

Inspections of non-association independent schools, boarding schools and residential special schools

A leaflet for non-association independent schools

Introduction

Ofsted's new [framework for inspecting non-association independent schools](#) came into effect in April 2014.

Under the framework inspectors will report on the extent to which schools meet the requirements of [The Education \(Independent School Standards\) Regulations 2014](#). They will also make the following judgements which are set out in the framework:

- overall effectiveness
- leadership and management
- behaviour and safety of pupils
- quality of teaching
- achievement of pupils.

Where the school offers early years provision and sixth form provision, judgements will also be made on these areas.

For detailed information on inspections carried out under the new framework, please refer to the guidance document [Non-association independent school inspection handbook](#).

Which school documents will the inspectors wish to see?

Schools are not expected to prepare anything extra for inspectors, but should

make the following documents available during the inspection:

- an up-to-date evaluation of the school's performance in whichever format it wishes to present it – including the provision for children in the Early Years Foundation Stage and for boarders or residential pupils, where appropriate (please note that Ofsted does not provide a template for schools' self-evaluation summaries)
- the school prospectus
- class lists showing pupils' names and national curriculum year groups
- in the case of tutorial colleges, timetables of each of the students who are of compulsory school age
- curriculum plans, timetables and schemes of work
- records of pupils' attainment and progress
- for pupils with learning difficulties and/or disabilities, their statements of special educational needs, annual reviews and individual education plans
- for pupils who are looked after, their individual files including personal education plans and pathway plans, as well as reviews of progress

- reports and other information provided to parents and, where appropriate, placing authorities
- school policy documents (as per the independent school standards), including:
 - curriculum, teaching, assessment and other supporting policies
 - admissions, discipline and exclusions
 - behaviour and sanctions adopted
 - prevention of bullying
 - safeguarding children in education, including child protection
 - first aid and medication
 - health and safety
- admission and attendance registers
- records of any accidents, incidents and exclusions that have taken place
- records of child protection training undertaken by named officers and all staff
- records of first aid training undertaken by staff
- records of any other training undertaken, for example in relation to the use of physical restraint
- details of induction training for new staff
- health and safety checks carried out to meet regulations, including risk assessments
- records of fire safety checks, drills and risk assessments and the training carried out to meet regulations
- the single central register showing records of checks made on all staff for suitability to work with children, including confirmation of criminal records checks (inspectors will expect to have access to staff personnel files)
- records of child protection training for all staff, including staff with designated responsibility for child protection, proprietors, and those in a governance role where appropriate
- where appropriate, a list including roles, responsibilities and qualifications for those staff working within the Early Years Foundation Stage
- the complaints policy and records of complaints
- most recent reports by any other inspectorates (for example, the Health and Safety Executive or the national inspectorate in the case of a foreign school)
- school improvement plan
- records of the school's own monitoring of the quality of education or evaluations carried out by others
- information on each child being cared for in the Early Years Foundation Stage (see page 30 of the [Statutory framework for the Early Years Foundation Stage](#))
- provider's records for the Early Years Foundation Stage (see page 31 of the [Statutory framework for the Early Years Foundation Stage](#))
- where relevant, the achievements, interests and learning styles of children in the Early Years Foundation Stage, written summaries reporting on children's progress against the early learning goals and assessment scales and the Early Years Foundation Stage Profiles

- the exemption documentation/certificate for children in the Early Years Foundation Stage who have been granted exemptions from parts of the curriculum or from assessment by the Secretary of State through the Qualifications and Curriculum Authority.

Which information about boarding or residential provision will the inspectors wish to see?

Those schools which provide boarding will also need to provide the information set out in the appendix to the [Boarding schools national minimum standards](#) or the [Residential special schools national minimum standards](#).

Gaining the views of parents, carers pupils and others

- Parents and carers will give their views about their child's education and boarding/residential provision on [Parent View](#), which can be accessed at any time.
- Pupils will be asked every year to comment on their education and where applicable their boarding/residential provision through an online point-in-time survey.
- Local authorities who place pupils in an independent school will be asked every year to comment on the school through an online point-in-time survey.
- Staff working in the boarding/residential provision of boarding or residential special schools will be asked to comment on the boarding provision through an annual online point-in-time survey.
- All other staff working in schools will be asked to complete a [questionnaire](#) at the point of inspection.
- The point-in-time surveys are also available on the [Ofsted website](#) as Word documents, and Ofsted will provide a

copy of them to schools which do not have access to the internet.

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