below, but they will also pay attention to other areas of the framework including how behaviour is managed and the provision for the personal development and wellbeing of pupils:

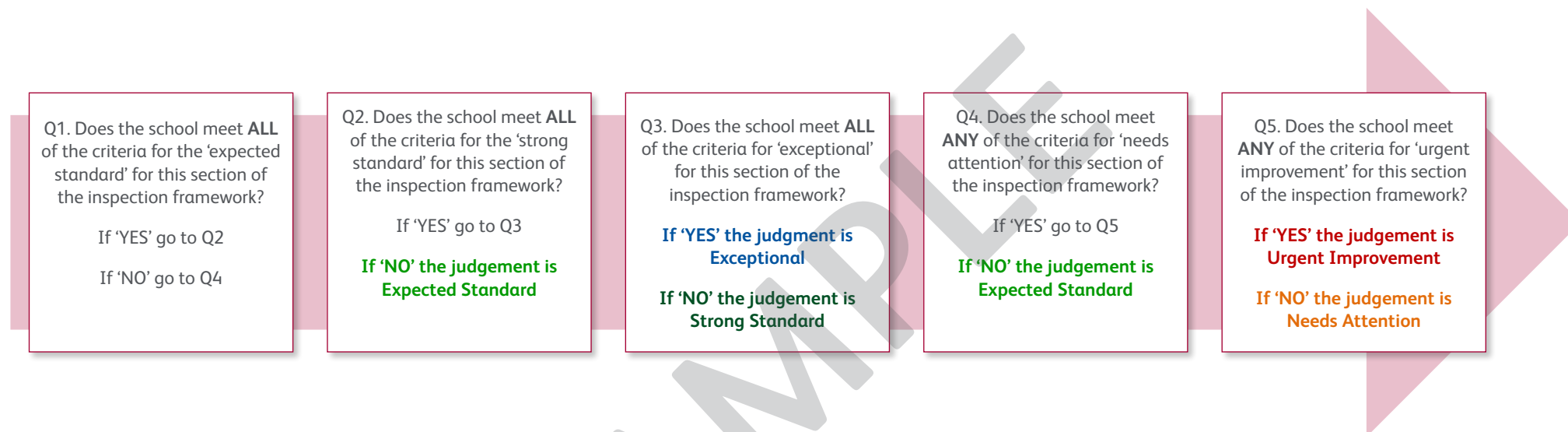
- ▶ Inclusion (with the SENDCO and/or inclusion lead).
- ▶ Curriculum, teaching and achievement (with senior leaders).
- ▶ Leadership (with headteacher and/or other).
- ▶ Primary/EYFS (with senior leaders and others e.g. reading lead).
- ▶ Secondary and post-16 (with senior leaders and subject leaders).

Learning walk queries	SLT Lead	Notes, reflections and links to evidence
Personnel: Who will be the key people that you want to accompany inspectors in each of the learning walks? What preparation is needed to skill them up for this activity?		
Focus: Have you done learning walks in the areas of focus for inspection teams? What did the outcomes from these learning walks tell you about the school and the process?		
Inclusion (strengths): Where will you want to take members of the inspection team to show positive outcomes and experiences of vulnerable pupils at the school?		
Inclusion (challenges): Where will you want to take them to exemplify challenges, areas for development, and areas where the school has made progress recently?		

Appendix: Readiness for detailed self-evaluation and grading against the inspection criteria

Pages 12 and 13 of this audit tool included a table to support the self-evaluation of the school's provision against the five-point grading system for each of the areas of the new inspection framework. In this appendix, we offer a re-working of the [state-funded school inspection toolkit](#) to help school leaders think more fully about this self-evaluation process in line with the way in which inspection teams will do so during the inspection.

For each colour-coded section of the framework, other than the section on safeguarding, the school may want to consider whether or not to use the following process to help them reach judgements ahead of the planning meeting with the lead inspector:



To arrive at a judgement on safeguarding, which is a binary judgement of 'met' or 'not met', the process for school leader evaluation is shorter.

- ▶ Does the school meet ALL of the criteria for 'met'. If 'YES' the judgement is that safeguarding standards have been met.
- ▶ Does the school meet ANY of the criteria for 'not met'. If 'YES' the judgement is that safeguarding standards have not been met.

Please note that provision of the toolkits in this format, and reference to how school leaders can use this format to review their effectiveness in line with how the inspection team will do so, does not mean that SSAT endorses this approach to self-evaluation. Our purpose is to present the grading criteria in a more user-friendly way so that school leaders are better able to navigate the new sections of the framework alongside the new criteria.

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About the programme lead

Dr Keven Bartle, Director of Education, SSAT

Keven is Director of Education at SSAT and leads the organisation's educational strategy. A former school leader and headteacher, he leads a team committed to the transformative power of education as a vehicle for social justice. His work involves identifying key trends in education policy and practice to provide helpful and sustainable solutions for school leaders and staff striving to improve the lives of children, families and communities.



We are SSAT, the Schools, Students and Teachers network.

We exist to help improve outcomes for all young people. As a membership organisation of schools and academies across the UK and internationally, we work with leaders, teachers and pupils to drive school improvement and innovation, and celebrate their successes. We believe in a **truly school-led system**, with schools working in partnership across and beyond the education sector.

At SSAT's heart are our **membership networks**, bringing together school leaders, teachers and pupils. We have been working with schools for 40 years, and continue to **offer insight and understanding** into teaching, learning and system leadership. Our **professional development** and **school improvement programmes** help leaders and teachers to further outcomes for all young people, and develop leadership at all levels across the system.

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