



OFFICE FOR STANDARDS
IN EDUCATION

Inspecting **Independent Schools**

A Framework for use by Her Majesty's Inspectors of Schools

2001

This replaces the Framework dated April 1997

Office of Her Majesty's Chief Inspector of Schools



Inspecting Independent Schools

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Contents

Introduction	1
Part one: School inspection	3
THE BASIS OF INSPECTION	3
Types of inspection	
The purposes of inspection	
What the law says	
The conduct of inspections	
REGISTRATION INSPECTION VISITS	6
The schools visited	
What is inspected	
Inspection Time	
What happens before an inspection visit	
What happens during an inspection visit	
What happens after an inspection visit	
REPORTING INSPECTIONS	9
What is inspected	
Inspection teams	
Inspection time	
What happens before an inspection	
What happens during an inspection	
What happens after an inspection	
Inspection evidence	
The inspection report	
Part Two: involvement in reporting inspections	14
Proprietors, governors or trustees	
Parents	
Pupils	
Teachers and support staff	
Headteachers	
Part Three: The evaluation schedule	18
1. What sort of school is it?	
2. How high are standards?	
(a) the school's results and achievements	
(b) pupils' attitudes, values and personal development	
3. How well are pupils or students taught?	
4. How good are the curricular and other opportunities offered to pupils or students?	
5. How well does the school care for its pupils?	
6. How well does the school work in partnership with parents?	
7. How well is the school led and managed?	
8. What should the school do to improve further?	
9. Other specified features	
10. The standards and quality of teaching in areas of the curriculum, subjects and courses.	
Part Four: Inspection data	25
ANNEX 1: Parents' questionnaire	26
ANNEX 2: Documentation needed before a reporting inspection	27
ANNEX 3: Notice of complaint	29

Introduction

The Office for Standards in Education (OFSTED) is a non-ministerial government department established as the Office of Her Majesty's Chief Inspector in September 1992 following the enactment of the Education (Schools) Act 1992. Her Majesty's Inspectors (HMI) are the professional inspectors within OFSTED. They are assisted at times by additional inspectors (AIs) with suitable qualifications and experience.

The department is headed by Her Majesty's Chief Inspector (HMCI) of schools in England who has a duty under the terms of the Education (Schools) Act 1992 as consolidated by the School Inspections Act 1996 to keep the Secretary of State informed about standards and regulatory issues in independent schools. Inspections of various kinds are the principal, though not the only, means by which OFSTED performs these functions in relation to independent schools. This Framework provides the basis for these inspections.

In the case of the independent sector, HMCI also provides advice to the Department for Education and Employment (DfEE) and to the Secretary of State in the performance of statutory duties under Part VII of the Education Act 1996. Under section 465(3) of this Act a provisionally registered school must be inspected before the Secretary of State gives notice to the proprietors that the registration is final. A school would also normally be inspected by OFSTED before the Secretary of State issues a Notice of Complaint. Exceptions may occur where the matters of complaint concern safety or children's welfare, where the evidence may be provided wholly or in part by the Fire Service or a Local Authority Social Service Department (SSD).

This Framework is also used for the inspection of schools catering wholly or mainly for pupils with special educational needs under section 21 (2)(b) of the Education Act 1996. In addition HMI may need to visit an independent school in connection with the placement of children for whom local education authorities (LEAs) maintain statements of special educational needs in accordance with section 347 of the Education Act 1996.

Definition Of Terms

School:

An institution providing full-time education for five or more pupils of compulsory school age.

Appropriate authority:

In the case of an independent school, the appropriate authority is the proprietor(s), the governing body or board of trustees. In the case of schools providing wholly or mainly for pupils with special educational needs, the appropriate body may also be the advisory body.

Parents, carers and guardians:

The law on inspections refers to parents, but carers and guardians are included when they have parental responsibility. References in this Framework to parents includes carers and guardians.

Pupils and students:

References to pupils apply as appropriate to students, and to all children whose details have been included in the school's admissions register.

Key stages:

Independent schools do not have to follow the National Curriculum but the terminology of key stages is used in this Framework to define school age groups: the Foundation Stage (up to the end of the Reception Year), the National Curriculum key stages and the post-16 stage. Many independent schools now include on their registers children of very early years. Inspection reports normally use the school's own terminology with a table of explanation.

The Education Act 1996:

The Education Act 1944, which set out the statutory requirements for independent schools, has been replaced by the consolidated Education Act (1996), sections 463-478, also incorporating relevant sections of the Children Act 1989.

The School Inspection Act 1996:

The School Inspection Act 1996 consolidated provisions of the Education (Schools) Act 1992 and Part V of the Education Act 1993. It has been amended by the School Standards and Framework Act 1998.

HMCI:

Her Majesty's Chief Inspector of Schools in England.

HMI:

Her Majesty's Inspector(s) of Schools in England.

AI:

Additional Inspector appointed by HMCI. References in this Framework to HMI cover additional inspectors.

RI:

Reporting inspector, i.e. the lead inspector.

DfEE:

Department for Education and Employment.

SSD:

Local Authority Social Services Department.

Part One: School Inspection

This part of the Framework sets out the basis of inspections of independent schools.

The basis of inspection

Types of inspection

The purposes of inspection

What the law says

The conduct of inspections

Types of inspection

OFSTED employs HMI and additional inspectors (AIs) to carry out two types of inspection in independent schools.

Registration visits

OFSTED conducts these in order to be able to give advice to the Department for Education and Employment (DfEE) on the registration of independent schools. They usually take the form of one- or two-day visits by one or two inspectors. They do not result in a published report. After the visit the DfEE will send a letter to the school summarising the main points made in the oral report to the headteacher.

Reporting inspections

HMI conduct these to provide information about standards within the independent sector, as well as provide the DfEE with information in connection with registration. There are two types of reporting inspection:

- those which OFSTED conduct in order to be able to give advice to DfEE on the registration of independent schools, and which usually take the form of one- or two-day visits by one or two inspectors. Where there is the possibility of a Notice of Complaint being served then HMI would normally arrange a reporting inspection at the request of the Registrar of Independent

Schools, conducting the inspection under section 2(2)(b) of the School Inspection Act 1996;

- those designed to provide information about standards within the independent sector. These will mainly consist of inspections in which a team of inspectors visits an individual school, but may also include surveys where a number of schools are visited. Such inspections will be conducted at the direction of HMCI under powers designated by section 3(1) of the School Inspections Act 1996.

Reporting inspections lead to a report with a summary which:

- evaluates the school according to the Framework and any particular specification for the inspection;
- identifies the strengths and weaknesses of the school;
- gives the appropriate authority for the school an agenda for action to improve the school;
- confirms whether or not the school meets the requirement for registration under the Education Act 1996.¹

The welfare of children in schools with boarding

The Children Act 1989 placed the main responsibility for informing the DfEE about pupils' welfare within schools with boarding, unless designated as a children's home, with Social Service Departments (SSDs). SSDs normally visit schools with boarding provision on at least a four-year cycle if they belong to an association affiliated to the Independent Schools' Council (ISC).

¹ Under an arrangement which began in January 1999, about 1,300 schools which are members of associations that comprise the Independent Schools' Council inspected by the Council's Independent Schools Inspectorate. These inspections lead to published reports and are conducted every six years. They include checks as to whether the school meets the requirements of the Education Act 1996 for continued registration. HMI retain the right to inspect all independent schools, a right which may be exercised on behalf of the DfEE.

Non-ISC schools are inspected annually. Their reports are submitted to the Registrar of Independent Schools at the DfEE. The DfEE may ask HMI to visit a school as a result of receiving an adverse report from SSD.

Correspondingly, if HMI report a concern about the welfare in a boarding school then the DfEE may ask the relevant SSD to visit. The DfEE will copy to the relevant SSD any official letters written following an HMI visit which include reference to welfare. HMI may copy to SSD the section on welfare in the note of visit that they write.

The purposes of inspection

An inspection provides an independent, external view of the school and the standards it achieves. Inspectors tell the school what it does well, where it has weaknesses and why they have come to their conclusions. They also look at whether the school satisfies the requirements of the Education Act 1996, how much the school has improved since the last inspection and where it needs to improve further.

The inspection process should help the school to raise educational standards. Where possible, inspectors will discuss with staff the context of work observed, its purpose, and the reasons why work is undertaken in a particular way. In that an inspection, of necessity, takes place over a short period of time, inspectors will consider the school's own priorities for development, evidence about the past attainments of pupils and any evidence from the school's own analysis of its provision and standards.

In the case of reporting inspections, the published inspection report and summary tell the school, parents and the local community about the quality of education at the school, and whether the standards are high enough. The inspection team's findings should help the school to plan for improvement.

Inspections also provide evidence for the national evaluation of schools. In most reporting inspections the purpose will be to inspect the aspects of the work of individual schools as defined in this Framework. The purpose of some inspections carried out under section 2(2)(b) is to provide information to the Secretary of State,

which is made public, on all independent schools catering wholly or mainly for pupils with special educational needs and which are not covered by the arrangements for the inspection of maintained schools.

What the law says

Maintained and independent school inspections are conducted under differing provisions of the Schools Inspection Act 1996. Maintained schools are predominantly inspected under section 10 of the Act. The majority of independent schools are inspected under section 2(2). Inspections identify whether the school complies with the requirements of section 469(1) of the Education Act 1996. These are:

- that the school premises or any part of them are suitable for a school;
- that the accommodation provided at the school premises is adequate and suitable having regard to the number, ages and sex of the pupils attending the school;
- that efficient and suitable instruction is being provided at the school having regard to the ages and sex of its pupils;
- that the proprietor of the school or any teacher or other person employed in the school is a proper person to be the proprietor of an independent school or, as the case may be, to be a teacher or other employee in any school;
- that the school complies, in relation to a child provided with (residential) accommodation, with the duty imposed by section 87 of the Children Act 1989 to safeguard and promote the child's welfare.

The conduct of inspections

In inspections of independent schools:

- inspectors judge a school's performance against standards known to be achieved by similar schools or pupils elsewhere, taking account of the context of the particular school;
- subject to a school's compliance with statutory requirements, inspectors do not expect schools to conform to a common pattern of provision.

Schools are judged on how well they fulfil their aims and on whether these aims are appropriate to their context and the needs of the pupils in the school;

- inspectors assess and report on the quality of teaching and educational provision generally. They do not report on individual teachers and make no recommendations concerning their employment. They do not name teachers in a report and, as far as possible, avoid writing in such a way that individual teachers can be identified;
- observations on a particular lesson, which may later be included in comments made to a head of department or to the headteacher, will normally first be made to the teacher concerned. General comment applicable to the work of a group of teachers is sometimes made to the whole department.

The Code of Conduct

The work of inspectors is governed by a Code of Conduct. Under this Code, inspectors must:

- evaluate the work of the school objectively, be impartial and have no previous employment in, or financial connection with the school, its staff or governors which could undermine their objectivity;
- report honestly and fairly, ensuring that judgements accurately and reliably reflect what the school achieves and does;
- carry out their work with integrity, treating all those they meet with courtesy and sensitivity;
- do all they can to minimise stress, in particular by ensuring that no teacher is visited too frequently and by not asking for paperwork to be specifically prepared for the inspection;
- act with the best interests and the well-being of pupils and staff as priorities;
- maintain purposeful and productive dialogue with staff and communicate clearly and frankly their judgements of teachers' and the school's work;

- respect the confidentiality of information, particularly about teachers and the judgements made about their individual teaching.

Inspection quality

So that the inspection satisfies OFSTED's quality standards, reporting inspectors will seek to ensure that:

- judgements about the school and what it needs to do to improve are accurate and fair;
- communication of inspection findings is clear and helpful to the school;
- evidence is secure and substantiates all inspection judgements;
- the conduct of the inspection is in accordance with the Framework and Code of Conduct.

Complaints

Headteachers are encouraged to raise any concerns about the conduct of the inspection with the reporting inspector as soon as possible. Where any concerns cannot be resolved and the headteacher (or other member of the school body) wishes to make a complaint about the conduct of the inspection the complaint should be made to OFSTED's Corporate Services Group (Alexandra House, 33 Kingsway, London WC2B 6SE), which can provide a copy of the complaints procedure.

Registration inspection visits

The schools visited

What is inspected

What happens before an inspection visit

What happens during an inspection visit

What happens after an inspection visit

The schools visited

Inspection visits concerned with registration are carried out by individual inspectors or by small teams of inspectors, and often confined to a single day. They are made to the following categories of schools:

- provisionally registered schools, to see if they are ready for final registration;
- finally registered schools, to confirm whether or not they continue to meet the standards laid down in the Education Act 1996 – that is, premises, accommodation, instruction, staffing and, in the case of boarding schools, that they safeguard and promote the welfare of their pupils;
- independent schools catering wholly or mainly for pupils with special educational needs which apply for approval under section 347(1) of the Education Act 1996;
- finally registered independent schools, where there is a cause for concern.

Provisionally registered schools are inspected at least annually until they reach the standards for final registration. Thereafter, finally registered schools are inspected at least once every six years, but those causing concern will be inspected more frequently. Schools that gain full registration can apply for approval status under section 347 of the Education Act 1996.

What is inspected

Inspectors will concentrate on those features of the school which are relevant to consideration of whether the school is meeting the requirements of the Education Act 1996. In examining these features inspectors will draw on relevant parts of the evaluation schedule (Part 3 of the Framework).

What happens before an inspection visit

HMI occasionally visit schools unannounced, but, more usually inform the school in writing of the purpose of the inspection, the date and duration, the inspectors involved, what they will inspect and how their findings will be reported. The lead inspector will send a letter to the headteacher confirming the date of the visit and requesting the following items along with a completed inspection form:

- a copy of the school prospectus;
- a staff list with qualifications, experience and hours worked at the school;
- a timetable for all groups;
- details of any assessments or external examinations, if applicable;
- any other curriculum documentation the school may have at this time;
- details of routines and staff responsibilities engaged in boarding;
- a plan of the school.

If any of the information cannot reasonably be supplied beforehand it should be available at the start of the visit. Inspectors will also wish to have access during the inspection to the school's admission register, attendance registers (where applicable), any punishment/incident file and a sample of pupils' records.

The headteacher will be notified of any special arrangements needed if the inspection is being carried out in connection with an application for approval under section 347 of the Education Act 1996.

What happens during an inspection visit

Inspectors will visit a range of lessons and sometimes other activities and will sample a range of pupils' work. They will also study documentation and records, talk to the headteacher and other staff and, where possible, the proprietor(s). They may tour the premises and visit boarding accommodation.

Inspectors' will usually spend most of their time observing lessons, looking at pupils' work and talking to pupils. Inspectors will also look for evidence of planning and recording by teachers and discuss with teachers how this planning is used. Inspectors will take notes and evaluate what they see. Their evaluations are recorded as grades on a seven-point scale, which ranges from excellent to very poor, which will be used to produce data about the quality of teaching. Inspectors' notes will include:

- what the lesson is about;
- what is being taught, how it is taught and the impact of the teaching on pupils' learning;
- evidence and evaluation of the standards pupils reach, their learning and their involvement in lessons;
- pupils' attitudes and behaviour.

Reporting the findings

During the visit, inspectors discuss their observations where possible with individual teachers and with heads of department or other senior staff where appropriate. They report to the headteacher in a meeting before they leave. The proprietor(s) and/or the chair or other representative of the governing body may be present for part or all of this meeting.

What happens after an inspection visit

No published report is produced on these inspection visits, but the Registrar of Independent Schools is sent a note of the visit, which will be used by the Registrar in judging the school's suitability for final or continuing registration.

All schools visited will receive an official letter

from the DfEE. Such letters may contain comment on the good features of the school observed by HMI as well as matters on which action is needed. The DfEE may ask the school to report on action taken in relation to the recommendations made by HMI. Where there are matters of serious concern which the school needs to address, the Registrar of Independent Schools will itemise these matters and may suggest ways in which the school should address them. In some cases the Registrar may ask the school to provide an action plan showing what the school plans to do and the timescale for the action and ask the school to inform the DfEE within a specific period what progress has been made. On receipt of the school's response, DfEE will consider whether to ask for HMI to re-visit to check on progress.

There are different arrangements for following up an inspection carried out in connection with an application for approval under section 347 of the Education Act 1996. These will be fully explained at the time of the inspection.

Notice of complaint

If a school fails to make necessary improvements on matters of serious concern after receiving more than one official letter, OFSTED may organise a further inspection. If, following this inspection, the Secretary of State is satisfied that one or more of the grounds of complaint apply, he has a duty to serve a Notice of Complaint, as detailed in Annex 3.

If the Secretary of State concludes that the school does not meet the minimum requirements of the Act, the Notice of Complaint is issued at the same time as any published inspection report. The Notice of Complaint is not published, although it may be copied to SSD. The Notice of Complaint specifies: the grounds of complaint; the full particulars of the matters complained about and the measures necessary in the Secretary of State's opinion to remedy these matters; and the time (which may not be less than six months) within which steps must be taken to remedy the deficiencies.

Any proprietor or teacher or other employee named in the Notice of Complaint may appeal against the Notice of Complaint to the Independent Schools Tribunal. The rules governing

Inspecting Independent Schools

the procedures of the Tribunal are set down in the Independent Schools Tribunal Rules 1958 (Statutory Instrument 1958/519), as amended.

Subject to the right of appeal against any Notice of Complaint to the Tribunal (which would decide on the action required), it is for the Secretary of State to decide, once the stated period for remedies has expired, whether the school should be allowed to continue in operation, and if so whether on specified conditions or otherwise. HMI and/or SSD visit the school at least once during the period in which remedies are to be carried out, with a view both to offering the school any guidance which may be helpful to secure a constructive outcome and to advising the Secretary of State on progress.

The Registrar of Independent Schools normally writes following any such visit to make clear to the school how the Secretary of State views the progress they are making. HMI and/or SSD visit again when the period for remedies has expired, with a view to advising the Secretary of State whether the school remains below the standard required under the Education Act 1996. If the Secretary of State is satisfied that this is so, the school is liable to be struck off the Register and thus compelled to close. However, the Secretary of State's preference is for a more positive outcome, and schools are encouraged to make use of HMI advice during this critical stage.

Note:

Under children's home regulations, SSDs can revoke the license for the children's home to operate. Although they usually act jointly with the DfEE, their powers to close a children's home are independent of any other regulatory body.

Reporting inspections

What is inspected

Inspection teams

Inspection time

What happens before an inspection

What happens during an inspection

What happens after an inspection

Inspection evidence

The inspection report

What is inspected

For most reporting inspections the purpose will be to inspect the following aspects of the work of individual schools:

- educational standards achieved by pupils at the school;
- the quality of education provided by the school;
- the management and efficiency of the school;
- the spiritual, moral, social and cultural development of pupils at the school;

– and in addition:

- for schools with boarding, how the additional experience afforded to boarders contributes to their overall education;
- whether the requirements of the Education Act 1996 in relation to premises, accommodation, instruction, proprietor and other staff, and welfare (of boarding pupils) are satisfied.

Inspection teams

Inspections will be carried out by a team of inspectors which is sufficient and competent to fulfil the purpose and scope of the inspection, as described in the specification, and to conduct it as set out in the schedule. It will be led by a Reporting Inspector (RI). Teams will vary in size from two to around ten and will spend between

two and five days in the school. The inspection team will contain subject specialists appropriate to the specification and, where necessary, one or more inspectors who will co-ordinate the inspection of special educational needs, the education of bilingual pupils and equal opportunities issues. Teams inspecting boarding schools will include inspectors able to inspect boarding provision, taking account of the sex of the boarders.

In the inspection of preparatory, pre-preparatory and primary schools, where teams are small, a balance will be struck between phase and subject expertise. Where appropriate, teams will include expertise in early years.

Inspection time

The following factors are taken into account when determining the direct inspection time needed:

- the purpose and scope of the inspection;
- the type of school and the curriculum it provides;
- the nature of the school site;
- the number of pupils, including the number of boarders;
- the age-range of the school;
- the need for subject or other specialist inspectors;
- and the proportion of lessons and other work which will provide an adequate cross-section of the work of the school.

Additional time will be allocated to: preparing for the inspection; analysis of documents; consulting with the school and parents; collating the findings of the team; discussing findings with the headteacher and senior staff and later with the proprietor and/or the governing body; and writing the report and its summary.

What happens before an inspection

Once an inspection has been decided upon the RI informs in writing the headteacher of the school and the proprietor(s)/chair of the governing body of the date, the nature of the inspection and how

it will be reported. The RI will usually arrange a preliminary visit to give more detail about the conduct of the inspection and to explain the information and documentation required in advance. The RI will usually offer to meet the proprietor(s)/chair of the governing body during the preliminary visit and arrange to be invited to a meeting with them after the visit in order to report the findings. The RI will also offer to talk to the staff about the forthcoming inspection.

While there is no statutory requirement for the proprietor(s)/the governing body of an independent school to arrange a meeting of the RI and parents, it is strongly recommended that such a meeting should be held if suitable arrangements can be made. The RI will ensure that parents' views are sought on the aspects of the school specified in the inspection schedule. Their views will provide valuable background information to be taken into account in the course of the inspection. Alternative arrangements may be made for parents of pupils in schools wholly or mainly providing for pupils with special educational needs.

As the meeting takes place before the inspection, it will not be possible for the RI to respond at this stage to parents' views of the school. Whether or not there is a meeting, parents will be invited to complete a questionnaire, adding any written comments they wish to make. The RI will share the overall findings of any meeting and the questionnaire with the headteacher and the proprietor(s)/governing body. Where inspection reports refer to views expressed by parents, they will indicate the extent to which inspection findings support those views.

There are standard inspection forms which the school may be asked to complete, and specialised ones produced for particular surveys. The other information which the inspectors are likely to need is generally of the kind which schools have available for their own purposes. The information required, which should, where appropriate, be entered on the forms provided, may include any or all of that listed in Annex 2, depending on the nature of the inspection.

The RI will discuss with the headteacher the date by which the information will be needed, which will be at least two weeks before the inspection is due to begin. Only single copies are required. If any

of the information cannot reasonably be supplied beforehand it should be available for the team at the start of the inspection. The team will also wish during the inspection to have access to the school's admission register, attendance registers (where applicable), any punishment/ incident file and a sample of pupils' records.

The headteacher will be notified of any special arrangements needed if the inspection is being carried out in connection with an application for approval under section 347 of the Education Act 1996.

Before the inspection the RI will:

- provide the school with a written specification of the purpose and scope of the inspection;
- provide the names of members of the inspection team and their responsibilities;
- offer dates for a meeting with the proprietor(s) and/or governing body soon after the inspection. Once this date has been settled, arrangements for the meeting are made by the secretary to the governing body;
- arrange, if possible, a base for the team to meet within the school, during and sometimes after the school day;
- agree arrangements for obtaining samples of the work of pupils in each year.

What happens during an inspection

The inspectors' main tasks are to inspect the standards achieved and the quality of work in classrooms and elsewhere. They will seek to disrupt the normal working of the school as little as possible. Inspectors normally observe a whole lesson, but will sometimes remain for only part of a lesson. They will try to make time to discuss lessons with staff and any issues which they may wish to raise.

The inspection team plans the sample of lessons to be visited to match the aims of the inspection, observing as many teachers as possible and visiting classes with pupils across the range of age and attainment. The requirements of the schedule will be applied in relation to all pupils in the school. Inspectors will ensure that the full range of age, gender, attainment, special educational need,

ethnicity and background is taken into account, including the provision for, and attainment of, pupils for whom English is an additional language.

If the inspection is concerned with the whole curriculum, religious education lessons will be observed. Where this forms a substantial proportion of the curriculum, the pattern of visits to lessons may reflect this emphasis. Where a subject is not being taught at the time of the inspection, the report will state this. In such a case, evaluation of pupils' attainment and progress in the subject will be based on the work previously completed by pupils, if this constitutes a sufficient sample, together with such other evidence as may be available.

Inspectors are not concerned only with lessons and the work produced by pupils. They may inspect acts of worship, assemblies, registration sessions, tutorial periods and a selection of extra-curricular activities. It is helpful if their attention can be drawn to activities which form part of the school's programme, but which cannot be observed directly at the time of the inspection. The inspectors talk to pupils, formally and informally. They also hold discussions with teachers or other staff who have particular responsibilities, including, if possible, the proprietor(s) and the chair or other representative of the governing body, and with parents. As the nature of the inspection requires, they inspect the premises, examine the resources and sample the school's documentation, such as pupils' records and the minutes of meetings. In boarding schools they see the routines followed at the beginning and end of the day and sometimes at the weekend, and inspect the boarding facilities.

Representatives of the staff, students and parents of a school sometimes ask to meet inspectors in the course of an inspection. As a general principle, HMI are willing to meet them if other commitments allow, provided that they are satisfied that those involved are members of the institution and that they are properly representative of the staff or students as a whole. HMI do not accept invitations to meet groups of staff or students representing particular organisations, or other groups who are not part of the institution.

What happens after an inspection

During, and more particularly towards the end of the inspection, the inspectors report their findings informally to those concerned. If the inspectors have looked at the work of a subject department in detail, a meeting is arranged with the head of department or the department as a whole.

The overall findings of the inspection will reflect the balance of evidence considered by the inspection team. The team will reach its final judgements only when all the evidence has been collected and considered.

At the end of the inspection, or shortly after it, members of the team meet the headteacher and, usually separately, the proprietor(s)/the governing body, in order to present their findings. It is for the headteacher to decide whether or not he or she wishes to make notes of the meetings, and whether to invite a deputy or other senior member of staff to be present. The school is encouraged to make clear to the inspectors at the time any factual inaccuracies or interpretations which it considers to be ill-founded. The inspectors, for their part, will seek to make their overall judgements as clear as possible.

If HMI think it likely that they will be advising the Secretary of State that the school falls below the minimum standards on any of the grounds specified in section 469 (1) of the 1996 Act, they will make this clear to the headteacher and proprietor(s)/the governing body.

It is HMI's normal practice to offer to meet the proprietor(s) and/or the governing body after an inspection that is expected to lead to a published report on an individual school. The purpose of this meeting is to give the proprietor(s) and/or the governing body a chance to hear the main findings of the inspection before the report is finalised, so that the report, when it is published, contains no surprises. The inspectors' judgements are not open to negotiation at such a meeting. The proprietor(s) and/or the governing body will want to take the opportunity to indicate any factual errors in what HMI propose to write, to seek clarification, and to draw attention to important factors which they think may have been overlooked. The substance of what the inspectors

say at this meeting will have been conveyed to the headteacher and possibly the proprietor(s) or representative of the governing body in the course of the inspection.

If HMI conclude that the school falls below minimum standards on any of the grounds listed in the Education Act 1996 and that the school may therefore be issued with a Notice of Complaint, they will state the likely grounds for complaint and the necessary remedies, explaining that the decision on this rests not with OFSTED, but with the Secretary of State.

It is for the proprietor(s) and/or the governing body to decide who shall attend their meeting. Two important conditions need to be observed, however: first, that the headteacher should be invited; and, second, that what is said at the meeting, and any notes which may be taken, must be treated as confidential until the report is published, and representatives of the media may not be present.

Inspection evidence

Before the inspection the RI and other members of the team will consider a range of information about the school. Pre-inspection evidence comes from:

- forms completed by the school before the inspection, and other school documents;
- any previous inspection reports (including, where appropriate, nursery inspection or SSD reports) or notes of visit, official letters and subsequent action plans;
- parents' views expressed through the questionnaire and other correspondence and any parents' meeting;
- discussions with the headteacher or others on the pre-inspection visit.

Throughout the inspection, inspectors gather a wide range of first-hand and other evidence. This is recorded in:

- a pre-inspection commentary;
- evidence forms;

- the record of corporate judgements made by the team;
- a note of visit recording the above for the purpose of informing the DfEE about the registration of the school.

These documents, together with any briefings, plans or instructions prepared by the RI, form the evidence base for the inspection. The RI is responsible for compiling the evidence base, which is retained for 12 months.

The inspection report

The nature of the report

The length, coverage and structure of reports will vary to take account of the purpose of a particular inspection, the circumstances of the school and the nature of the education and care provided. What is written will reflect what has been inspected.

All reports on individual schools will contain a brief factual introduction describing the nature and aims of the school, an assessment of standards and quality of work, a section which summarises the school's strengths and weaknesses as observed and the main issues for action.

As appropriate to the particular inspection, other sections of the report are likely to be concerned with the curriculum, the provision of staffing, accommodation and resources, assessment and records, the care and development of pupils, the school as a community and within the wider community, in so far as these matters have a bearing on standards and quality. One or more appendices may be attached. These may include an analysis of pupils by age and classes, the organisation of the curriculum for each year group and, when applicable, a summary of recent public examination or National Curriculum assessment results. The report may also include other appendices to provide supporting evidence for comments made in the report.

The summary of the report will include the main findings and recommendations in the inspection report, together with a brief contextual statement about the school, and a summary of the parents' views gathered by the inspectors.

Production and publication of the report

The decision on publication of the report lies with HMCI. The report remains an independent record of the findings of the inspection team, even where the inspection has been conducted under section 2(2)(b) of the School Inspections Act 1996, that is, at the instigation of the Secretary of State.

The procedures for producing a report are normally complete within two months of the inspection, but reports are not published during the holidays of the school concerned. On the day of issue copies of the report are sent to the proprietor(s)/chair of the governing body and the headteacher. Fourteen days (excluding days of school holidays) after the report has been issued it is published by OFSTED on its website (www.ofsted.gov.uk) and copies are sent to the DfEE, other interested bodies and press and broadcasting agencies.

The school is expected to distribute copies of the summary of the report to parents of all registered pupils and to make available to parents copies of the full report at a cost not exceeding the cost of reproduction and postage. Reports may be photocopied or otherwise reproduced, except for commercial or advertising purposes, provided that the source is made clear.

If, when a report has been issued, the headteacher or the proprietor(s)/the governing body wish to take up apparent mistakes of fact they should write, in advance of the projected publication date, giving the details, to HMCI. If there are factual errors which are judged to require correction, an erratum slip will be produced. Only if such errors have a direct bearing on particular inspection judgements will the inspection team consider revising their text. Opportunities will have been made available for factual errors to be identified prior to the publication of the inspection report and schools are strongly advised to avail themselves of these opportunities.

Different arrangements for the production and publication of reports will apply in the case of reports of survey inspections covering more than one school.

Action following publication of a report

Subsequent correspondence from the DfEE will follow the process outlined above (page 6) in relation to registration inspection visits. The Registrar of Independent Schools will normally send an official letter to the school shortly after the inspection report is published, highlighting any concerns raised by HMI and in some cases requesting a report on progress within a defined timescale.

When the school receives the official letter from the DfEE, the appropriate authority may be asked to prepare an action plan in response to the report. It should show what action the school will take to bring about improvements in response to the recommendations made in the inspection report under the heading 'What should the school do to improve further?'

The action plan should provide a clear account of what the school intends to do to implement the inspection findings, and should:

- define what action will be taken to bring about the improvements needed;
- identify the staff responsible for the work;
- specify a timetable for implementation;
- include targets or indicators to help measure how far the school is making progress;
- show how progress on the action plan will be monitored.

Part Two: Involvement In Reporting Inspections

This part of the Framework gives guidance on the roles of those in schools involved in reporting inspections.

Proprietors, governors or trustees

Parents

Pupils

Teachers and support staff

Headteachers

Proprietors, governors or trustees

Proprietor(s)/the governing body and/or trustees are encouraged to meet the RI when he or she visits the school before the inspection, to talk to inspectors during the inspection and to invite the RI to present and discuss the findings at a meeting after the inspection.

This gives an opportunity to bring any important issues to the attention of the RI. The governing body can, for example, propose that features of the school, such as particular courses, are included in the inspection. The RI will take the governing body's views into account in deciding the inspection specification.

Parents

For parents, inspection provides:

- an external and independent view of what is good and not so good about their children's school compared with other schools;
- an opportunity to make their own views about the school heard;
- facts about standards in the school and judgements about its quality, to place alongside the other information they have about the school;
- a report that summarises what the inspection found out about the school.

The inspection draws on parents' views for some of its evidence. Parents have several ways of telling inspectors what they think about the work their children do, how well the school teaches and cares for their children and the standards the school achieves.

The parents' meeting

The school can arrange a meeting between the RI and the parents of pupils at the school. Parents should be given advance notice of this meeting, which will normally be held before the inspection begins. Parents will be asked to say what they think about the various aspects of the school at which the inspectors will be looking.

The parents' questionnaire

The school is asked to send parents a questionnaire about the school's work. This is to be returned in confidence to the RI. Parents can use the questionnaire form to make additional comments.

How parents find out what the inspectors think

The inspection report contains a summary which the school should distribute to the parents of all registered pupils. The summary report tells parents:

- what the school does well;
- where the school has weaknesses;
- how much the school has improved since the last inspection;
- how high standards are;
- how good the teaching is;
- how well the school looks after its pupils;
- how well the school works with parents;

- how well the school is led and managed;
- what parents think of the school and how far inspectors agree or disagree and why.

Pupils

Pupils should benefit from inspection because it holds their schools accountable and contributes to their improvement. Inspection also helps pupils because they know that:

- the main interest of inspectors is the education of pupils: what they achieve, how well they are taught, and their well-being;
- inspectors who are not normally part of the school are finding out about what goes on and why;
- inspectors are able to gauge what pupils experience on a day-to-day basis and compare it with what goes on in other schools;
- inspectors talk to pupils about their life in school and the work they are doing.

Teachers and support staff

Inspection provides teachers with praise for what they do well and pointers on how they can improve. Evaluating the quality of teaching and the effect this has on pupils' learning is at the heart of inspection.

The Code of Conduct for inspectors helps to ensure that teachers are guaranteed an inspection of high quality which keeps stress to a minimum. This means that:

- inspectors will undertake the inspection in a courteous and friendly manner;
- teachers will normally not be observed for more than about half their teaching in any one day, and never more than 75 per cent of teaching time;
- judgements on teaching will be made only where an inspector has observed for a reasonable length of time, normally at least 30 minutes;
- inspectors will respect the confidentiality of information;
- inspectors will offer feedback and discuss important aspects of the work they see;

- inspectors will explain the reasons for their judgements and be helpful in identifying where improvement is needed;
- inspectors will *not* expect staff to create additional paperwork specifically for the inspection.

Shortly before the inspection begins, the RI, together with the headteacher, will, if requested, brief the staff on the inspection process and how they will be involved. At this meeting teachers have a chance to talk about:

- how teaching is observed and how records of the observation are kept;
- how the quality of teaching and learning is evaluated;
- how they will be involved in discussions with inspectors;
- the organisation and purpose of the feedback.

Most of inspectors' time will usually be spent observing lessons, looking at pupils' work and talking with pupils. Inspectors will also look for evidence of planning and recording by teachers and discuss to teachers how this planning is used. While they are working, inspectors will take notes and evaluate what they see. Their evaluations are recorded as grades on a seven-point scale, which ranges from excellent to very poor, which will be used to produce data about the quality of teaching. Inspectors' notes will include:

- what the lesson is about;
- what is being taught, how it is taught and the impact of the teaching on pupils' learning;
- evidence and evaluation of the standards pupils reach, their learning and their involvement in lessons;
- pupils' attitude and behaviour.

Headteachers

Inspection is about evaluating impact not describing intention. It provides an opportunity for the headteacher and for the staff to demonstrate their skills in teaching, leadership and management and all other aspects of their work. Good inspections provide management information on how good a school is and why and can thus help a

school to improve.

The best inspections are built on a constructive, objective and honest relationship between the headteacher and the RI. It is valuable, for example, for the headteacher and the RI to meet at least daily during the inspection.

The inspection forms

Notes of guidance are provided for the completion of the forms which headteachers are asked to complete before the inspection. The information provided is crucial to an effective inspection. Headteachers should use it to communicate as much detailed information about the school as possible to the inspection team, thus providing a good foundation for the inspection.

One of the most important judgements the inspection team will make will be on how well the school knows its own strengths and weaknesses and what it does about them. The inspection forms give the headteacher an opportunity to draw the attention of the inspection team to the specific context of the school and aspects of pupils' progress, together with details of the school's monitoring of its own performance and progress.

Before the inspection

Before the inspection the headteacher, in liaison with the RI, has responsibility for dealing with administrative arrangements for the inspection, and should:

- resolve any queries arising from the inspection forms;
- clarify any aspects of the school, its philosophy and practice that the school wishes particularly to draw to the attention of the team;
- cross-check information, particularly in respect of attendance, examination results, fees and other information about the school;
- collect together documents needed by the team before the inspection;
- agree how the team is to gain access to information needed during the inspection;
- arrange for school timetables to be provided;
- clarify arrangements for the meetings between

the RI and the staff, the governing body and parents.

The headteacher will want to ensure that the inspection is as far as possible integrated into the daily life of the school. In particular, the RI will wish to discuss with the headteacher arrangements for:

- the provision of documentation;
- the observation of lessons;
- analysing samples of pupils' work and individual records;
- discussions with teachers and support staff about their work;
- discussions with pupils about their work;
- feedback of the inspection findings;
- accommodating the inspection team in the school.

Documentation

At the preliminary meeting or by other means the school will need to provide the RI with the documentation needed for the inspection. Annex 2 provides a list, although the items needed may vary in relation to the specification of the inspection. Inspectors will not ask for more than they need before the inspection, but will read carefully any additional documents the school chooses to provide. No-one should develop or rework documents especially for the inspection. Wherever practicable, inspectors will accept data in the form held by schools.

During the inspection the team has access by right to other material that would normally be in the school. This includes:

- admission and attendance registers;
- samples of pupils' work;
- pupils' records and reports;
- documentation about pupils with special educational needs;
- staff records and checks on their suitability;
- child protection procedures;

- information about health and safety;
- teachers' planning and assessment documents and guidelines or schemes of work not provided earlier.

Feedback and reporting

During the inspection, the RI will keep the headteacher informed about emerging issues. The final judgements about the school are made after the end of the inspection.

After the inspection the RI and the headteacher will meet and where appropriate this meeting will include the proprietor(s)/the governing body to provide more detailed feedback. At these meetings the headteachers and others can seek clarification and explanation of inspection judgements.

To ensure that the report is factually accurate a final draft is sent to the school for checking. The school should respond within five working days. Only if factual errors have a direct bearing on inspection judgements can changes to these judgements be considered by the RI.

Part Three: The Evaluation Schedule

The evaluation schedule asks the key questions which inspectors must consider.

1	What sort of school is it?	5	How well does the school care for its pupils?
2	How high are standards?	6	How well does the school work in partnership with parents?
	(a) the school's results and achievements	7	How well is the school led and managed?
	(b) pupils' attitudes, values and personal development	8	What should the school do to improve further?
	(c) attendance	9	Other specified features
3	How well are pupils or students taught?	10	The standards and quality of teaching in areas of the curriculum, subjects and courses.
4	How good are the curricular and other opportunities offered to pupils or students?		

1. What sort of school is it?

Inspectors must report on:

- the characteristics of the school

and evaluate and summarise:

- the effectiveness of the school, including a brief statement of how well it meets its main aims and priorities, and any targets set by the school;
- the main strengths and weaknesses of the school;
- the extent to which the school has improved or not since the last inspection;
- whether or not the school meets the requirements of the Education Act 1996.
- relating their findings to the specific nature of the school.

2. How high are standards?

(a) The school's results and achievements

Inspectors must interpret and report on:

- the school's results and other performance data: in the early years in relation to the early learning goals, where applicable, and at the end of each stage of education, particularly in English, mathematics and science, highlighting any

variations of achievement by different groups of pupils and in different subjects;

- trends in results over time;
- the school's progress towards its own targets, if any, including comment on whether the targets are sufficiently challenging.

Inspectors must evaluate and report on:

- standards of work seen, emphasising literacy and numeracy, and highlighting strengths and weaknesses in what pupils know, understand and can do;
- in all the subjects inspected, focusing on the work of the oldest pupils at each stage;
- highlighting variations between different groups of pupils and between subjects;
- how well pupils achieve, taking account of the progress they have made, the level of demands made of them and other relevant factors.

In determining their judgements, inspectors should consider, where relevant, the extent to which:

- the results in National Curriculum and other tests, examinations and accreditations match or exceed national averages;
- children under five are likely to attain or do

better than the expected early learning goals or other recognised standards by the time they start Year 1;

- the school is either maintaining very high standards or improving as expected;
- the school sets challenging targets and is on course to meet or exceed them;
- pupils with special educational needs, or who have English as an additional language, or are gifted and talented, are making good progress;
- standards are consistently high across subjects;
- there are no significant differences in the standards achieved by pupils of different gender or ethnic background;
- results in the school are high compared with those of similar schools (or show significant added value in relation to pupils' earlier results);
- pupils' attainment meets or exceeds the levels, where appropriate, set by the National Curriculum and any recognised examination or assessment objectives.

(b) Pupils' attitudes, values and personal development

Inspectors must evaluate and report on pupils':

- attitudes to the school;
- behaviour, including the incidence of exclusions;
- personal development and relationships.

In determining their judgements, inspectors should consider the extent to which pupils:

- are keen and eager to come to school;
- show interest in school life, and are involved in the range of activities the school provides;
- behave well in lessons and around the school and are courteous, trustworthy and show respect for property;
- form constructive relationships with one another, and with teachers and other adults;
- work in an atmosphere free from oppressive behaviour, such as bullying, sexism and racism;

- reflect on what they do and understand its impact on others;
- respect other people's differences, particularly their feelings, values and beliefs;
- show initiative and are willing to take responsibility.

(c) Attendance

Inspectors will evaluate and report on:

- pupils' attendance and punctuality, analysing reasons for absence where attendance is poor or where patterns of absence affect particular groups of pupils;
- whether the school's admissions register and attendance registers comply with statutory requirements.

Judgements should be based on whether:

- pupils' attendance exceeds 90 per cent and they come to school and lessons on time.

3. How well are pupils or students taught?

Inspectors must evaluate and report on:

- the quality of teaching, judged in terms of its impact on pupils' learning and what makes it successful or not.

Inspectors must include evaluations of:

- how well the skills of literacy and numeracy are taught, particularly to pupils of primary age and any pupils of secondary age whose reading, writing or numeracy are poor;
- how well the school meets the needs of all its pupils, taking account of age, gender, ethnicity, capability, special educational needs, gifted and talented pupils, and those for whom English is an additional language;
- the teaching in each subject covered in the inspection, commenting on any variations between subjects and year groups;
- how well the pupils learn and make progress.

In determining their judgements, inspectors should consider the extent to which teachers:

- show good subject knowledge and understanding in the way they present and discuss their subject;
- are technically competent in teaching phonics and other basic skills where appropriate;
- plan effectively, setting clear objectives that pupils understand;
- challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding;
- use methods which enable all pupils to learn effectively;
- manage pupils well and insist on high standards of behaviour;
- use time, support staff and other resources, especially information and communication technology, effectively;
- assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties;
- use homework effectively to reinforce and/or extend what is learned in school;

and the extent to which pupils:

- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical or creative effort in their work;
- are productive and work at a good pace;
- show interest in their work, are able to sustain concentration and think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve.

Where inspectors are of the opinion that the provision offered by the school does not provide for suitable and efficient instruction, this will be stated in the report.

4. How good are the curricular and other opportunities offered to pupils or students?

Inspectors must evaluate and report on:

- the quality and range of opportunities for learning provided by the school for all pupils, highlighting features which are particular strengths and weaknesses, in the Foundation and key stages and post-16;

including specific comment on:

- extra-curricular activities, including study support;
- the provision made for personal, social and health education, including sex education and attention to drug misuse;
- work-related education, as appropriate, including careers education and guidance for secondary-age pupils;
- the quality of links, as appropriate, with the community and with other schools, colleges or initial teacher training consortia;
- how well the school cultivates pupils' personal, including spiritual, moral, social and cultural, development.

In determining their judgements, inspectors should consider the extent to which the school:

- provides a broad range of worthwhile opportunities which meet the interests, aptitudes and particular needs of pupils, including those having special educational needs;
- has effective strategies for teaching the basic skills of literacy and numeracy;
- provides enrichment through its extra-curricular provision, including support for learning outside the school day;
- is socially inclusive by ensuring equality of access and opportunity for all pupils;
- provides pupils with knowledge and insights into values and beliefs, and enables them to reflect on their experiences in a way which develops

their spiritual awareness and self-knowledge;

- promotes principles which distinguish right from wrong;
- encourages pupils to take responsibility, show initiative and develop an understanding of living in a community;
- teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures;
- provides effectively for personal and social education, including health education, sex education and attention to drug misuse;
- provides, for secondary-aged pupils, effective careers education and guidance, and, as appropriate, work experience and vocational education;
- has links with the community which contribute to pupils' learning;
- has constructive relationships with partner institutions such as contributory schools.

Where inspectors are of the opinion that the provision offered by the school does not provide for suitable and efficient instruction, this will be stated in the report.

5. How well does the school care for its pupils?

Inspectors must evaluate and report on:

- the steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection and effective liaison between care and teaching staff, and procedures for vetting new staff;
- the effectiveness of the school's assessment and monitoring of pupils' academic performance, and monitoring of personal development and attendance;
- the effectiveness of the school's educational and personal support and guidance in raising pupils' achievements.

In determining their judgements, inspectors should consider the extent to which the school:

- ensures the health, safety, care and protection of all pupils;
- has effective measures to promote good attendance and behaviour, and to eliminate oppressive behaviour including all forms of harassment and bullying;
- has effective arrangements for assessing pupils' attainment and progress;
- uses its assessment information to guide its planning;
- provides effective support and advice for all its pupils, informed by the monitoring of their academic progress, personal development, behaviour and attendance;
- meets statutory requirements for day and residential provision where relevant or as outlined in a statement of special educational needs;
- has care arrangements for boarding pupils that take account of the Children Act 1989.

Where inspectors are of the opinion that the provision does not meet the requirements of the Children Act 1989 or other relevant requirements, this will be stated in the report.

6. How well does the school work in partnership with parents?

Inspectors must evaluate and report on:

- parents' views of the school;
- the effectiveness of the school's links with parents;
- the impact of the parents' involvement with the work of the school.

In determining their judgements, inspectors should consider the extent to which:

- parents are satisfied with what the school provides and achieves;

- parents are provided with good quality information about the school, and particularly about pupils' progress;
- links with parents, including the use of home-school agreements, contribute to pupils' learning at school and at home.

Where the inspectors are of the opinion that the provision does not meet the requirements of the Children Act 1989, or other relevant requirements, this will be stated in the report.

7. How well is the school led and managed?

Inspectors must evaluate and report on:

- how efficiently and effectively the headteacher and key staff lead and manage the school, promoting high standards and effective teaching and learning;
- how effectively the school monitors and evaluates its performance, diagnoses its strengths and weaknesses and takes effective action to secure improvements;
- the extent to which the school makes the best strategic use of its resources, including, where appropriate, specific grants and additional funding, linking decisions on spending to educational priorities;
- the adequacy of staffing, accommodation and learning resources, highlighting strengths and weaknesses in different subjects and areas of the curriculum where they affect the quality of education provided and the educational standards achieved.

In determining their judgements, inspectors should consider the extent to which:

- leadership ensures clear direction for the work and development of the school, and promotes high standards;
- the school has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work;
- there is rigorous monitoring, evaluation and development of teaching;

- there is effective appraisal and performance management;
- the school identifies appropriate priorities and targets, takes the necessary action, and reviews progress towards them;
- there is a shared commitment to improvement and the capacity to succeed;
- the governing body fulfils its role in helping to shape the direction of the school and has a good understanding of its strengths and weaknesses;
- educational priorities are supported through careful financial planning;
- good delegation ensures the effective contribution of staff with management responsibilities;
- effective use is made of new technology, including information and communication technology (ICT) ;
- the number, qualifications and experience of teachers and support staff match the demands of the curriculum;
- the accommodation allows the curriculum to be taught effectively;
- learning resources are adequate for the school's curriculum and range of pupils;
- there is effective induction of staff new to the school and the school is, or has the potential to be, an effective provider of initial teacher training.

Where the inspectors are of the opinion that the proprietor or headteacher is not a proper person in accordance with the requirements of sections 465, 466 & 467 of the Education Act 1996, this will be stated in the report.

In addition, if the inspectors judge that any teacher or other employee of the school is not a proper person to be a teacher in any school, or if the suitability of staff or others with regular access to children is not checked in accordance with requirements, or if staffing levels and deployment are insufficient to safeguard and promote the welfare of boarders as required by the Education Act 1996, this will be stated in the report.

If the school does not provide premises or accommodation in line with the requirements of the Education Act 1996 or does not meet the requirements of the Children Act 1989, this will be stated in the report.

8. What should the school do to improve further?

The report should include:

- specific matters which the appropriate authority for the school should include in its postinspection action plan, listed in order of their importance in raising standards in the school;
- each issue will be followed by a reference to the main paragraph(s) in the inspection report where the weaknesses are discussed. These should reflect any weaknesses identified in the inspection in relation to standards achieved and the quality of education provided, with particular emphasis on teaching;
- where the inspection highlights issues already identified as priorities in the school's development plan, this section should refer to this;
- any non-compliance with statutory requirements where it detracts significantly from the quality and standards of the school, or where this relates to health and safety matters, will be reported here;
- a statement indicating matters, with paragraph references, which are identified as weaknesses in the report and which are not included in issues for action but which should be considered by the school.

9. Other specified features

Where additional features are specified for inspection, inspectors must evaluate and report on:

- the overall effectiveness of each feature.

In determining their judgements, inspectors should consider the extent to which:

- one or more specified criteria are met.

10. The standards and quality of teaching in areas of the curriculum, subjects and courses.

Areas of learning (for the Foundation and early years curriculum for Nursery and Reception pupils).

For each area of learning covered in the inspection, where evidence allows, the report should include evaluation of:

- the standards achieved, pupils' attitudes to learning and the quality of teaching;
- changes since the previous inspection;
- any other factors which have a bearing on what is achieved in the areas of learning.

The report should highlight any differences in provision or attainment for pupils under five in nursery, reception or mixed-age classes.

Subjects and courses

For each subject or course covered in the inspection, where evidence allows, the report should include evaluation of:

- standards of work in the subject, particularly the standards achieved by the oldest pupils in each key stage, highlighting what pupils do well and could do better;
- changes since the previous inspection;
- how well pupils are taught, highlighting effective and ineffective teaching in the subject and relating the demands made by teachers to pupils' learning and the progress they have made;
- any other factors which have a bearing on what is achieved, especially the extent to which management of the subject or course is directed towards monitoring, evaluating and improving performance.

In English and mathematics, the subject reports of work of up to 16-year-olds should draw on evidence of the contribution made by other subjects to pupils' competence in literacy, particularly reading, writing and numeracy respectively. In (ICT), the report should draw on

evidence of contributions made to pupils' ICT capability from all other subjects.

In schools with pupils of primary age, the report will include separate sections on English and mathematics. The report will include sections on other subjects of the basic curriculum where there is sufficient evidence.

In schools with pupils of secondary age, the report may include sections on all subjects of the basic curriculum up to and post-16, and any other courses or subjects included in the inspection specification. In schools where such aspects are part of the curriculum, the report should usually include a section on vocational courses and other post-16 provision.

Part Four: Inspection Data

Summary of inspection evidence

The report will include:

- a concise factual statement summarising the number of inspectors, the number of inspector days spent gathering first-hand evidence; the total time spent in classes, discussion with pupils and evaluation of their work, and a brief comment about other evidence.

It may be appropriate to refer to the timing of the inspection and any interruption in the normal programme of the school. Where a subject is not being taught at the time of the inspection, or where other exceptional circumstances reduce the coverage of inspection, the report should state this clearly.

Data and indicators

The report will include:

Pupils:

- number of pupils on roll;
- number of compulsory school-age pupils;
- number of pupils having a statement of special educational needs;
- number of pupils on the special educational needs register, where applicable;
- number of pupils in receipt of government-assisted places or other government funding;
- number of pupils placed in the school by a social services department.

Teachers and classes:

- number of teachers (full-time equivalent);
- number of pupils per teacher;
- average class size (primary and nursery schools);
- average teaching group size by key stage (secondary and special schools);
- percentage of time teachers spend in contact with classes.

Financial data:

- fees per year per pupil;
- average expenditure per pupil per year;
- public funding, if any, in total and per pupil.

In the case of schools catering wholly or mainly for pupils with special educational needs, the report will indicate who pays for residential fees per pupil and for how long, the day fees and any additional fees.

Parental survey:

- a summary of the responses to the parents' questionnaire. (See Annex 1.)

ANNEX I: Parents' Questionnaire

Name of school being inspected



OFFICE FOR STANDARDS
IN EDUCATION

This questionnaire is being sent to all parents with children at the school. Please fill it in so that the inspection team can have your views of the school. Your answers and comments are confidential to the inspection team. They will not be seen by the school, but a summary of the views of parents as a whole will be included in the inspection report.

If you have more than one child at the school, please fill in a separate questionnaire for each as your views on some things may differ from child to child.

Please give the age of the child to which these views refer: years old

For each of the statements below, please tick the box which best reflects your views of the school.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
1 My child likes school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 My child is making good progress in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Behaviour in the school is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 My child gets the right amount of work to do at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The teaching is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I am kept well informed about how my child is getting on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I would feel comfortable about approaching the school with questions or a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The school expects my child to work hard and achieve his or her best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 The school works closely with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 The school is well led and managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 The school is helping my child become mature and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 The school provides an interesting range of activities outside lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you wish to comment further on these or any other matters about the school, either its strengths or its weaknesses, you can use the back of this questionnaire or write a separate letter.

Thank you for taking the time to fill in this questionnaire. Please return it in a sealed envelope to the registered inspector. The school will tell you how to do this.

Signature of parent (optional)

Date

ANNEX 2: Documentation Needed Before A Reporting Inspection

The list of documentation needed before an inspection is as follows:

General:

- inspection forms completed by the headteacher;
- a plan of the school and map of its location;
- the school prospectus, which normally includes a statement of the school's aims and objectives;
- any further statement which the headteacher or proprietor(s)/governing body cares to provide about the school, its particular features, enrolment principles, future plans, and so on;
- the outcomes of any recent evaluations carried out by or commissioned by the school;
- minutes of any meetings of the governing body or the equivalent;
- a copy of any recent annual report to parents;
- fees and an outline of any other major sources of funding.

About the pupils:

- the profile of the pupil population including, as appropriate, age-range, gender, ethnicity, boarders, pupils using English as an additional language, pupils whose parents live overseas, forces children, pupils with assisted places and pupils for whom a statement of special educational needs is maintained;
- attendance figures;
- exclusions figures;
- destination of leavers over the last two years.

About the staff:

- a list of the names, ages, teaching qualifications, experience and responsibilities of each full-time and part-time member of the teaching staff, with the hours per week worked by part-time staff;
- a list of the names, responsibilities of non-teaching staff and the hours per week they work;

- details of any in-service training undertaken by the staff in the last three years;
- the staff handbook.

About the curriculum and pupils' achievements:

- a detailed description of the curriculum and organisation of the school (including provision for special educational needs), its systems of communication, the responsibilities of management, and the numbers and age groups in classes;
- a list of extra-curricular activities, with details of those occurring during the inspection;
- curriculum plans, policies, guidelines or schemes of work already in existence;
- school, room and class timetables, including the times of lessons and the timetables of individual teachers;
- details of total capitation and its allocation to departments and areas such as the library;
- details of any co-operative teaching arrangements with other institutions;
- where applicable, National Curriculum test and public examination results for at least the last two years, and any analysis of these undertaken by the school.

N.B. If the inspection is to take place early in the school year, pupils' work from the previous year will be needed during the inspection.

About the school's links with parents and with other schools and agencies:

- a note of links with parents, and any links with the community and outside agencies (such as careers guidance and welfare services, local business and organisations).

About boarding provision:

- for a boarding school, details of the accommodation, daily and weekend routines, the number and duties of staff with boarding responsibility, and any policy statements on the welfare and development of the children in the school's care and arrangements for implementing these policies.

ANNEX 3: Notice of Complaint

An independent school which is judged to be failing or likely to fail to give its pupils an acceptable standard of education may be judged to fall below the standard required on one or more of five grounds, as specified under section 469 of the Education Act 1996:

- a. that the school premises or any part of them are unsuitable for a school;
- b. that the accommodation provided at the school premises is inadequate or unsuitable having regard to the number, ages and sex of the pupils attending the school;
- c. that efficient and suitable instruction is not being provided at the school having regard to the ages and sex of its pupils;
- d. that the proprietor of the school or any teacher or other employee employed therein is not a proper person to be the proprietor of an independent school or (as the case may be) to be a teacher or other employee in any school;
- e. that there has been a failure, in relation to a child provided with accommodation by the school, to comply with the duty imposed by section 87 of the Children Act 1989. In this case, the Social Services Department may carry out the inspection. The duty defined in section 87 is 'to safeguard and promote the child's welfare'.

If, following this inspection, the Secretary of State is satisfied that one or more grounds for complaint apply, he or she has a duty to serve a Notice of Complaint which is not published although it may be copied to the SSD. The Notice of Complaint has to specify the grounds of complaint as above; the full particulars of the matters complained of and the measures necessary in the Secretary of State's opinion to remedy these matters; and the time (which may not be less than six months) within which steps must be taken to remedy the deficiencies. Any proprietor (and teacher or other employee) in the case of (d) above may appeal against the Notice of Complaint, and the matter referred to an Independent Schools' Tribunal. The rules governing the procedures of the Tribunal are set down in the Independent Schools' Tribunal Rules 1958 (Statutory Instrument 1958/519), as amended by

the Independent Schools' Tribunal (Amendment) Rules 1972, SI 1972/42.

Subject to the right of appeal against any Notice of Complaint to a Tribunal (which would then decide on the action required), it is for the Secretary of State to decide, once the stated period for remedies has expired, whether the school should be allowed to continue in operation, and, if so, whether on specified conditions or otherwise. HMI and/or the local authority Social Services Department, visit the school at least once during the period in which remedies are to be carried out, with a view both to offering the school any guidance which may be helpful to secure a constructive outcome and to advising the Secretary of State on progress. The Registrar of Independent Schools normally writes following any such visit to make quite clear to the school how the Secretary of State views the progress it is making. HMI and/or the local authority Social Services Department visit again when the period for remedies has expired, with a view to advising the Secretary of State whether the school falls below the standard required under the Education Act 1996. If the Secretary of State is satisfied that it does, the school is liable to be struck off the Register and will thus be compelled to close. But the Secretary of State's preference is for a more positive outcome, and schools are encouraged to make full use of HMI's availability for guidance during this critical stage of their existence.

If the Secretary of State does not consider the school to fall below the standard required under the Education Act 1996, but none the less concludes that there are matters of concern in the report with which the school needs to deal, the Registrar of Independent Schools will send an official letter to the school. This will itemise these matters of concern and normally suggest ways in which the school should address them, including an action plan to be produced by the school, showing how serious weaknesses will be remedied. Schools are requested to inform the DfEE within a specific period what progress has been made and it is likely that HMI will be asked to a return visit to observe any developments that have occurred.

Notes

