

# Criteria for making judgements

Section 162A independent school inspection guidance

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## Criteria for making judgements about the quality of the school's provision

Inspectors should use a best-fit approach when making judgements.

### The quality of the curriculum

<p><b>Outstanding</b></p>	<p>The curriculum and other activities are at least good in all or nearly all respects and are exemplary in significant elements. The curriculum is directly relevant to pupils' needs and enables them to make exceptionally good progress, particularly in their basic skills. Pupils receive well-judged advice and every assistance to make important choices and to prepare very well for the next stage in their lives. Schemes of work show plans to challenge the most able as well as to support those with special needs, and there is clear progression in the activities planned for year groups. There is a rich and varied programme of extra-curricular activities, off-site visits and visiting speakers to the school, including an evening and weekend programme, where relevant, for boarders. 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><b>Good</b></p>	<p>The great majority of pupils make good progress, are well served by the curriculum and no group is ill-matched to what is provided. There is good provision for basic skills. Pupils have many opportunities to contribute to and take on responsibilities in the school or wider community. The curriculum provides opportunities for all pupils, including those with learning difficulties and/or disabilities, and those who are vulnerable, to progress and develop well. Progression routes are clear and well established. Pupils are well prepared for their future economic well-being, and in secondary schools there may be a strong work-related dimension. Education for personal, social and health education is good, as are the opportunities for enrichment, which are varied, have a good take up and are enjoyed by most pupils.</p>
<p><b>Satisfactory</b></p>	<p>The curriculum is inadequate in no major respects, and may be good in some respects. Planning is sufficiently detailed to provide pupils with experiences in a broad range of areas of learning as well as their personal and social development. It takes account of pupils' individual needs and ages and enables them to make at least satisfactory progress in their learning and acquisition of basic skills. Satisfactory arrangements are in place for pupils to receive the guidance and experiences they need to prepare them for moving to the next stage in their education or working life.</p>
<p><b>Inadequate</b></p>	<p>The curriculum is inadequately matched to pupils' needs, interests and aspirations and they do not therefore progress as well as they could. This shows itself in the disaffection displayed by pupils. There is weak</p>

	<p>provision for basic skills. There is inadequate provision for education in personal, social and health education. There is no clear indication of progression in the activities planned for succeeding year groups. The school has a limited range of enrichment activities. Pupils' capacity for their future economic well-being is not adequately developed.</p>
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## The quality of teaching and assessment

<b>Outstanding</b>	<p>All the criteria for 'good' are met and teaching is at least good in all respects and is exemplary in significant elements. The teaching engenders an infectious enthusiasm and enjoyment of learning among the pupils. A range of teaching methodologies and resources is used to stimulate interest, promote creativity and encourage pupils to think and learn independently. Planning is based on a thorough knowledge of pupils' attainment and their strengths and weaknesses. Excellent subject knowledge and understanding of the demands of public examinations, where appropriate, ensures that pupils are very well prepared to take these and any entrance requirements for their next phase of education. As a result, pupils thrive and make exceptionally good progress. Assessment records and reports are focused, detailed and clearly indicate the amount of progress made.</p>
<b>Good</b>	<p>Pupils make good progress and show good attitudes to their work, as a result of effective teaching. Planning for lessons is derived from longer-term planning that demonstrates clearly how pupils are expected to progress in their knowledge, skills and understanding. The teachers' good subject knowledge lends confidence to their teaching styles and resources, which engage pupils and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based on accurate assessment that informs pupils how to improve, work is tailored to the range of pupils' needs, so that all can succeed. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Those with additional learning needs have work well matched to their needs, based on a good understanding and identification of them.</p>
<b>Satisfactory</b>	<p>Teaching is inadequate in no major respect, and may be good in some respects, enabling pupils to enjoy their education and make satisfactory progress. Planning results in activities and use of resources that are suitably matched to most pupils' ages, prior attainment and individual needs. Pupils' work is assessed regularly so that their progress can be monitored and their work adapted as necessary. The teaching encourages pupils to behave responsibly.</p>
<b>Inadequate</b>	<p>Pupils in general, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Pupils do not enjoy their work. Behaviour is sometimes inappropriate as a direct result of poor classroom management or a lack of stimulating tasks. Teachers' knowledge of the curriculum and the course requirements is</p>

	<p>inadequate, and the level of challenge is often wrongly pitched. The teaching methods used do not sufficiently engage and encourage the pupils. Not enough independent learning takes place or pupils are excessively passive. Assessment is not frequent or accurate enough to monitor pupils' progress, so teachers do not have a clear enough understanding of pupils' needs. Pupils do not know how to improve. Teaching assistants, resources, and parents/carers are inadequately utilised to support pupils.</p>
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## How well pupils progress in their learning

<b>Outstanding</b>	<p>Progress is at least good in all or nearly all respects and is exemplary in significant aspects of pupils' work. Each pupil achieves very well against the targets set for them in the short and long term.</p>
<b>Good</b>	<p>Pupils achieve well against challenging targets that are based on their capability and starting points. Most pupils, including those with learning difficulties and/or disabilities and others who are vulnerable, make at least good progress and some may make very good progress. Pupils are gaining knowledge, skills and understanding at a good rate across all key stages.</p>
<b>Satisfactory</b>	<p>Pupils' progress is inadequate in no major respect, and may be good in some respects. Pupils make satisfactory gains in their learning over time when set against their starting points.</p>
<b>Inadequate</b>	<p>A significant number of pupils do not have targets set for them, or those that are set are not adequately challenging. As a result considerable numbers of pupils underachieve, or particular groups of pupils underachieve significantly. The pace of learning is insufficient for pupils to make satisfactory gains in knowledge, skills and understanding, especially in core subjects. Overall, pupils do not achieve well enough when set against their capability and starting points.</p>

## The quality of provision for pupils' spiritual, moral, social and cultural development (and its impact on personal development)

<p><b>Outstanding</b></p>	<p>Pupils' personal development and spiritual, moral, social and cultural development is at least good in all respects and is exemplary in significant elements. Their attitude to school is exceptionally positive as shown in their high levels of attendance and willingness to participate in lessons and the broader range of school activities. They are courteous to others and proud of their contribution to the school and the wider community. Every care has been taken to provide each pupil with an opportunity to find something they can excel at. Their growing self-confidence is demonstrated in their willingness to use their initiative, to take responsibility and to make decisions about their future.</p>
<p><b>Good</b></p>	<p>Pupils' overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. The pupils enjoy school a good deal, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. The school has a strong commitment to promoting good relationships between people regardless of age, race, gender, disability, ethnic heritage or sexual orientation. The pupils make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles and adult life.</p>
<p><b>Satisfactory</b></p>	<p>Pupils' personal development and spiritual, moral, social and cultural development is inadequate in no major respect, and may be good in some respects. Pupils make satisfactory gains in their spiritual, moral, social and cultural development. Most enjoy school and attend regularly. Most accept responsibility for their own behaviour and show consideration for others. Pupils demonstrate a growing awareness of how they can contribute to community life. They know about, and respect their own and other cultures. They are developing a basic knowledge of public institutions and services in England.</p>
<p><b>Inadequate</b></p>	<p>Pupils' overall spiritual, moral, social and cultural development is unsatisfactory. Pupils generally, or significant groups of them, are disaffected and do not enjoy their education, as shown by their unsatisfactory attitudes, behaviour and/or attendance. Pupils do not engage readily with the community and may have scant regard or respect for other people's beliefs and values. Too many pupils have poor attendance, are excluded or drop out, and the school makes inadequate attempts to re-engage them.</p>

## Pupils' behaviour

<p><b>Outstanding</b></p>	<p>Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well.</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' learning and progress.</p>
<p><b>Good</b></p>	<p>Pupils' behaviour makes a strong contribution to good learning in lessons. Their behaviour is welcoming and positive. They routinely show responsibility in responding to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerately towards each other.</p> <p>Pupils with behavioural, emotional and social difficulties show good progress in managing anger and anti-social behaviour, so that outbursts are rare and there is a calm and business-like learning environment in classrooms and around the school, which has a good impact on learning and progress.</p>
<p><b>Satisfactory</b></p>	<p>Pupils behave so that learning proceeds appropriately and time is not wasted. They understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. Around the school, pupils' behaviour is orderly so that public spaces are safe and calm. Pupils are polite and generally respond appropriately to sanctions. Incidents of poor behaviour are uncommon.</p> <p>Pupils with behavioural, emotional and social difficulties are making positive progress in managing their anger and anti-social behaviour; they understand how to behave well in a community; and their behaviour contributes positively to learning and progress.</p>
<p><b>Inadequate</b></p>	<p>Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well-being on more than isolated occasions. Time is wasted through persistent low-level disruption, excessive off-task chatter and a lack of attention in too many lessons. Some 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.</p> <p>In schools catering for pupils with behavioural, emotional and social difficulties the young people have made no progress in managing or improving their behaviour.</p>



## The quality of provision for pupils' welfare, health and safety (and its impact on their well-being)

<p><b>Outstanding</b></p>	<p>Pupils are exceptionally well cared for. Provision for safeguarding pupils is of a very high standard. It meets all the criteria for 'good' provision and is significantly better in many respects. Robust policies and procedures have been established to promote the welfare, health and safety of all pupils at all times. These comply fully with government legislation and guidance and are rigorously and consistently implemented and regularly monitored. 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. Pupils have made strong friendships: they appear happy and open in their relationships and 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. The school has taken seriously its duty under the Equality Act 2010 and has made, or planned, thoughtful improvements to its provision.</p>
<p><b>Good</b></p>	<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. Instances of bullying and other forms of harassment are rare, and the school deals with any that do occur 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><b>Satisfactory</b></p>	<p>The welfare, health and safety of pupils are inadequate in no major respect, and may be good in some respects. The school cares well for its pupils, as seen in the attention given to promoting their well-being and enjoyment of school. The essential policies and procedures have been established in line with legislation and guidance and their implementation is generally satisfactory. Any bullying is dealt with appropriately. The majority of pupils are aware of the importance of adopting healthy lifestyles and keeping safe. If safeguarding arrangements concerning the suitability of the staff, supply staff, and proprietors (standards in part 4, schedule 1) are inadequate, leaving pupils at potential risk, then overall welfare, health and safety cannot be satisfactory. However, where there is a minor administrative failure which might cause the school to fail a detailed regulation, the provision overall can still be judged satisfactory if the school has had regard to current policy guidance and children are safe and well cared for.</p>

<b>Inadequate</b>	<p>The school does not provide care well enough for its pupils. As a result pupils are at risk. Pupils report that they feel at risk from bullying. Arrangements for the safeguarding and supervision of pupils are inadequate. The school's systems are too weak, or staff are inadequately trained or vigilant, to safeguard or promote pupils' health and safety. Arrangements for ensuring the suitability of the proprietor and staff to work with children are not sufficiently rigorous and could leave children at risk. The school fails to promote good behaviour among its pupils and does not keep appropriate records of bad behaviour or racist incidents. There are significant health and safety hazards in the school. The school does not have plans for improving its accessibility under DDA.</p>
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## Evaluating the quality and effectiveness of the Early Years Foundation Stage in early years settings and schools

The key judgements in the table below are common to inspections of the Early Years Foundation Stage whether in early years settings or in schools.

The four judgements are:

<b>Outcomes for children in the Early Years Foundation Stage</b>
<b>The quality of provision in the Early Years Foundation Stage</b>
<b>The effectiveness of the leadership and management of the Early Years Foundation Stage</b>
<b>Overall effectiveness of the Early Years Foundation Stage</b>

### Guidance on making judgements on the quality and effectiveness of the Early Years Foundation Stage

This guidance identifies what inspectors should consider when making judgements about the quality and effectiveness of the Early Years Foundation Stage. Inspectors use their professional judgement to evaluate the evidence, taking account of the major aspects set out in the bullet points. The grade descriptors are intended to help them do this.

The phrases *in italics* throughout this guidance link to the themes and commitments which underpin the Early Years Foundation Stage.

### Outcomes for children in the Early Years Foundation Stage

Inspectors should evaluate:

- the extent to which children enjoy their learning and achieve well; feel safe; learn to lead healthy lifestyles; make a positive contribution; and develop their skills for the future.

Inspectors may take account of the following:

- enjoying and achieving:
  - how well children learn and develop in relation to their starting points and capabilities
  - the extent to which children enjoy their learning
  - the extent to which children are active learners, creative and think critically
  - whether progress in particular areas of learning and development is consistently better than any other area or falls below others
  - how well children are able to work independently
  - whether the progress of particular groups (or individuals) is consistently better than, or lower than, others
- staying safe:
  - the extent to which children behave in ways that are safe for themselves and others
  - children's understanding of dangers and how to stay safe
  - the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- keeping healthy:
  - the extent to which children understand and adopt healthy habits such as good hygiene practices
  - the extent to which children are active and understand the benefits of physical activity
  - the extent to which children make healthy choices about what they eat and drink
- making a positive contribution:
  - children's enjoyment of and attitudes towards learning, including their desire to participate, willingness to make choices
  - how well children behave, join in, cooperate and share with each other
  - how well children make friends, *respect each other* and tolerate each other's differences
  - the extent to which children respond to the expectations of those who work with them

- children’s ability to make appropriate choices and decisions
- developing their skills for the future:
  - children’s skills in communicating, literacy, numeracy and progress in developing information and communication technology skills
  - the extent to which children are active, inquisitive and independent learners
  - children’s developing ability to solve problems
  - the extent to which children’s understanding of the wider world is demonstrated through their play.

**Outcomes for children in the Early Years Foundation Stage: grade descriptors**

<p><b>Outstanding (1)</b></p>	<p>For most children, the outcomes are at least good and the majority of outcomes are outstanding. Children are eager to attend and make significant gains in their learning. They have consistently good and often excellent levels of achievement and most children demonstrate outstanding progress in developing the skills that will help them in the future. Children play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Relationships are very strong at all levels, and children respect and tolerate each other’s differences. All children show that they are developing a very good understanding of how to keep themselves safe and healthy. They demonstrate exceptionally positive behaviour and high levels of self-control. Older and more able children say they feel safe at the setting/school. Children are confident to share concerns with their key person/childminder or other adults at the setting/school.</p>
<p><b>Good (2)</b></p>	<p>Most children, including those with learning difficulties and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals in most areas of learning. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They often share responsibility for decisions about routines. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show that they feel safe and they share concerns with their key person/childminder.</p>
<p><b>Satisfactory (3)</b></p>	<p>Overall, children make sound progress in their learning, although this may be stronger in some areas of learning. Most children are broadly content, settled and willingly take part in activities. They make some choices about the activities they engage in and, on occasion, share responsibility for decisions. Children know and comply with safety, health and care routines. Most show</p>

	<p>they usually feel safe when at the setting/childminder, and this is supported by parents' and carers' views. Children understand that unacceptable behaviour may put others at risk of harm. They generally know how to behave and how to use and care for their environment and resources, but sometimes need reminders.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ The goals that children reach within the educational programmes are not high enough when set against their capabilities and starting points. As a result, a significant number do not make sufficient gains across the areas of learning and/or particular groups of children underachieve significantly.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Children do not show enthusiasm for learning and some are reluctant to engage; they may remain unsettled and spend much of their time with little purpose, gaining little confidence and self-assurance. Some children are isolated or integrate poorly and are unable to work and play effectively either independently or with others. Arguments over resources, or disputes about sharing, may lead to aggressive behaviour which puts themselves and others at risk. They are not developing the social and learning skills that will equip them well enough for the future.</li> </ul>

## The quality of provision in the Early Years Foundation Stage

Inspectors should evaluate:

- how well children are helped to learn and develop
- how effectively children's welfare is promoted.

### Outline guidance

Inspectors may take account of the following:

- how well the adults *support learning and development*
- the quality of the *learning environment* both indoors and outdoors
- the quality of *planning* for individuals to ensure that each child is offered an enjoyable and challenging experience across the areas of learning
- how well information from *observation and assessment* is used to plan activities that are tailored to the needs and abilities of individuals
- how well additional learning and/or development needs are identified and provided for
- the extent to which there is planned, purposeful *play and exploration*, both in and out of doors, with a balance of adult-led and child-led activities that fosters *active learning*

- the steps taken by the *key people* to safeguard and promote the welfare of the children and how well adults teach children about *keeping safe*
- how *good health and well-being* are encouraged and whether necessary steps are taken to prevent the spread of infection, and whether appropriate action is taken when children are ill
- how effectively children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

### The quality of provision: grade descriptors

<p><b>Outstanding (1)</b></p>	<p>The provision is at least good in all major aspects and is exemplary in most. A highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained, is used very effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates children. Adults consistently give the highest priority to safeguarding all children. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting. Staff are highly skilled and sensitive in their management of children and their behaviour. Relationships are excellent.</p>
<p><b>Good (2)</b></p>	<p>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. Comprehensive policies and procedures ensure that children are protected and well supported. All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. Relationships are good and children's behaviour is managed well. There are effective partnerships with parents/carers, other agencies and providers.</p>
<p><b>Satisfactory (3)</b></p>	<p>The provision is satisfactory in all major aspects, and may be good in some. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. Observation and assessments and their use in planning are satisfactory, and generally</p>

	<p>consistent in quality. Adults generally manage children and their behaviour appropriately. They provide a secure environment which reflects the children's backgrounds and some sections of the wider community. Relationships are secure. Adults work sufficiently well with parents/carers and external agencies to meet the needs of the majority of children. Policies and procedures are adequate. Where outdoor play space is not regularly accessible, effective alternatives are planned.</p>
<p><b>Inadequate (4)</b></p>	<ul style="list-style-type: none"> <li>■ Adults' knowledge of the learning and development and/or welfare requirements and guidance is inadequate and the specific requirements<sup>1</sup> which have a significant impact on children are not met. This may be because systems are weak and some records, policies or procedures are missing or are out-of-date. Staff are insufficiently vigilant to protect children's safety and well-being.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Adults do not have a clear enough understanding of the children's needs because observations are not frequent or accurate enough to monitor children's progress, and to plan appropriate activities.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Some individuals and/or groups of children, such as those with learning difficulties and/or disabilities, are not sufficiently well supported and integrated; this may be because partnerships with parents, carers and external agencies are not sufficiently well developed.</li> </ul>

## The effectiveness of the leadership and management of the Early Years Foundation Stage

Inspectors should evaluate:

- how well children are safeguarded
- how well the setting/school engages with users and works in partnership with parents/carers and others
- the extent to which there is an ambitious vision and clear priorities for improvement that are driven by effective systems for self evaluation
- how consistently policies and procedures are implemented to promote equality and eliminate discrimination
- the extent to which there is effective and efficient use of resources.

### Outline guidance

Inspectors may take account of the following:

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<sup>1</sup> As set out in the *Statutory Framework for the Early Years Foundation Stage*

- the maintenance of records and implementation of policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the quality and effectiveness of risk assessments and actions taken to manage or eliminate risks
- how effectively and efficiently *available resources*, including training are *used and managed* to meet the needs of children and to achieve high-quality outcomes
- how effectively adults communicate an ambitious vision and *strive for improvement* to provide high quality care and education
- how effectively provision and outcomes are monitored through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- the extent to which *inclusive practice* is promoted so that all children's welfare needs are met and all achieve as well as they can
- how effectively *links with parents/carers*, other providers, services, employers and others promote the integration of care, education and any extended services.

### Leadership and management: grade descriptors

<p><b>Outstanding (1)</b></p>	<p>Leadership and management are at least good in all aspects and are exemplary in most, especially safeguarding. Those in charge have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. They have a clear and achievable plan for self-evaluation. This supports continuous improvement that staff, children and their parents/carers have been involved in developing and taking forward. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. All children's needs are exceptionally well met through highly effective partnerships between staff, parents/carers and their children, external agencies and other providers. Leaders and managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children. There are no breaches of <i>specific requirements</i>.<sup>2</sup></p>
<p><b>Good (2)</b></p>	<p>Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they</p>



	<p>have raised children's achievement and made improvements to provision. Resources are well deployed, including any extended services, to improve outcomes for children. Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. Effective links exist with parents/carers and other agencies and providers. If there is a breach of the <i>specific requirements</i><sup>3</sup> it is minor, and has no impact on the safety and well-being of children.</p>
<b>Satisfactory (3)</b>	<p>No major aspects of leadership and management are inadequate, and some may be good, as shown by their impact on the children. Areas of weakness have been identified and those in charge demonstrate the capacity to tackle them effectively. The deployment of resources and training opportunities is satisfactory. Safeguarding procedures are secure and all the required checks have been carried out. The staff are suitably trained and know what action to take in the event of a safeguarding issue. Adults generally work well with parents/carers, other settings and/or external agencies to meet the diverse needs of the children. Any breaches of <i>specific requirements</i> do not have a detrimental impact on the safety and well-being of children or on the extent to which the <i>overarching requirements</i> are met<sup>4</sup>.</p>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>■ Leadership and management are inadequate if any one of the <i>overarching requirements</i><sup>2</sup> is not met.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The quality of self-evaluation is inadequate and those in charge have too little impact. They are insufficiently focused on raising achievement and promoting the other outcomes and do not target the use of resources sufficiently well to bring about improvements.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ Links with parents/carers and/or others supporting children's care and education are not strong enough to ensure that individual needs are met. The views of others (e.g. children, parents/carers, external partners) are rarely sought and, if they are, little is done to address the issues or concerns raised.</li> </ul>

## Overall effectiveness of the Early Years Foundation Stage?

Inspectors should evaluate:

- how well the needs of children are met
- the capacity to make continuous improvement and/or sustain existing high standards.

### Outline guidance

Inspectors may take account of the following:

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<sup>2</sup> As set out in the *Statutory Framework for the Early Years Foundation Stage*

- how well the needs of all children are routinely met, *recognising the uniqueness of each child*
- how the setting *supports every child* so that no group or individual is disadvantaged
- whether all children make progress in their *learning and development*
- how well children's welfare is promoted, including the effectiveness of safeguarding procedures
- whether partnerships in the *wider context* are used to promote good quality education and care
- the extent to which planning for improvement and the processes of self-evaluation are effective
- improvements made since the last inspection, where applicable.

### Overall effectiveness: grade descriptors

<b>Outstanding (1)</b>	The setting is highly effective. Outcomes are consistently good and exemplary in significant elements. All major aspects of the provision are at least good and excellent in most respects. Highly effective partnerships between providers, parents/carers and other agencies ensure individual children's needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement are outstanding. <i>Outcomes for children</i> and the <i>quality of provision</i> are at least good and one is outstanding.
<b>Good (2)</b>	All the three other key judgements are at least good. Children make good progress in their learning. Effective arrangements exist to ensure their safety and health and encourage their involvement in their school/setting or wider community. Strong links with parents/carers help to involve them in their children's care and education, and they are kept very well informed of their children's progress. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.
<b>Satisfactory (3)</b>	To be satisfactory, all key judgements are at least satisfactory and may be good in some respects.
<b>Inadequate (4)</b>	Overall effectiveness is likely to be judged inadequate if any of the key judgements are inadequate: <ul style="list-style-type: none"> <li>■ Outcomes</li> </ul> or <ul style="list-style-type: none"> <li>■ Provision</li> </ul> or <ul style="list-style-type: none"> <li>■ Leadership and management</li> </ul>

## Inadequate Early Years Foundation Stage

### Judging and reporting on independent schools with inadequate provision for Early Years Foundation Stage

Inspection will focus on the school's outcomes and the aspects of provision which contribute to them. There may be several scenarios for inadequate provision:

- Some statutory requirements are not being met or had proper regard to so that there is a significant impact on the children
- Registered provision for under 3s is inadequate
- Provision for 3-5s is inadequate
- The whole Early Years Foundation Stage (0-5) is inadequate.

If inspectors find that any of the learning and development or welfare requirements are **not being treated with due regard**, they should evaluate the **significance** of the individual requirements in judging whether the Early Years Foundation Stage provision is inadequate overall. This will not necessarily be the case, for example, when schools have already identified and begun to address problems, or if they are of a minor nature. However, **overarching requirements** (such as 'Adults looking after children must have appropriate qualifications, training, skills and knowledge') not given due regard are likely to result in an inadequate judgement because they will be reflected in judgements on the quality of education and possibly on welfare, health and safety of the pupils. Failure to have due regard for requirements that affect the safety of the children or have a significant impact on their welfare, enjoyment and progress should lead to a judgement of inadequate.

Many independent schools operate **registered** early years facilities of their own for children under three. A situation may arise where this registered provision is inadequate but the rest of the school is satisfactory or better. In this situation, you should:

- grade the Early Years Foundation Stage provision as inadequate but make a proportionate judgement as to the extent to which this affects the school's other grades. For example, if safeguarding is inadequate and this is putting children at risk, then this has serious implications for the overall welfare, health and safety judgement. If there are some failings in learning and development requirements, then it may have some implications for the quality of education grades.
- clearly state in the text of the report that the registered provision for under threes has been judged to be inadequate, state the general reasons why this is so and the impact on children's welfare and learning. Make clear any differences between the provision for under threes and over threes.

Where provision for 3–5 year-olds or 0–5 year-olds is inadequate and the rest of the judgements are at least satisfactory, inspectors will need to refer to the section: What to do if you find inadequate Early Years Foundation Stage provision. Further

information can be found in annex D of *Inspecting the Early Years Foundation Stage in schools*. Any regulatory failings of the independent school are currently dealt with by the Department for Education. Any regulatory failings of registered Early Years Foundation Stage provision in independent schools are currently dealt with by Ofsted Children's Directorate. There is also a table detailing the monitoring procedures for inadequate Early Years Foundation Stage provision in independent schools in the Annex of the above named guidance.

Reports should be written so that it is clear what has been inspected. Inspectors should state clearly which overarching requirements have not been met and the impact on the children.

## **Evaluating the quality of boarding provision in schools**

In an integrated inspection inspectors will make five key judgements about the residential/boarding provision. 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*, to which inspectors are referred.<sup>3</sup>

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<sup>3</sup> *Evaluation schedule for the inspection of boarding and residential provision in schools* (110096), Ofsted, 2011; [www.ofsted.gov.uk/publications/110096](http://www.ofsted.gov.uk/publications/110096).