

# OFSTED AT CAPEL MANOR PRIMARY SCHOOL

**December 2025**

# DRAFT PROVIDED BY OFSTED

Full inspection of Capel Manor Primary School Provisional day 1 timetable: Tuesday 9 December				
08:00	Arrival and initial meeting with leaders: introductions, get set up, access Wifi and check timetable and arrangements with leaders			
	<b>Samantha Ingram</b> HMI, Team inspector	<b>Andrea Bedeau</b> HMI, Team inspector	<b>Jonathan Newby</b> Team inspector	<b>Adam Vincent</b> HMI, Lead inspector
08:15	Greet staff at 8.15am			
8.30am to 8.45am	Observe start of the school day (including observing staff meet and greet pupils/families and routines)			
	EYFS	KS1	KS2	With HT
8.45am	Case sampling discussion with senior leaders			
8.55am	EYFS learning walk, include case sampling 8.55 to 10.30am	KS1 learning walk- include case sampling 8.55 to 10.15am	KS2 learning walk, including case sampling 8:55 to 10.15am	(9am: SCR) Walk the school with the headteacher 9.30 to 10.30am
	Observe breaktime interactions			
	10.15 to 10.30am (EY break) Break time interactions with pupils	10.15 to 10.30 (KS1 break) Break time interactions with pupils	10.30 to 10.45am (KS2 break) Breaktime interactions with pupils	KS2 break
10:30 to 10.45	Inspector reflection and write up time	Inspector reflection and write up time	Inspector reflection and write up time	Reviewing and connecting evidence Quality assurance Preparing for the reflection meeting
10.45 to 11.30	EYFS learning walk 10.45 to 11.30	KS1 – learning walk 10.45 to 11.30 <i>Including listening to readers</i>	KS2 learning walk with a focus on foundational knowledge for pupils who join mid-phase.	
11.30 to 11.45	EYFS lunch	KS1 lunchtime	KS2 lunchtime	

11.45 to 12.15	Inspector reflection and write up time			
12:15 to 1pm	Reflection meeting with leaders/nominee			
1pm to 1.30	Inspector lunch			
1:30	Learning walks in KS2 starting in lower KS2 1.30pm to 2.15pm	KS2 lunch 1.30 to 1.45	KS2 lunch 1.30 to 1.45pm	1.40 to 2.15pm: Focused leader meeting with DSL and family support worker
		Learning walks in KS2 starting in Upper KS2 1.45pm to 2.15pm	Learning walks in EYFS and KS1 1.45 to 2.15pm	
2.15	Focused leadership meetings: <b>EYFS and foundational knowledge</b> with lead for EYFS, phonics and English	Focused leadership meeting: <b>Inclusion</b> (SENCO)	Focused leadership meetings: <b>PSED</b> with Staff	
2.55pm to 3.15pm	Inspector write up and reflection time	Inspector write up and reflection time	Inspector write up and reflection time	
3.15 to 3.45pm	Focused leadership Meeting: <b>Attendance</b> (with DSL and family support worker)	Focused leadership meeting: <b>Behaviour</b> with AHT	<b>Meet with group of staff</b> – focus on safeguarding, workload and wellbeing	
4:00	End of day 1 reflection meeting with leaders/nominee, including planning for day 2. <b>Finish at 5pm</b>			

# FINAL TIMETABLE AFTER WE MADE CHANGES

Full inspection of Capel Manor Primary School Provisional day 1 timetable: Tuesday 9 December				
08:00	Arrival and initial meeting with leaders: introductions, get set up, access Wifi and check timetable and arrangements with leaders			
	<b>Samantha Ingram</b> HMI, Team inspector	<b>Andrea Bedeau</b> HMI, Team inspector	<b>Jonathan Newby</b> Team inspector	<b>Adam Vincent</b> HMI, Lead inspector
08:15	Greet staff at 8.15am			
8.30am to 8.45am	Observe start of the school day (including observing staff meet and greet pupils/families and routines)			
	EYFS/KS1	KS2	KS2	With HT
8.45am	Case sampling discussion with senior leaders			
8.55am-10:30	EYFS/KS1 learning walk, include case sampling 8.55 to 10.30am	KS2 learning walk in Lower KS2- include case sampling 8.55 to 10.15am	KS2 learning walk in Upper KS2, including case sampling 8:55 to 10.15am	(9am: SCR) Walk the school with the headteacher 9.30 to 10.30am
10:30 to 10.45	Inspector reflection and write up time	Inspector reflection and write up time	Inspector reflection and write up time	Reviewing and connecting evidence Quality assurance Preparing for the reflection meeting
10.45 to 11.30	EYFS/KS1 learning walk 10.45 to 11.30 <i>Including listening to readers</i>	KS2 learning walk in Lower KS2- include case sampling 10:45-11:30	KS2 Upper KS2 learning walk with a focus on foundational knowledge for pupils who join mid-phase. 10:45-11:30	
11.30 to 11.45	EYFS lunch	KS1 lunchtime	KS2 lunchtime	
11.45 to 12.15	Inspector reflection and write up time			

12:15 to 12:45pm	Inspector lunch			
13:00 pm to 1.45	Reflection meeting with leaders/nominee			
1:45	1.40 to 2.15pm: Focused leader meeting with DSL and family support worker	KS2 learning walk in Lower KS2-include case sampling 1.45pm to 2.15pm	KS2 learning walk in Upper KS2 1.45 to 2.15pm	Sample inspection activities / review evidence / preparing for reflection meeting  **Attend, Inclusion and PSED meetings with team inspector
2.15	Focused leadership meetings: <b>EYFS and foundational knowledge</b> with lead for EYFS, phonics and English	Focused leadership meeting: <b>Inclusion (SENCO)</b>	Focused leadership meetings: <b>PSED</b> with Staff PSHE Lead, Values Lead(AHT), Wellbeing Lead(Deputy), RE Lead	
2.55pm to 3.15pm	Inspector write up and reflection time	Inspector write up and reflection time	Inspector write up and reflection time	
3.30 to 4.00pm	Focused leadership Meeting: <b>Attendance</b> (with DSL and family support worker)	Focused leadership meeting: <b>Behaviour</b> with DHT & Inclusion Lead	<b>Meet with group of staff</b> – focus on safeguarding, workload and wellbeing	
4:10	End of day 1 reflection meeting with leaders/nominee, including planning for day 2. <b>Finish at 5pm</b>			

# FINAL DAY 2 TIMETABLE

Draft plan for day 2: Wednesday 10 December			
		Andrea Bedeau HMI, Team inspector	Adam Vincent HMI, Lead inspector <b>GB/LA/SIP</b> <b>Any time would suitable</b>
Arrival at 8am			
8.10am to 9am	Reflection meeting		
9am to 9.30am		EYFS visit	Explore further – activities TBC
9.30am to 10:15am		Foundation Subject Leads: History (EC), Art & Design (JG) & DT/Computing (AM) Music (MEB)	Meet with Chair and Vice Chair of governors- Barry Berndes and Helen Paton
10:15am to 10.45am		EHCP & Lac meeting (Nicola NAd Francesca)	Meeting with LA SIP Jeff Cole
10.45am to 11am	Inspector reflection and write up time		
11am to 11.30am		Single Sex Groups: Years 5 & 6 X6 girls pupil leaders included, wider subjects (foundations)	Single Sex Groups: Years 5 & 6 6 boys, pupil leaders included, wider subjects (foundations)
11.30 to 12.30pm	Inspector reflection and write up time		
12.30 to 12:45pm		Daily Supported Reading	
12:45 pm to 1.15pm	Reflection meeting		
1.15pm to 2.15pm	Collection of further evidence		
3pm to 4pm	Grading meeting		
4.15pm	Final feedback		

# NOTES

- 4 inspectors on the first day
- Majority of first day involved learning walks led by school leaders
- Initial prioritisation of EYFS and KS1 and Foundational Learning - but adapted to suit availability of staff who wear a number of hats.
- Inspectors met all staff before the day started to introduce themselves
- Inspectors met and talked to parents on the gate
- Inspectors met with leaders and went through lists to choose 6 children for case sampling focusing on disadvantaged, EHCP, LAC (we had some say in this - have lists ready to support discussion)
- SEND and Inclusion a constant focus throughout -
- Looked at LSPs and cross referenced with EHCPs
- Looked at PEPs for LAC pupils and what provision was in place
- SCR looked at first thing to allow time to make any changes if needed.

- Met with group of staff to discuss wellbeing and workload - We picked
- When they had other meetings with staff, they asked about wellbeing and workload at the end
- Had 2 qualifying Ofsted complaints - They didn't investigate but focused on the areas of complaint to see if there was evidence of an issue
- They didn't always ask many questions so think about what you want leaders to tell them
- Met with single sex pupil groups - asked about safeguarding and behaviour - We picked
- Met with pupil leaders
- Talked through suspensions (particularly pupils who had had multiple suspensions - our contextual knowledge of these pupils was key) - wanted to know strategies and procedures to support
- Wanted to know about positive handling
- They looked at record keeping and monitoring of behaviour
- They wanted information on all part time timetables - how they were being implemented and reviewed.

# SAFEGUARDING

- Safeguarding procedures and training
- Safeguarding cases including those that were now closed
- Wanted to know how many referrals had been made to MASH and phone calls to the advice line
- Asked about LADO referrals/consultations- but didn't delve too far into this
- Wanted numbers of CIN/CP/LAC and PLAC
- What support was in place for parents carers and children
- Asked about Online safety concerns and actions

# ATTENDANCE

- Our Barriers and what we do to overcome them
- Procedures, tracking, EWO action, Impact, individual cases
- Liaison with outside agencies

# DATA

- Data is the basis of their decisions and Context **was not** taken into account - However, this does not seem to be a consistent picture
- They used Multi year data as a limiting factor. Wouldn't give strong for EYFS (an area recognised as strong in LA) despite extremely positive feedback and the fact that GLD was above National and having a 3 year upward trend
- Inspectors could not articulate what more we would have to do to be considered strong in 2 areas in which they were challenged.
- They looked at phonics data and spoke to the lead
- Listened to children read with familiar adult - ch who had not passed phonics screening
- Attendance Data was key and limiting - We were told that had it been the previous year, we would have got requires attention.
- Despite the fact that it has always been recognised that we are doing everything within our gift.

# LEARNING WALKS

- No set time in each class
- They are looking at:
  - How lessons are delivered.
  - Consistency of practice
  - Children's engagement and access to learning
- Make sure teachers know what you've told Inspectors they will see
- Make sure that the practice in the classroom reflects the strengths and strategies that are discussed in the initial phone call
- They talk to children about their learning including case sample children
- Huge focus on inclusion, adaptations to support learning
- Know your children
- They will look at writing and spelling at all times
- Key focus on writing and oral composition

# CURRICULUM

- Looked at documents on website
- Met with curriculum leaders in a group
- However, inspectors may meet with a group of Subject leaders
- They looked at curriculum coherence, sequencing and breadth
- They may pick up a thread, such as Vocab and Oracy, and see what this looks like from the Early Years to Year 6.
- They may ask how a concept identified in the curriculum such as chronology looks different in Reception and Year 6
- They may follow a subject through a child and look at the sequencing and progression
- They may explore how learning may look different for SEND pupils - e.g. If reading or writing is a barrier for a child in Year 5, what does a History lesson look like for them

# TOP TIPS

- Evaluate your school against the Inspection toolkit. Use these headings in your SEF
- Prepare your Phone call using the outline in the [School inspection operating guide for inspectors - GOV.UK](#)
- Make sure that all staff know what you are saying about the school and the expectation that this will be seen.
- Prepare the documents you will need to provide by 8am on the day of the inspection. [Inspection Information for State Funded Schools](#)
- Pre plan your timetable
- Get leaders to practice learning walks together
- Prepare your pupil contextual lists
- Pre-choose staff and pupils for meetings
- Prepare strategy for getting parents to respond to survey
- Know your children