

# The evaluation schedule for inspecting non-association independent schools

Guidance and grade descriptors for inspecting and making judgements about non-association independent schools in England

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## Introduction

1. The evaluation schedule sets out the judgements that inspectors will make and report on from January 2013. It indicates the main types of evidence they should collect and analyse in order to reach their judgements, and includes criteria and grade descriptors to guide them in reaching their judgements. This guidance is not exhaustive and does not replace the expert professional judgement of inspectors.
2. The evaluation schedule should be interpreted in the context of each school being inspected. Inspectors must interpret the grade descriptors as they relate to the pupils' age, phase and stage of education.
3. The evaluation schedule must be used in conjunction with the guidance set out in *Conducting inspections of non-association independent schools*.<sup>1</sup>

## Inspecting and making key judgements about an independent school

4. There are three main reasons for inspecting an independent school.
  - The first of these is to inspect and report on the extent to which the school meets The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012.<sup>2,3</sup> The standards are set out in schedule 1 of the regulations. Paragraphs of the standards are referred to in the evaluation schedule in the sections in which they occur. Inspectors must judge compliance with the standards by taking account of the guidance in the document *Completing the record of inspection evidence and judgements*.<sup>4</sup>
  - The second reason for inspection is to give a clear and evaluative assessment of the overall effectiveness of the school, taking account of judgements made in the six following areas:
    - pupils' achievement
    - pupils' behaviour and personal development
    - quality of teaching

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<sup>1</sup> *Conducting inspections of non-association independent schools* (090048), Ofsted, 2013; [www.ofsted.gov.uk/resources/090048](http://www.ofsted.gov.uk/resources/090048).

<sup>2</sup> The Education (Independent School Standards) (England) Regulations 2010; [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made).

<sup>3</sup> The Education (Independent School Standards) (England) (Amendment) Regulations 2012; [www.legislation.gov.uk/ukxi/2012/2962/contents/made](http://www.legislation.gov.uk/ukxi/2012/2962/contents/made).

<sup>4</sup> *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2013; [www.ofsted.gov.uk/resources/090051](http://www.ofsted.gov.uk/resources/090051).

- quality of curriculum
  - pupils' welfare, health and safety
  - leadership and management.
- The final reason is to promote the improvement of individual schools. Inspection acts to support and drive school improvement, for example by:
- raising expectations through criteria and grade descriptors that illustrate the standards of performance and effectiveness expected of schools
  - offering a sharp challenge and the impetus to act where improvement is needed
  - clearly identifying strengths and weaknesses
  - recommending specific priorities for improvement for the school, particularly in meeting the independent school standards (and, where applicable, national minimum standards) and, when appropriate, checking subsequent progress
  - fostering constructive dialogue between inspectors and those who lead and work in the school
  - promoting rigour in the way schools self-evaluate their own performance, thereby enhancing the school's capacity to improve.
5. It is important to test how well the school helps all its pupils to benefit from their education by examining the progress of individuals or groups of pupils. Depending on the type of school, such pupils may include:<sup>5</sup>
- disabled pupils, those who have special educational needs, and those with protected characteristics as defined by the Equality Act 2010
  - boys, girls
  - pupils with higher or lower prior attainment
  - minority ethnic pupils, and those for whom English is an additional language
  - looked after children.
6. In reaching each key judgement, inspectors draw on the available evidence, and use their professional knowledge, taking account of the guidance in this document and, in particular, the grade descriptors.

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<sup>5</sup> Other groups of pupils may include: lesbian, gay and bisexual pupils; transgender pupils; Gypsy, Roma and Traveller children; young carers and other vulnerable groups.

## Pupils' achievement

7. This section deals with academic achievement. Achievement takes account of pupils' attainment and how well they learn and make progress. Inspectors must have regard for pupils' starting points and the progress made by different individuals or groups of pupils in the school. Inspectors must consider the rate of progress made by both the highest and lowest attaining pupils.

### Criteria

8. When evaluating the achievement of pupils, inspectors **must** take account of:
  - how well pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school
  - how well pupils make progress relative to their starting points
  - the standards attained by pupils at key points in their education and by the time they leave the school, including results in public examinations, and, where relevant, in Common Entrance; and their standards in reading, writing and mathematics by the time they leave the school
  - how well pupils develop a range of skills, including communication, reading, writing and mathematical skills, and how well they apply these in the other subjects of the curriculum
  - how well any individual pupil or groups of pupils including disabled pupils and those who have special educational needs or are looked after, have progressed since joining the school
  - how well gaps are narrowing between the performance of different groups of pupils in the school compared to all pupils nationally, where there is sufficient evidence to do so.

### Sources of evidence

9. Inspectors should take account of the following evidence, in as far as it is relevant to the type of independent school they are inspecting:
  - the learning and progress of pupils currently in the school based on inspection evidence from lessons, pupils' work, talking to them, listening to them read and clarifying their understanding
  - pupils' progress over time as shown by the school's records and by any evidence or analysis by the school of pupils' progress overall and the progress of different groups of pupils, taking account of their starting points
  - pupils' attainment over the last three years in relation to national standards and compared to all schools, noting particularly any evidence of performance significantly above or below national averages, trends of

improvement or decline and inspection evidence of current pupils' attainment

- the achievements of pupils with special educational needs – while many such pupils are not precluded from attaining as well as or better than their peers, for those groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on achievement should be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures held by the school, but should not take account of their attainment compared to national benchmarks
- Early Years Foundation Stage Profile scores, and for schools with pupils aged three and four years who move to primary school before nationally comparable assessments, evaluation of children's learning and progress relative to their age and evidence of their starting points
- standards in reading for six-year-olds, as indicated by the outcomes of the most recent phonic screening check and any follow-up screening undertaken by the school
- in schools with boarding or residential provision, the attainment and progress of residential pupils compared with that of other pupils, where they form a distinct group in the school community
- any evidence of past progress analysed by the school, including whether pupils reached challenging targets, including those for reading
- any robust achievement and progress data of the standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics; the results of public examinations and Common Entrance tests; and any awards or scholarships gained by pupils to their next school
- the school's evaluation of the attainment and progress of:
  - all pupils and groups of pupils
  - pupils who have received intervention and/or additional support
  - any pupils who are educated wholly or partly off site
  - any pupils who joined the school at times other than the usual phase transfer times
- any case studies presented by the school.

## Grade descriptors: pupils' achievement<sup>6</sup>

<p><b>Outstanding (1)</b></p>	<p>Almost all pupils, including disabled pupils, those with special educational needs, looked after children and gifted and talented pupils are making rapid and sustained progress in most areas of learning over time given their starting points and capabilities. Most pupils in mainstream independent schools are exceeding national expected progress given their starting points and some are making exceptional progress.<sup>7</sup> They learn exceptionally well and as a result acquire knowledge quickly and are developing their understanding rapidly in a wide range of different subjects, including the areas of learning for pupils in the Early Years Foundation Stage. They develop and apply a wide range of skills to great effect including in reading, writing, communication and mathematics so that they are exceptionally well prepared for the next stage in their education, training or employment. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils above this. 'High-fliers' attain standards far above the national average and exceptional for their age. In exceptional circumstances where standards of attainment, including attainment in reading in primary schools, of any group of pupils are below those of all pupils nationally, the gap is closing rapidly as shown by a wide range of attainment indicators. This includes attainment in reading.</p> <p>The learning, quality of work and progress of vulnerable pupils, including looked after children, disabled pupils and those with special educational needs, show that they achieve exceptionally well. Schools can demonstrate excellent academic progress for pupils who are disaffected and/or who have gaps in their education, in terms of re-engagement and making up lost ground, so that individuals are able to reach their potential and are well equipped for their next stage of life. Children in the Early Years Foundation Stage are eager to attend and are making exceptionally good progress in all areas of learning. Pupils play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. Where relevant, they show high levels of independence, curiosity, imagination and concentration.</p>
<p><b>Good (2)</b></p>	<p>Taking account of their different starting points, the proportion of pupils making and exceeding expected progress compares favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period. Pupils acquire knowledge quickly and are secure in their understanding in different subjects. They develop and apply a range of skills well, including reading, writing, communication and mathematics that will ensure they are well prepared for the next stage in their education, training or employment. 'High-fliers' attain standards well above the national</p>

<sup>6</sup> Inspectors must consider which descriptor best fits the evidence available. The descriptors should not to be used as a checklist but should be applied adopting a 'best fit' approach. When evidence indicates that an aspect or aspects of the descriptor for 'inadequate' applies, then that aspect of the school's work should be judged inadequate.

<sup>7</sup> Expected progress is defined as two National Curriculum levels between Key Stage 1 and Key Stage 2, and three National Curriculum levels between Key Stage 2 and key Stage 4.

	<p>average. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally over a sustained period.</p> <p>Children in the Early Years Foundation Stage, in schools where there is no exemption in place, make good progress towards the early learning goals in all areas of learning. In schools with exemptions in place, the children make good progress overall in the curriculum provided for them. They are motivated and interested in a broad range of activities and make good progress in developing the personal qualities that enable them to take responsibility for tasks and develop skills for the future.</p>
<b>Adequate (3)</b>	Pupils are making some progress but not enough to meet the criteria for 'good' achievement. Their achievements are not inadequate as defined below.
<b>Inadequate (4)</b>	<p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting point.</li> <li>■ Pupils' learning and progress in any key stage, including the sixth form or Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ Looked after children, disabled pupils and those who have special educational needs are underachieving.</li> <li>■ Pupils' communication skills (including reading and/or writing) and proficiency in mathematics overall are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment in mainstream independent schools is consistently below floor standards or is in decline and shows little, fragile or inconsistent improvement.<sup>8</sup></li> <li>■ There are wide gaps in attainment and/or the learning and progress of different groups of pupils.</li> </ul>

## Pupils' behaviour and personal development

10. This section covers the impact of the school's provision for promoting good behaviour, eliminating bullying and poor behaviour, and establishing a safe and positive learning environment. It includes pupils' attitudes to learning, their attendance and behaviour towards others and the quality of relationships in the school. It also covers the quality of the school's provision for pupils' spiritual, moral, social and cultural development and its impact on pupils' personal development. It includes pupils' contribution to the school and local and wider

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<sup>8</sup> Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

communities, their knowledge of their own and other cultures and the extent to which the school enables them to be open-minded and have a tolerant and respectful attitude to other faiths and cultures in society.

## Criteria

11. When evaluating pupils' behaviour and personal development, inspectors **must** consider:
  - pupils' attitudes and how well they apply themselves to learning
  - pupils' behaviour in lessons and around the school
  - the extent to which pupils feel safe and free from bullying and harassment, which may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability,<sup>9</sup> and the use of discriminatory language
  - pupils' ability to assess and manage risk appropriately and to keep themselves safe
  - pupils' attendance and punctuality at school and in lessons.
  
12. Inspectors **must** also assess the quality and impact of the school's provision for spiritual, moral, social and cultural development which may be seen through pupils' behaviour and attitudes and through their interactions with staff, other pupils, other adults and the local community. They must consider the extent to which pupils are enabled to:
  - develop self-esteem and confidence
  - understand right and wrong in their school life and life outside school, and respect the civil and criminal law
  - accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
  - take part in a range of activities requiring social skills, develop leadership skills, take on and discharge roles and responsibilities efficiently, offer help and learn to be reliable
  - acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
  - understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it
  - develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability

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<sup>9</sup> As defined in the Equality Act 2010; [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents).

- acquire a broad general knowledge of public institutions and services in England
- respond positively to a range of artistic, sporting and other cultural opportunities, provided or arranged by the school, including, for example, an appreciation of theatre, music and literature
- develop their own views and moral values based on receiving an educational programme which is balanced and precludes the promotion of partisan political views
- overcome barriers to their learning.

### Sources of evidence

13. Judgements on behaviour and personal development **must not** be made solely on the basis of what is seen during the inspection. Inspectors **must** take into account a range of evidence to judge behaviour and personal development over an extended period, and should consider:

- pupils' attitudes to learning and their behaviour in a range of different teaching groups and settings and their attitudes to staff, including support and administrative staff, new and inexperienced staff and supply teachers
- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- the views expressed by pupils, and different groups of pupils, on behaviour and safety, respect for and courtesy towards others, and their views on such issues as harassment, racism, homophobia and different types of bullying
- the views of parents and carers, staff, governors, placing authorities and others
- the extent to which pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety
- the school's analysis of and response to pupils' behaviour in lessons over time, for example incident logs, complaints, the use of exclusion, rewards and sanctions
- pupils' respect for and courtesy towards each other and adults and pride in themselves and their school
- the impact of the school's strategies to improve behaviour and attendance, including the use of rewards and sanctions, work with parents and carers, and the following up of absence

- rates and patterns of permanent and fixed-period exclusions, including those for different groups of pupils and the impact of the school's work to follow up and support excluded pupils
- the typical behaviour of any pupils who are not in school during the inspection
- the school's response to any extremist behaviour shown by pupils
- the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance
- overall and persistent absence and attendance rates for different groups or individuals and the impact of intervention strategies for improvement
- punctuality over time in arriving at school and at lessons
- the behaviour and attendance of pupils who are being educated wholly or partly off site or who are in alternative provision managed by the school
- case studies to evaluate the experience of particular individuals and groups, including disabled pupils and those who have special educational needs, looked after children and those with mental health needs
- in integrated inspections of schools with boarding or residential provision: the behaviour of pupils during 'boarding time', and the extent to which they feel safe in and contribute to the residential environment.

14. Inspectors **must** also assess the extent to which independent schools meet **the standards for spiritual, moral, social and cultural development**.<sup>10</sup> They **must** take account of the provision seen in the school's curricular and other plans, and through lessons, assemblies and tutorial time. Its success will be evident in its impact on the school's ethos and on the pupils' personal development, their achievements, empathy for and interactions with others and pupils' enjoyment of their education. They must consider:

- how well the school promotes the spiritual, moral, social and cultural development of all its pupils by providing positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for pupils
- the range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities; this should include leisure activities for boarders including at weekends and evenings where relevant
- plans for lessons, personal, social and health education and citizenship, tutorials, assemblies and 'circle time' that show how well the school helps

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<sup>10</sup> Part 2 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012: [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made) and [www.legislation.gov.uk/uksi/2012/2962/contents/made](http://www.legislation.gov.uk/uksi/2012/2962/contents/made).

pupils acquire values and skills to enable them to develop independence and choose their path in life, and understand and appreciate the range of different cultures and faiths in modern democratic Britain

- schemes of work and other plans which demonstrate how well the school enables pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society
- the range and quality of opportunities the school provides for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

### Grade descriptors: pupils' behaviour and personal development

<p><b>Outstanding (1)</b></p>	<p>Pupils' behaviour is exemplary. They are enthusiastic and fully engaged in lessons, concentrate and apply themselves fully to tasks set, work well together and volunteer ideas readily. Lessons proceed without disruption. Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos in which all pupils can thrive in an atmosphere of dignity and respect.</p> <p>Instances of bullying are extremely rare and pupils actively try to prevent it from occurring. All groups of pupils report that they feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. Attendance is very good; pupils are consistently punctual in arriving at school and lessons. In schools catering for disaffected pupils, individuals' attendance is very good and/or has improved considerably. This has a strong impact on their learning and achievement.</p> <p>For schools catering for pupils with behavioural, emotional and social difficulties, the school can demonstrate exceptional progress for all pupils in managing their anger and anti-social behaviour as a result of excellent guidance and strategies that they have acquired at school. This has a strong impact on pupils' progress and achievements. Where incidents do occur, they are rare or have reduced rapidly for individuals since joining the school, and they are speedily re-engaged in learning.</p> <p>Provision for pupils' personal development and spiritual, moral, social and cultural development is exemplary in significant elements. Every care has been taken to provide each pupil with an opportunity to find something they can excel at, and as a result their confidence and self-esteem are high or improving strongly. They are developing excellent social skills, are courteous and proud of their contribution to the school and the wider communities. They are open to new ideas, appreciate cultural diversity and challenge racism and narrow-mindedness. They have a well-developed knowledge of both their own and other cultures and make thoughtful and reflective responses to world issues, showing care, respect and consideration for other cultural traditions and viewpoints. Their growing self-confidence is demonstrated in their willingness to use their initiative, to volunteer or take responsibility and to make decisions.</p> <p>All paragraphs in Part 2 of Schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended are met.</p>
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<p><b>Good (2)</b></p>	<p>Pupils' behaviour makes a strong contribution to good learning in lessons. They respond well to the expectations of staff about how to conduct themselves in lessons and around the school. They engage in lessons and maintain concentration. Disruption is unusual. Instances of bullying are rare. Pupils have a good awareness of different forms of bullying and try to take steps to prevent it from occurring. They say they feel safe at school. Attendance is good; the very large majority of pupils are consistently punctual to school and to lessons. Attendance is good and/or improving well in schools which cater for disaffected pupils.</p> <p>Schools catering for pupils with behavioural, emotional and social difficulties can demonstrate good progress in reducing the number of incidents and helping pupils to manage their anger or anti-social behaviour. Incidents of poor behaviour are reducing and pupils are quickly re-engaged. There is generally a calm and business-like learning environment in classrooms and around the school, which has a good impact on pupils' progress and achievements.</p> <p>Pupils' spiritual, moral, social and cultural development is good in all respects and they have, or are improving in self-confidence. They respect others' needs and interests and make responsible and reasoned judgements on moral dilemmas. They are respectful of others' views and cultures and are strongly committed to promoting good relationships between people regardless of age, race, gender, disability, gender reassignment, ethnic heritage or sexual orientation. They have good knowledge of both their own and other cultures and exhibit tolerance, respect and consideration for other cultural traditions and viewpoints. They develop the personal qualities and attitudes that will enable them to make a positive contribution to modern democratic British society.</p> <p>All paragraphs in Part 2 are met.</p>
<p><b>Adequate (3)</b></p>	<p>The minimum requirements set out in the paragraphs in Part 2 are met, but there is some improvement needed to meet the grade descriptor for 'good'. No aspects are inadequate.</p>
<p><b>Inadequate (4)</b></p>	<p>Behaviour and personal development are likely to be inadequate when any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Parents, carers, pupils or staff raise major and/or well-founded concerns about poor behaviour that are not being addressed.</li> <li>■ Pupils' poor behaviour and rudeness occur more frequently than on isolated occasions and inhibit progress in lessons or on the well-being of others.</li> <li>■ Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.</li> <li>■ A significant minority of pupils show a lack of respect for – or direct challenge to – adults or other young people, including instances of racist or sexist behaviour and other forms of bullying or harassment.</li> <li>■ Incidents of bullying overall or specific types of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are frequent. Pupils have little confidence in the school's ability to address bullying</li> </ul>

	<p>successfully.</p> <ul style="list-style-type: none"> <li>■ Pupils do not feel safe in school.</li> <li>■ Persistent absence and lack of punctuality to school and/or to lessons shows little or no sign of improvement.</li> <li>■ In schools catering for pupils with behavioural, emotional and social difficulties the young people have made insufficient progress in managing or improving their behaviour, so that their learning is disrupted and of poor quality and their progress impeded.</li> <li>■ The school does not enable pupils to understand or engage with the local or wider community so that they have little knowledge of other sections of society and scant understanding of or respect for other people's beliefs and values.</li> <li>■ Young people are intolerant and closed-minded. They are not enabled to develop independent thought, ideas and values. Extremist and anti-democratic views may be held or expressed.</li> <li>■ Some pupils are isolated or poorly integrated within the school community and are unable to work, interact or play effectively either independently or with others. They are not developing the social and learning skills that will equip them well enough for the future. The school makes insufficient attempts to rectify this.</li> <li>■ Pupils have low self-esteem and the school makes insufficient attempts to rectify this.</li> <li>■ One or more paragraphs in Part 2 are not met.</li> </ul>
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## Quality of teaching

### Criteria

15. The most important role of teaching is to promote learning in order to raise pupils' achievement. Teaching includes teachers' lesson planning, the implementation of plans, as well as marking, assessment and feedback. It includes support and intervention strategies.
16. Inspectors must judge the quality of teaching by how effective it is: they must not expect teaching staff to follow any prescribed methodology or to teach in a particular way. They should talk to teaching staff about their work.
17. In assessing the quality of the teaching, inspectors must take account of the evidence of pupils' learning, achievements and progress over time. Inspectors must not simply aggregate the grades awarded from individual lesson observations.
18. When evaluating the quality of teaching in the school, inspectors must consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:
  - extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time

- enabling pupils to develop skills in reading, writing, communication and mathematics
- enthusing, engaging and motivating pupils to learn
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- setting appropriate homework
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

### Sources of evidence

19. Lesson observations must take account of:

- how well challenging tasks are matched to pupils' learning needs and successfully engage all pupils in their learning
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning
- pupils' attitudes to learning, behaviour and relationships in the classroom
- the promotion of pupils' spiritual, moral, social and cultural development.

20. Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning over time. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods
- discussing teaching and learning with staff
- taking account of the views of pupils, parents and carers, staff and placing authorities, where appropriate
- taking account of the school's own evaluations of the quality of teaching and its impact on learning

- scrutinising the standard of pupils' work over a period of time, noting:
  - how well and frequently marking and assessment are used to help pupils improve their learning
  - the level of challenge provided.

### Grade descriptors: quality of teaching

<p><b>Outstanding (1)</b></p>	<p>Much of the teaching in all key stages, including in the Early Years Foundation Stage, and in most subjects is outstanding and never less than consistently good. It has high impact so that almost all pupils are making rapid and/or sustained progress. All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well in all areas of the curriculum. They systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. The teaching of reading, writing, communication and mathematics is highly effective, cohesively planned and implemented in all subjects and for pupils of all ages. Planning is based on a thorough knowledge of pupils' strengths and weaknesses and allows for continuity and progression over time so that all pupils are appropriately challenged and able to make excellent progress. Teachers and other adults generate high levels of participation in and commitment to learning in the whole school. Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains in their learning. Teachers use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</p> <p>Every attempt is made to engage pupils who are disaffected and/or who have gaps in their education, using a variety of tactics and strategies according to individuals' and groups' needs. Schools can demonstrate both the variety of these attempts and their successful impact on pupils' achievements, in a significant majority of cases. Pupils, their parents and carers and other stakeholders confirm that the school has done everything it reasonably can to work towards re-engagement and inclusion.</p> <p>All paragraphs 3(a) – 4 in Part 1 are met.</p>
<p><b>Good (2)</b></p>	<p>Teaching in most areas of study is predominantly good. As a result, most pupils and groups of pupils, including looked after children, disabled pupils and those who have special educational needs, are making good progress and achieving well over time. Teachers expect pupils to achieve well. They plan and teach lessons that consistently enable pupils to develop well their knowledge, skills and understanding in all areas of study. Reading, writing, communication and mathematics are taught effectively. Teachers listen to, carefully observe and skilfully question pupils, reshaping tasks and explanations to ensure that each pupil learns well. Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. Teachers assess pupils' learning and progress regularly and accurately and ensure that pupils know how well they have done and what they need to do to improve. Effective teaching</p>

	<p>strategies and appropriately targeted support and intervention match pupils' individual needs, including those most and least able, so that pupils learn well and make good progress over time. Any disruptive behaviour is managed effectively.</p> <p>All of paragraphs 3(a) – 4 in Part 1 are met.</p>
<b>Adequate (3)</b>	<p>The teaching is competent but it does not meet the criteria for 'good'. Teachers cover the curriculum and pupils learn, but they do not make enough progress for it to be judged 'good'. Teaching is not judged inadequate as defined below. All paragraphs 3(a) – 4 in Part 1 are met.</p>
<b>Inadequate (4)</b>	<p>Teaching is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> <li>■ As a result of weak teaching over time, pupils or groups of pupils are not making enough progress.</li> <li>■ Pupils cannot communicate, read, write or use mathematics as well as they should as a result of the teaching they receive.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or motivate particular groups of pupils, including looked after children, disabled pupils and those who have special educational needs. Assessment is not frequent or accurate enough to monitor pupils' progress, with the result that teachers do not have a clear enough understanding of pupils' needs and thus set tasks which fail to support or challenge them. Pupils do not know what to do to improve.</li> <li>■ Poor or challenging behaviour is not managed well enough and thus prevents other children from learning.</li> <li>■ In the Early Years Foundation Stage, adults' knowledge and understanding of three to five year olds' development is inadequate, so that these children do not make enough progress. In schools without an exemption, planning for and delivery of the learning and development requirements for the Early Years Foundation Stage are inadequate and the specific requirements<sup>11</sup> that have a significant impact on children are not met. Adults do not have a clear enough understanding of the Early Years Foundation Stage children's needs because observations are not frequent or accurate enough to monitor children's progress and to plan appropriate activities</li> <li>■ One or more of paragraphs 3(a) – 4 in Part 1 are not met.</li> </ul>

## Quality of curriculum

21. Independent schools are not required to follow the National Curriculum, but they must meet the independent school standards which set out a broad range of curricular experiences. If they provide for children in the Early Years Foundation Stage they must, unless they have an exemption, meet all of the

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<sup>11</sup> As set out in the *Statutory framework for the Early Years Foundation Stage* (DFE-00023-2012), Department for Education, 2012;  
[www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012](http://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012).

learning and development requirements of the Early Years Foundation Stage. In some specialised schools the curriculum includes additional subjects or specialist areas of learning designed to meet the school's aims, but these should support and enhance and not disadvantage the quality and delivery of the academic curriculum. The curriculum as a whole must be well planned for each age group and key stage and should ensure that pupils of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practise new skills, and make progress in a range of areas of learning. The school's provision must meet the requirements set out in pupils' statements of special educational need.

## Criteria

22. When evaluating the quality of the curriculum, inspectors consider:

- the extent to which the curriculum is broad and balanced, covers all the required areas of learning, and is designed and modified to meet the needs of individuals and groups of pupils including 'high-fliers' and disabled pupils or those with a special educational need<sup>12</sup>
- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for secondary-age pupils
- the extent to which boarding staff contribute to the well-being, learning and personal development needs of residential pupils.

## Sources of evidence

23. The main evidence for this judgement will come from inspectors' observations of curriculum plans, schemes of work, teachers' planning and the impact of the curriculum on pupils' learning through a scrutiny of their work and by talking to them. Inspectors should also take into account the impact on pupils' progress

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<sup>12</sup> Including the extent to which the school meets the requirements of any statements of special educational need.

and achievements of additional elements in the school's curriculum which reflect the aims of the school. Inspectors should also take account of the views of pupils, parents and staff.

### Grade descriptors: quality of curriculum

<p><b>Outstanding (1)</b></p>	<p>The curriculum and other activities are exemplary in significant elements and at least good in all respects. The school's curriculum provides highly positive memorable experiences and rich opportunities for high-quality learning. It meets the needs of all pupils and gives them the opportunity to make exceptional progress, particularly in developing their reading and writing, communication and mathematical skills. Early entry to public examinations is fully justified by results and provides excellent opportunities for further study. Schemes of work contain careful and detailed plans to challenge the most able as well as to support those with special educational needs and/or disabilities. There is clear and rapid progression in the activities planned for all year groups in all or almost all subjects. Pupils receive well-judged advice and assistance to make important choices and to prepare very well for the next stage in their lives. There is a rich and varied programme of extra-curricular activities, off-site visits and visiting speakers to the school, including an evening and/or weekend programme for boarders, where relevant. Extensions to the curriculum, where relevant to the type of school, are extremely well planned and fully support both pupils' academic progress and the aims of the school. The impact of the wider curriculum is that pupils are helped to become well-rounded individuals who are knowledgeable about a wide range of issues, and able to develop and pursue new interests to a high level.</p> <p>The provision for three to five year olds in the Early Years Foundation Stage provision is at least good in all major aspects and is exemplary in most. Whether or not the school has applied for exemption from the learning and development requirement of the Early Years Foundation Stage, the educational programmes for young children are exceptionally well organised to provide them with rich, varied and stimulating experiences that meet the needs of all children exceedingly well. Where an exemption is in place, the curriculum is outstanding and meets the stated curricular aims of the school with regard to this phase.</p> <p>All paragraphs 2(1) – 2(2)(j) in Part 1 are met.</p>
<p><b>Good (2)</b></p>	<p>The curriculum and other activities are at least good in all respects. The school's curriculum meets the needs of all pupils and provides good opportunities for all pupils to make good progress, particularly in developing their reading and writing, communication and mathematical skills. Any early entry to public examinations is justified by results. The school's curriculum is well organised and supported effectively by clear and detailed schemes of work and other planning which demonstrates how pupils of all ages and aptitudes are to be challenged and supported. There is clear evidence of planning for good progression. Pupils are well prepared for their future economic well-being, and in</p>

	<p>secondary schools, where applicable, there may be a strong work-related dimension. Education for personal, social and health education is good. The extra-curricular opportunities for enrichment are well-suited to the pupils' needs and interests, varied, have a good take up, and are enjoyed by most pupils. Any extensions to the curriculum are well planned; they support pupils' academic progress and the aims of the school.</p> <p>In schools without an Early Years Foundation Stage exemption, adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being. An interesting, well-equipped, and welcoming environment successfully reflects most children's backgrounds and the wider community. Where exemption from the Early Years Foundation Stage learning and development requirements applies, there is a well-planned curriculum for three to five year olds which meets the stated curricular aims of the school and promotes the children's learning and development well.</p> <p>All paragraphs 2(1) – 2(2)(j) in Part 1 are met.</p>
<p><b>Adequate (3)</b></p>	<p>The curriculum enables all pupils of all ages to learn and make progress, but requires improvement to meet the criteria for 'good'. It is not judged inadequate. It meets all paragraphs 2(1) – 2(2)(j) in Part 1. There may be minor weaknesses in the documentation or curriculum planning but not such that they have a negative impact on pupils' or groups of pupils' opportunity to learn and make progress in all areas of study.</p> <p>Provision for three to five year olds meets the learning and development requirements of the Early Years Foundation Stage in schools without an exemption.</p>
<p><b>Inadequate (4)</b></p>	<p>The curriculum is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> <li>■ The curriculum is inadequately matched to the needs, interests and aspirations of the pupils in the school, and does not enable them to learn and make sufficient progress. Pupils are entered for public examinations inappropriately early, and as a result their achievement and enjoyment of learning are significantly impaired.</li> <li>■ The curriculum for the Early Years Foundation Stage is poorly planned and does not cover adequately the areas for learning, so that pupils aged three to five years are not given appropriate opportunities for development.</li> <li>■ Curriculum planning is weak so that there is no clear indication of progression in the activities planned for succeeding year groups and pupils do not progress as well as they could.</li> <li>■ There is weak provision for literacy and other basic skills and their application across the curriculum.</li> <li>■ The curriculum of the school is severely imbalanced by some aspects so that pupils are not enabled to make sufficient academic progress.</li> <li>■ There is inadequate provision for personal, social and health</li> </ul>

	education. One or more of paragraphs 2(1) – 2(2)(j) in Part 1 are not met and this has a negative impact on pupils’ ability to learn and make progress.
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## Pupils’ welfare, health and safety

24. All independent schools must meet the independent school standards for pupils’ welfare, health and safety, including the welfare requirements of the Early Years Foundation Stage where appropriate.

### Criteria

25. When reaching a judgement on the quality of the school’s provision for pupils’ welfare, health and safety inspectors **must** consider:
- the school’s safeguarding arrangements including safe recruitment and recording procedures, effective arrangements for child protection and the training and development of staff so that children can be safe in school
  - the school’s commitment to eliminating bullying and promoting a safe environment and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
  - how well the school ensures the systematic and consistent management of behaviour, including the use and recording of rewards and sanctions, and implements written policies to promote good behaviour
  - the provision of a safe and secure school environment, including the elimination of potential risks to pupils’ welfare, health and safety both on and off-site, including particular attention, where relevant, to the health and safety of pupils with priority needs
  - the systematic and consistent management of procedures to reduce the risk of fire and comply with fire safety regulations
  - where boarding or residential accommodation is provided, the extent to which procedures have regard to the national minimum standards for boarding schools or for residential special schools
  - how effectively the arrangements for pupils’ care in the event of sickness, accident or injury are implemented
  - how effectively pupils are supervised
  - the effectiveness of the school’s monitoring and recording systems for pupils’ attendance and punctuality
  - how well the school reviews admission arrangements and makes adjustments to ensure the accessibility of the school’s premises and curriculum for all pupils

- in boarding and residential special schools, the effectiveness of the school's provision for the welfare, health and safety of residential pupils.

### Sources of evidence

26. Inspectors should also take into account the evidence from:

- the schools' policies and records, including any pertinent to the Early Years Foundation Stage
- the views expressed by pupils, and different groups of pupils, on welfare, health and safety, respect for and courtesy towards others and their views on harassment, racism, homophobia and different types of bullying
- the views of parents and carers, staff, proprietors and others
- the extent to which pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.

### Grade descriptors: pupils' welfare, health and safety

<p><b>Outstanding (1)</b></p>	<p>Pupils are exceptionally well cared for. The school is proactive in its approach to safeguarding pupils and enables them to understand how they can keep themselves and others safe. Arrangements for staff recruitment are of a very high standard. Robust policies and procedures have been established to promote the welfare, health and safety of all pupils at all times and to eliminate or tackle bullying successfully. The school's procedures comply fully with government legislation and guidance, and are rigorously and consistently implemented and monitored regularly to secure improvement. Staff have a clear understanding of their responsibilities and commonly undertake a broad range of training to keep up to date. The pupils routinely enjoy healthy lifestyles and confidently adopt practices that ensure their own safety. The school is an inclusive community in which they all feel safe and valued. The school actively advances equality of opportunity, tackles discrimination and fosters good relations. Where appropriate, pupils make strong friendships: they appear happy and open in their relationships and the school does all it can to ensure that no child is isolated or left out. Parents and carers have confidence in the school's procedures for welfare, health and safety. Boarders form a happy and thriving community and report that they have made strong friendships. For children in the Early Years Foundation Stage, their health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are</p>
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	<p>individual to the nursery. There are no breaches of the Early Years Foundation Stage welfare requirements.<sup>13</sup></p> <p>All paragraphs in Parts 3 and 4 are met.</p>
<b>Good (2)</b>	<p>Good quality of care for pupils is seen in the high level of commitment of staff and their competence in promoting pupils' health and safety. Arrangements for the safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. Any pupils at risk are identified early and effective arrangements are put in place to keep them engaged. Pupils are well supervised in school and on trips. The school deals with instances of bullying swiftly and effectively. Arrangements to promote good behaviour are very effective and result in a calm environment for learning. Most pupils are keen to achieve healthy lifestyles and to keep safe. The school works well with parents, carers and other agencies to ensure that pupils are kept safe.</p> <p>Comprehensive policies and procedures ensure that children and young people are protected and well supported. In the Early Years Foundation Stage all adults are well deployed to support children's learning and welfare. If there is a breach of the Early Years Foundation Stage welfare requirements it is minor, and has no impact on the safety and well-being of children.</p> <p>All paragraphs in Parts 3 and 4 are met.</p>
<b>Adequate (3)</b>	<p>All paragraphs in Parts 3 and 4 are met, such that the pupils' welfare, health and safety is not at risk or potential risk. The provision is not judged to meet either the 'good' or 'inadequate' criteria. In exceptional circumstances there may be a minor weakness in meeting a detail of the paragraphs in Parts 3 and 4 but this should be easily rectified and must not compromise pupils' welfare, health and safety.</p> <p>Any breaches of Early Years Foundation Stage specific requirements are very minor and do not have a detrimental impact on the safety and well-being of children or on the extent to which the overarching requirements as set out in the <i>Statutory framework for the Early Years Foundation Stage</i> are met.</p>
<b>Inadequate (4)</b>	<p>The provision for pupils' welfare, health and safety is likely to be inadequate where:</p> <ul style="list-style-type: none"> <li>■ the school does not care well enough for its pupils – the school's procedures for safeguarding and supervision are inadequate, so that pupils' mental or physical safety is either at risk or could be put at risk</li> <li>■ recruitment procedures for ensuring the suitability of the proprietor and staff to work with children are not sufficiently rigorous and could leave children at risk</li> <li>■ child protection procedures are weak – staff are inadequately trained, insufficiently vigilant, or ineffective in safeguarding pupils'</li> </ul>

<sup>13</sup> *Statutory framework for the Early Years Foundation Stage* (DFE-00023-2012), Department for Education, 2012; [www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012](http://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012).

	<p>health and safety</p> <ul style="list-style-type: none"> <li>■ the school's systems for managing poor behaviour are weak or inconsistently applied so that there are incidents of poor behaviour which are injurious to others and/or prevent pupils from learning. Racist or extremist incidents are poorly handled</li> <li>■ there are significant health and safety hazards in the school for all pupils or for particular groups of pupils.</li> <li>■ the welfare requirements set out in the <i>Statutory framework for the Early Years Foundation Stage</i> are not met so that the health and safety of children in this stage are at risk</li> <li>■ one or more of the paragraphs in Parts 3 and 4 are not met, to the extent where pupils' welfare, health and safety are compromised.</li> </ul>
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## Leadership and management

### Criteria

27. Inspectors must note that there are various ways in which an independent school may be owned and managed. Whereas some schools have a board of trustees or governors, others are owned by a company or by a sole proprietor who may also be the headteacher. However the school is owned, inspectors must focus primarily on the influence the leadership and management has on the quality of the school's educational provision and its impact on pupils' achievements.
28. When evaluating the quality of leadership and management in the school (including, where relevant, the work of the proprietor or governors), inspectors consider how well they:
- demonstrate an ambitious vision for the school with high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance
  - improve teaching and learning through rigorous performance management and professional development
  - provide the ethos and conditions for all pupils to achieve their full potential, learn and make progress
  - evaluate the school's strengths and weaknesses and use the findings to generate improvement
  - improve the school and develop its capacity for sustaining improvement by developing high-quality teaching, leadership capacity and high professional standards among all staff
  - engage with parents and carers, and placing authorities, where relevant, in supporting pupils' achievement, behaviour and personal development and their spiritual, moral, social and cultural development

- ensure that all the required policies, routines and procedures are in place and are implemented effectively so that the independent school standards are met, pupils are safe, parents and carers have the information they require and the school operates as an efficient and orderly community.

## Sources of evidence

29. Inspectors should focus on how effectively leaders and managers at all levels enable pupils to overcome specific barriers to learning and promote improvements for all pupils and groups of pupils in the context of the individual school. These are likely to include:

- how relentlessly leaders, managers, the governing body, proprietors and trustees pursue a vision for excellence, for example through:
  - the rigorous implementation of well-focused improvement plans based on robust self-evaluation
  - the consistent implementation of policies and procedures
  - the extent to which staff, pupils, parents and carers and, where relevant, placing authorities, are engaged by and contribute to realising the vision and ambition of leaders, managers, governors, proprietors and trustees
- effective monitoring and evaluation of the quality of the curriculum and teaching, performance of the school relative to other schools, and the satisfaction of pupils and their parents, carers and, where relevant, placing authorities
- effective strategies for improving the teaching and care of pupils, including, where relevant, the teaching of reading and improving behaviour, for example through:
  - systematic, accurate and robust performance management including using appropriate procedures for tackling underperformance
  - monitoring the quality of teaching and learning and acting on its findings
  - providing a coherent and effective programme of training and professional development based on the identified needs of the pupils and staff; where relevant, this should especially consider newly qualified teachers and teachers at an early stage of their career, ensuring that all staff training required for continued registration as an independent school has been completed and is up to date
  - developing staff through dialogue, coaching, training, mentoring and support, and providing examples of best practice
  - leading curriculum development
- ensuring that the curriculum is suitable for the needs, aptitudes and interests of the pupils; is well planned and delivered by staff with the appropriate knowledge and skills to do so; and promotes pupils' progress and personal development

- demonstrable capacity to bring about further improvement as shown by a combination of:
  - a track record of improving aspects of academic performance and/or maintaining high levels of academic performance
  - improvements in the quality of teaching over time or the maintenance of good or better teaching
  - robust self-evaluation which underpins actions and plans focused on the right areas to bring about improvement noting that good intentions and an aspirational outlook, or a recent change of headteacher following a period of poor leadership, do not in themselves provide sufficient proof of the capacity to achieve improvement
- effective work by the proprietor, governing body or board of trustees, where relevant to the nature of the school's ownership, including how well they:
  - know the school, including the provision in the Early Years Foundation Stage, and understand its strengths and weaknesses through being fully involved in the school's self-evaluation
  - support and strengthen school leadership and contribute to shaping its strategic direction
  - provide challenge and, where relevant, hold the headteacher and other senior leaders to account for improving the quality of teaching and the effectiveness of performance management systems
  - work efficiently including through having a systematic approach to meeting statutory duties and approving and monitoring priorities, ensuring they are focused on improving teaching and learning
- effective procedures for identifying and supporting disabled pupils, those with a special educational need and pupils with other significant disadvantages, so that they can maximise their potential and are enabled, wherever possible, to overcome their barriers to learning
- effective strategies and procedures for promoting pupils' spiritual, moral, social and cultural development, including providing appropriate guidance to help pupils prepare for life in modern democratic Britain and a global society
- managing safeguarding arrangements to ensure that there is safe recruitment and all pupils are safe, including, for example, the effective identification of children in need or at risk of significant harm, for instance:
  - maintaining the single central record and appropriate arrangements for child protection and the safe recruitment of staff
  - the rigour with which absence is followed up
  - how well safe practices and a culture of safety are promoted through the curriculum

- providing school premises and accommodation, including for any residential pupils, which meet the requirements of the independent school standards and relevant national minimum standards and ensuring that good use is made of them
- promoting the confidence and engagement of parents and carers, and where appropriate placing authorities, in their children’s learning and the development of good behaviour, and providing them with the information about the school they require
- working in partnership with other schools, external agencies and the community, including business, to improve the school, extend the curriculum and increase the range and quality of learning opportunities for pupils
- implementing fair and robust procedures for handling complaints.

### Grade descriptors: leadership and management

<p><b>Outstanding (1)</b></p>	<p>The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils irrespective of their ability over a sustained period of time. All leaders and managers are highly ambitious for the pupils and lead by example. They base their plans and actions on a deep and accurate understanding of the school’s performance and of staff and pupils’ skills and attributes. There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy. Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers’ improvement. As a result, teaching is outstanding, or at least consistently good and improving. Where relevant to the nature of the school’s ownership, the proprietor, trustees, governors or those with similar responsibilities hold senior leaders to account for all aspects of the school’s performance.</p> <p>The school’s curriculum provides highly positive, memorable experiences and rich opportunities for high-quality learning, has a very positive impact on all pupils’ behaviour and contributes very well to pupils’ achievement and to their spiritual, moral, social, cultural development and personal development. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</p> <p>The school has highly successful strategies for engaging with parents and carers, to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. The school’s arrangements for safeguarding pupils are robust and meet statutory requirements. Rigorous planning and monitoring at all levels ensures that staff and resources are used judiciously to benefit all groups of pupils.</p>
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	<p>School managers have ensured that all the independent school standards and, where relevant, national minimum standards, and the statutory requirements of the Early Years Foundation Stage are met.</p>
<p><b>Good (2)</b></p>	<p>Key leaders and managers, including, where appropriate, the proprietor, governors or trustees, consistently communicate high expectations and ambition. Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development is matched to the needs of the school and staff. Self-evaluation is robust and the school's actions have been carefully planned, concerted and effective. Where relevant to the nature of the school's ownership, the proprietor or governors/trustees systematically challenge senior leaders. As a result, the quality of teaching and the pupils' achievements have improved or previous good performance has been sustained. Effective policies ensure that pupils make at least good progress in literacy. The school's curriculum provides well organised and effective opportunities for all groups of pupils to learn well and make good progress. The school ethos promotes positive behaviour and good personal development for pupils, including all aspects of their spiritual, moral, social and cultural development. The school works well with parents and carers, including those who might find working with the school difficult, to achieve positive benefits for pupils. Careful planning and monitoring at all levels ensures that there is deployment of staff and resources which benefits the pupils.</p> <p>School managers have ensured that all paragraphs in Parts 1–4 are met, and that all or almost all paragraphs in Parts 5 (accommodation and premises), 6 (information for parents), and 7 (handling complaints) are met. There may be no more than four regulatory failures overall, and any failures are minor, are easily rectified, and do not have a significant impact on pupils' welfare, health and safety, academic or personal development.</p>
<p><b>Adequate (3)</b></p>	<p>Leadership and management are not inadequate, but require improvement to meet the criteria for 'good'.</p> <p>School managers have ensured that all paragraphs in Parts 1–4 for independent schools are met and that the large majority of other paragraphs and, where relevant, national minimum standards are met. Any regulatory failures do not compromise pupils' welfare, health and safety, academic or personal development and do not result in any 'inadequate' key judgements.</p>
<p><b>Inadequate (4)</b></p>	<p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ One or more of the key inspection judgements is inadequate and there are significant and/or numerous regulatory failures which have a negative impact on pupils', welfare, health and safety, academic or personal development.</li> <li>■ There has been insufficient progress since the last inspection. Improvements that have been made are fragile, too slow or are dependent on external support. Based on this, managers' capacity for securing further improvement is limited.</li> <li>■ Self-evaluation lacks rigour, so that leaders and managers have an</li> </ul>

	<p>unrealistic view of the school's provision and this has a detrimental impact on pupils' achievements and personal development. There is no clear plan for how to improve.</p> <ul style="list-style-type: none"> <li>■ Leaders and managers are not taking sufficiently effective steps to secure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ A lack of attention to literacy is impeding pupils' progress.</li> <li>■ Leaders and managers are not taking sufficiently effective steps to secure good behaviour from all pupils and fail to ensure that staff have a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and as a result pupils' achievement and enjoyment of learning are significantly impaired.</li> <li>■ Where relevant to the nature of the school's ownership, the proprietor, governors or trustees are not sufficiently robust in holding the school to account for its performance.</li> </ul>
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## Overall effectiveness

30. This section will be the first to appear in the report and summarises the main findings of the inspection. It must state the extent to which the school meets the independent school standards.
31. In reaching a fair and balanced judgement of the overall effectiveness of the school, inspectors **must** take account of each of the six key inspection judgements for:
- pupils' achievement
  - pupils' behaviour and personal development, which includes their spiritual, moral, social and cultural development
  - the quality of teaching
  - the quality of the curriculum
  - provision for pupils' welfare, health and safety
  - the quality of leadership and management of the school.
32. Inspectors must use their professional judgement alongside the grade descriptors and guard against simply aggregating the individual grades for each aspect. They must consider the extent to which the school meets the needs of its pupils. They must take account of the destination of pupils when they leave the school and consider how well they have been prepared for their next steps. They must consider the impact of teaching on pupils' learning, achievements and personal development, and the robustness of leadership and management in improving the quality of education or in maintaining already high standards.

## Grade descriptors: overall effectiveness

<p><b>Outstanding</b> <b>(1)</b></p>	<p>The overall effectiveness of the school is likely to be judged outstanding where the high quality of the school’s teaching and curriculum provision has a clear and demonstrable impact on the excellent learning, achievement and personal development of all pupils. Most key judgements are likely to be ‘outstanding’ and none is less than ‘good’.</p> <p>Forward-looking leadership ensures that best practice is spread effectively in a drive for continuous improvement. The school has the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their ages, and that pupils with special educational needs or disabilities make excellent progress appropriate to their age and capabilities.</p> <p>The school’s thoughtful and wide ranging promotion of the pupils’ spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community, and develop tolerant and respectful attitudes to others. All pupils, including boarders or residential pupils, are extremely well cared for. Consequently, pupils and groups of pupils have an excellent experience of school, ensuring that they are very well equipped for the next stage of their education, training or employment.</p> <p>All of the independent school standards (and, where relevant, the national minimum standards for boarding or residential special schools, or statutory requirements of the Early Years Foundation Stage) are met.</p>
<p><b>Good</b> <b>(2)</b></p>	<p>All or almost all aspects of the school are judged to be good or better, so that pupils learn well and make good progress. They benefit from teaching that is at least good, and this promotes very positive attitudes to learning, or improves the attitudes of disaffected pupils considerably, and ensures that achievement is at least good or improving rapidly. Pupils’ progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading. The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.</p> <p>Leadership and management have a beneficial impact on the constant improvement of teaching and learning. Pupils are well cared for. Deliberate and effective action is taken to create a cohesive learning community by promoting well the pupils’ spiritual, moral, social and cultural development and developing tolerant and respectful attitudes to others. There is a positive climate for learning, so that pupils are well prepared for the next stage in their education, training or employment.</p> <p>All paragraphs in Parts 1–4, relating to the quality of education provided, spiritual, moral, social and cultural development of pupils, and welfare, health and safety of pupils are met. All or almost all those in Parts 5 (accommodation and premises), 6 (information for parents), and 7 (handling complaints) are met. There may be no more than four regulatory failures overall, and any failures are minor, are easily rectified, and do not have a significant impact on pupils’ welfare, health</p>

	and safety, academic or personal development. In boarding and residential special schools all national minimum standards are met. In schools with Early Years Foundation Stage provision, the statutory requirements of the Early Years Foundation Stage are fully met.
<b>Adequate (3)</b>	The school is meeting the large majority of the independent school standards and, where relevant, the national minimum standards for boarding or residential special schools and the statutory requirements of the Early Years Foundation Stage. Any regulatory failures are minor, are easily rectified, and do not have a serious impact on pupils' welfare, health and safety, academic or personal development. All key inspection judgements are at least adequate, but there are some areas where the school must improve to be judged 'good'.
<b>Inadequate (4)</b>	Overall effectiveness is likely to be inadequate if <b>any</b> of the key inspection judgements are inadequate. There are significant and/or numerous regulatory failures which have a negative impact on pupils' welfare, health and safety, academic or personal development.

## Evaluating the quality of boarding and residential provision in schools

33. In a boarding or residential special school inspectors will make five key judgements about the residential/boarding provision in addition to the education judgements. These judgements will be made in accordance with the guidance and grade descriptors in the *Evaluation schedule for the inspection of boarding and residential provision in schools*.<sup>14</sup> The inspection team must take account of the judgements of the residential provision in reaching a judgement of the overall effectiveness of the school.

## Evaluating the quality of early years childcare provision

34. Early years registered childcare is inspected as required by the Childcare Act 2006. The inspection of this provision may take place at the same time as the school inspection or at another time. Following inspection a separate report is always written about the registered provision.

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<sup>14</sup> *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2013; [www.ofsted.gov.uk/resources/110096](http://www.ofsted.gov.uk/resources/110096).