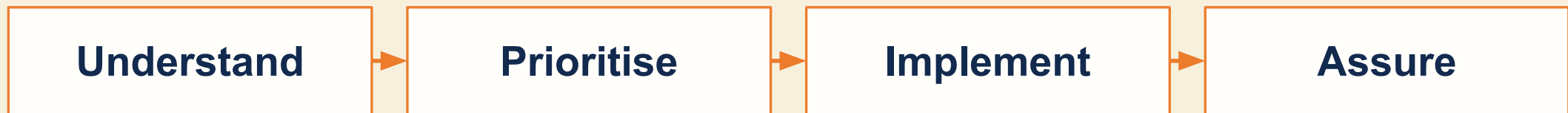


October 2026

From inspection change to implementation

A leadership webinar for schools and trusts



SchooliP × The Excellence Classroom

What this session is for

A practical leadership discussion, not an inspection-cramming session.

By the end, leaders should be able to:

- separate the important DfE updates from noise
- avoid turning the toolkit into another compliance checklist
- test whether improvement priorities are reaching practice
- decide what to manage, monitor and strengthen next

Opening poll

Where is your greatest implementation risk right now?

Clear plans, inconsistent practice

Too much evidence, too little meaning

Weak ownership or follow-through

Variation between teams or schools

Inclusion sitting too heavily with the SENCo

The wording has changed. The leadership problem is older.

- Schools can update documents without changing practice.
- Actions can be marked complete before the work is embedded.
- Evidence can accumulate without helping leaders make better decisions.

As of September 2026

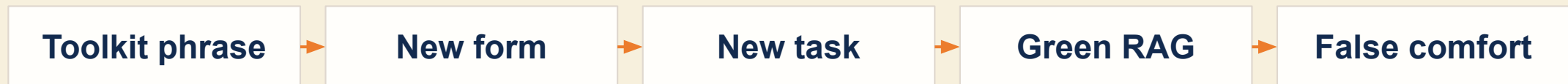
The updates provide additional or clarified wording. They are not a wholesale redesign.

- clearer wording on safeguarding responsibilities and pupils at risk of harm
- clarity on inclusion strategy, the SENCo and designated teacher roles
- greater attention to pupils with SEND, their families and other inclusion roles
- clarity on attainment and progress compared with similar schools
- changes to monitoring, focused monitoring and report-card arrangements

The wrong response is predictable

It looks busy. It feels safe. It often creates weak assurance.

Do not respond to every clarified phrase with another document.



What has not changed

Inspection still looks for evidence of quality and impact.

- Leaders need to understand their provision, not perform it.
- Evidence has to be connected, not simply available.
- SEND, disadvantage, social care and other barriers remain central to evaluation.
- The toolkit is used to guide professional dialogue. It is not a checklist.

Four signals leaders should notice

The update sharpens attention around line of sight.

Safeguarding

whole-school approach;
pupils at risk

Inclusion

strategy; SEND; family
engagement

Roles

SENCo; designated teacher;
inclusion leaders

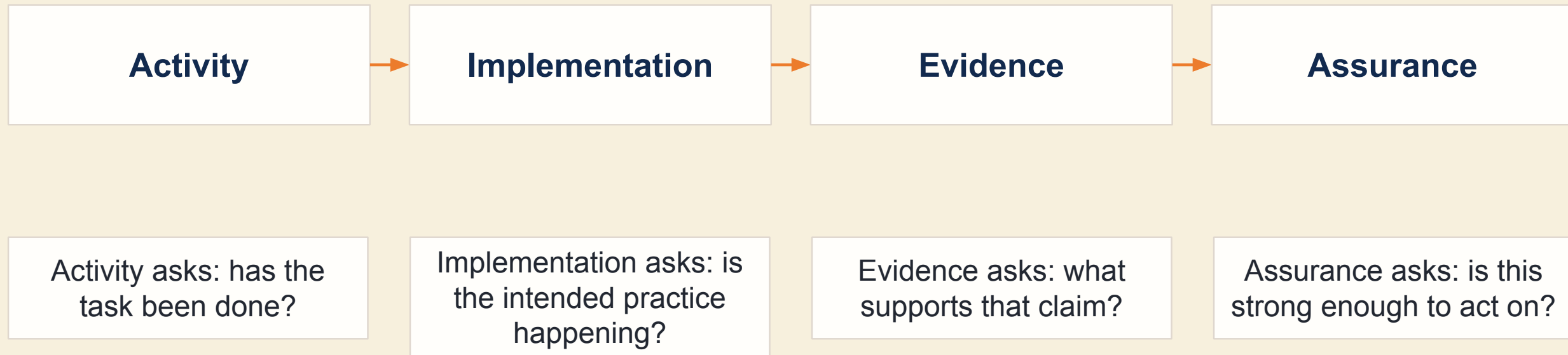
Evidence

similar schools; attainment;
progress

Common thread: leaders must be able to explain how intent reaches practice — and how they know.

The core distinction

A completed action is not automatically an implemented improvement.



Where SchooliP fits

Improvement work needs structure before it can be monitored well.

- What are the priorities?
- Who owns each action?
- What is the review rhythm?
- Where is progress visible?
- How do leaders keep oversight across teams or schools?

What improvement infrastructure should make easier

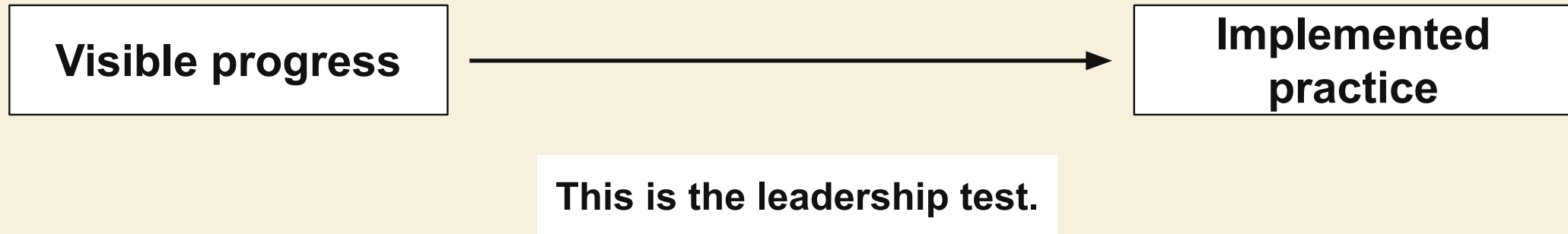
The aim is not more admin. The aim is clearer visibility.



- fewer disconnected documents
- clearer accountability without endless meetings
- progress conversations grounded in the same picture
- trust or leadership visibility over variation and risk

The gap that still remains

A system can show that work is moving. Leaders still need to test whether it is working.



Case scenario

A trust has made inclusive classroom practice a priority.

The plan says:

- training completed
- SEND strategies shared
- learning walks completed
- SENCo reports submitted
- priority marked green

The lived picture shows:

- variation between departments
- inconsistent adaptation
- pupils unclear about access
- teachers unsure what is expected
- too much reliance on the SENCo

What SchooliP could show clearly

This is the improvement-management picture.

Priority	inclusive classroom practice
Owner	named senior and middle leaders
Actions	training, review, department plans
Milestones	dates and review rhythm
Status	progress and overdue items

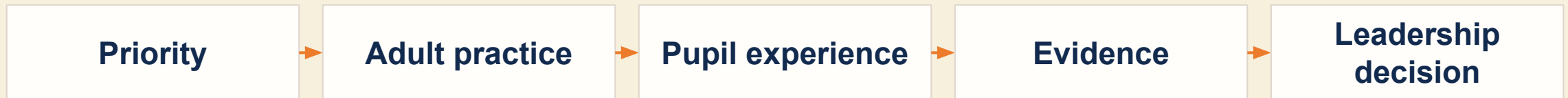
What leaders must still test

The implementation-assurance questions sit behind the green status.

- What is different in classrooms because of the action?
- Is the expected practice consistent enough to be typical?
- Which pupils are experiencing better access?
- Where are leaders relying on assumption rather than evidence?
- What decision should happen next?

The line-of-sight test

Use this before creating another template.



If one link is weak, the assurance is weak.

Apply it to the inclusion priority

One priority. Five links. No new paperwork yet.

Priority	Inclusive classroom practice
Adult practice	What should teachers now do differently?
Pupil experience	What should pupils experience more consistently?
Evidence	What would give credible confidence?
Decision	What should leaders change, stop or strengthen?

Your turn: choose one priority

Three minutes. Work with one real priority from your school or trust.

- What do you say the priority is?
- What adult practice should be different?
- What should pupils experience differently?
- What evidence would you trust?
- What decision should follow?

Quality of thinking beats quantity of evidence.

What usually emerges

The gap is rarely a total absence of evidence.

More often, leaders find:

- the priority is clear but expected practice is vague
- evidence exists but does not show pupil experience
- ownership is allocated but not driving decisions
- the RAG status is greener than the reality

What this means for inclusion

The SENCo cannot be the assurance system.

**Inclusion has to be visible in leadership decisions,
classroom routines and pupil experience.**

- The SENCo remains important, but cannot carry whole-school implementation alone.
- Trust leaders need to see variation, not simply receive summaries.
- Governors and trustees need assurance questions that reach practice.

What this means for safeguarding

Safeguarding assurance is not the same as having safeguarding paperwork.

- Leaders need to see whether systems identify pupils at risk early enough.
- Records matter, but culture and follow-through matter too.
- Inspection conversations are likely to test what adults know, notice and do.
- The useful question is: what would pupils experience if they needed help today?

What governors and trustees should ask

The board question is not “is it green?”

- What priority is most exposed to weak implementation?
- What evidence shows typical practice rather than isolated examples?
- Where is there variation between groups, teams or schools?
- Which actions have changed pupil experience?
- What decision did leaders make because of the evidence?

Where The Excellence Classroom can help

When leaders identify a gap, the next task is to strengthen the work.

- interpret what the changes mean for your context
- review the line of sight from priority to practice
- strengthen inclusion and implementation systems
- support leadership, governance or trust-level assurance conversations
- turn findings into a practical improvement plan

How SchooliP and TEC work together

Two different forms of support. One clearer improvement picture.

SchooliP

structures, owns, monitors and reports
improvement activity



The Excellence Classroom

interprets, tests, strengthens and
supports implementation

**Together: clearer visibility over what is planned, what is happening and
what needs leadership action.**

What we are not advising

This is important. It protects leaders from expensive noise.

- Do not rewrite every policy because one phrase has changed.
- Do not create a new evidence folder for every evaluation area.
- Do not treat inclusion as the SENCo's inspection project.
- Do not mark a priority green until practice is typical enough to trust.
- Do not confuse “ready for inspection” with “ready to improve”.

What to do in the next 30 days

A proportionate leadership response.

- 1 Choose one priority that matters.**
- 2 Map the line of sight from intent to practice.**
- 3 Check whether ownership and review rhythm are clear.**
- 4 Look for evidence of pupil experience, not only adult activity.**
- 5 Decide what to strengthen, stop or review next.**

Useful follow-up routes

Different needs should lead to different conversations.

SchooliP conversation

For stronger improvement planning, action tracking, reporting and organisational visibility.

TEC implementation conversation

For interpretation, inclusion assurance, implementation review, leadership support and practical follow-through.

The webinar is the starting point. Further work is separately scoped.

Questions

Use the remaining time to test the thinking against your context.

- What feels most urgent?
- Where might leaders overreact?
- Which priority needs a line-of-sight test first?
- What would help you move from activity to assurance?

**Inspection readiness is not the goal.
Implementation confidence is.**

Thank you

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Source note

Used to inform the inspection-update elements of this webinar.

- Ofsted / GOV.UK: School inspection toolkit, operating guides and inspection information; last updated 12 June 2026.
- Ofsted / GOV.UK: Summary of changes for state-funded schools inspection toolkit; updated 12 June 2026.
- Ofsted / GOV.UK: Inspection information and operating guide for state-funded schools, for use from September 2026.

Appendix / source slide