Guidance

Non-association independent schools handbook for September 2021

Updated: 30 June 2021

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Introduction

1. This handbook describes the main activities carried out during inspections of non-association independent schools in England under section 109(1) and (2) of the Education and Skills Act 2008. It sets out the evaluation criteria that inspectors use to reach judgments about the quality of education, and the standards of care, which schools meet the requirements of the Education (Independent School Standards) Regulations 2014 (referred to as the 'independent school standards').[Footnote 1]

2. The handbook is intended to guide the inspection on how to carry out inspections. However, it is made available to schools and other organisations to ensure that they are aware of the evidence that inspectors will consider when making their judgments and to meet the requirement for inspectors with the flexibility needed to respond to the individual circumstances of each school. This handbook should not be regarded as a set of rigid rules. It is for Ofsted and its inspectors to use their professional judgment and apply their professional judgment when they carry out this handbook. It applies to school inspections to be carried out from September 2019 under the inspection framework and evaluation criteria.

3. The handbook has 4 parts:

- Part 1. How non-association independent schools (referred to as schools) will be inspected. This contains information about the practical logistics, and the role of the inspection
- Part 2. The evaluation schedule. This contains the evaluation criteria that inspectors use to make their judgements about schools and includes examples of the kind of evidence and activities used by inspectors to make their judgements
- Part 3. Reporting. This contains information about the criteria and how to apply them to reach judgments and grades
- Part 4. Inspecting against the independent school standards and other requirements. This contains technical information about the standards

4. This handbook applies to standard inspections. It does not cover the range of inspections that Ofsted carries out in its wider inspection remit, such as inspections of early years provision in registered and voluntary childcare settings. Information about inspections is available in the Handbook for additional inspections of non-association independent schools.

5. This handbook also applies to the extent that the Department for Education (DfE) commissions Ofsted to carry out a standard inspection of an independent school that is seeking to apply for a material change to its registration, or to which a material change has taken place or is to take place, such as a change of proprietor, or where varying for periods, for the duration of the on-site inspection.

Privacy notice

6. During inspection, inspectors will collect information about staff and children at the school. This information will be used to make judgments about the quality of education provided where appropriate, and to ensure the safeguarding of the school. We collect this information to prepare our report and for the purposes set out in our privacy notice. We will not share personal information with third parties unless there is a legal requirement to do so, or a safeguarding issue arises. We will not publish any information that identifies an individual in the report, but will usually name the headteacher and the proprietor (where applicable).

7. Individuals and organisations have legal requirements to provide information to inspectors. Under section 119 of the Education and Skills Act 2008, it is an offence not to give information to Ofsted when it requires it to do so. Regulations which relate to the inspection of independent schools are made under section 117 of the Act.

8. Paragraph 32(1)(g) of the independent school standards sets out the requirement for proprietors to provide information "any information reasonably required in connection with an inspection under section 109 of the 2008 Act which is requested by persons who are authorised by the Secretary of State to inspect the school". This is also included within the Ofsted Parent Guide, see online survey for parents, for the duration of the on-site inspection.

Inspection and the COVID-19 (coronavirus) pandemic

9. We remain sold on our approach to routine inspections resume. It covers how we will reflect the COVID-19 context and the disruption it has caused and may continue to cause to education and children's lives when we return to routine inspections. Our handbook sets out what we will keep to inspections and what we will change or review as circumstances change and we continue to emerge from the pandemic.

10. We outline how the additional considerations for inspectors relating to schools during the COVID-19 pandemic and transitional period. This section should be read alongside the other parts of the inspection handbook.

Preparation and planning

12. During the preparation phase call with the headteacher, the lead inspector will seek to understand the specific impact of COVID-19 on the school community and the school's leaders responded to the situation, including any specific plans for the transitional period.

13. This discussion will also explore how the school implemented the curriculum and how it has been adapted to ensure pupils have been able to learn and make progress.

14. In the conversation, the headteacher and lead inspector will agree the information that the inspection team will follow to ensure that the inspection is completed in a COVID-19 secure way.

15. Given these additional discussions, it is possible that this conversation may take longer than 90 minutes.

Curriculum

16. Inspectors recognise that most schools will have been unable to implement the curriculum in the way they intended during the COVID-19 pandemic. We expect that schools were not required by the DfE to provide education to all pupils from March 2020 to July 2020 and from January 2021 to March 2021 inclusive. We expect that schools will have prioritised teaching and learning for those who were most affected by the pandemic.

17. To understand the context of the school's current curriculum, inspectors will explore "how pupils' decisions about what education have led to changes or adaptations to the school's curriculum. For example, inspectors will look at how subject leaders and teachers have adapted their curriculum, and how pupils have been taught or have responded to their in-school curriculum planning.

18. Where the school is directing deployment tutors to support education recovery from the pandemic, inspectors will explore how their deployment supports the aims of the school curriculum. Use of tutors will be integrated into the evaluation of quality of education and governance and management and will not be inspected in its own right.

Remote education

19. Inspectors recognise that there may still be some limited circumstances in which a pupil may need to learn remotely. Ofsted does not have a preferred model for remote education. Throughout the inspection, inspectors will discuss the decisions that school leaders have taken about remote education. The Ofsted Parent Survey (online education between 1 March and 1 August 2021) will not impact on a school's inspection.

20. Where remote education remains in place, inspectors may observe remote teaching and review materials. We will only expect to see the school's typical approach to remote education, and do not expect schools to arrange anything solely for inspection.

21. To understand leaders' decisions about the curriculum, inspectors may review remote education with teachers, parents and carers, and pupils. They may also review materials and observe teaching. Ofsted does not have a preferred model for remote education in place at the time of inspection.

22. Given the above, when we refer to the intent, implementation and impact of the curriculum in the handbook, this includes remote education, where it remains in place for some pupils.

External data

23. Inspectors will consider available external data. However, they will be mindful of the age of this data, especially around external assessment and qualifications, when making judgements.

24. Teacher assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

25. Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.

Leadership

26. Inspectors will seek to understand how school leaders have adapted their development plans as a result of the COVID-19 pandemic, including the rationale for any new or modified school improvement priorities.

Safeguarding and attendance

27. The COVID-19 pandemic increased safeguarding risks. Inspectors will consider how school leaders adapted approaches to safeguarding during the pandemic to make sure that:

- vulnerable pupils, including those with special educational needs and disabilities (SEND), were identified and their needs met
- safeguarding procedures remained effective for those receiving remote education, as well as those attending school

Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how school leaders have made sure that they remain effective.

28. Inspectors will discuss attendance patterns with school leaders and consider how school leaders have responded to pupils who are absent from school. Where it has been in the circumstances, the school should have kept accurate attendance for those who were in school during the period between March 2020 and March 2021 and will expect an up-to-date account of the school.

29. Inspectors recognise that the context in which schools operate has changed as a result of the pandemic. Therefore, they will consider the specific context in which school leaders have been to ensure the best possible rates of attendance since the school opened to all pupils in March 2021.

Personal development

30. When forming judgments about personal development, inspectors will seek to understand what took place before the pandemic, and the curriculum that is currently and what for future plans are. Inspectors recognise that many elements of personal development, such as extracurricular activities, may not have been offered during the pandemic. Many will focus on understanding the school leaders' plans to make up for a wide range of personal development opportunities since the school reopened to all pupils in March 2021.

Remote elements of the inspection

31. Inspectors will be carried out on site. Face-to-face meetings will remain our usual method. However, it may be appropriate for some of the meetings to be held remotely, for example, if a member of the school community is self-isolating at the time of the inspection. It will usually only be used to resolve governor and others with leadership responsibility's inspection who are unable to attend the school.

EYFS requirements and previous reliance on disapplication and/or modifications of the EYFS

32. To support learning provision in schools during the COVID-19 pandemic, in April 2020 the government temporarily disapplied and modified certain elements of the early years foundation stage (EYFS) requirements for schools. This was in response to coronavirus (disease). This included statutory assessment. Ofsted did not inspection against "reasonable endeavours" and "best endeavours" if they were using any modifications or disapplications.

33. Disapplications and the 31 August 2021 inspections will consider any circumstances where providers have used the modifications to and/or disapplication of the EYFS requirements (where applicable).

34. We recognise that the disruption to learning caused by the pandemic may have impacted on what children have been taught. This could result in some children being in other than usual range of starting points and gaps in their knowledge and understanding. Inspectors will take into account the impact of the pandemic when making judgments.

35. When determining inspection judgments, the inspector will take account of any failures to meet EYFS requirements, even where they were previously modified. If the inspector finds that the provision is not meeting the EYFS requirements, the education and/or standard of care, the quality and/or safeguarding and welfare effectiveness will be inadequate.

36. When evaluating the quality of early years provision, using the judgement criteria set out in paragraphs 223 to 233, inspectors will consider the extent to which leaders have taken into account the impact of the pandemic on children's learning and the design of the curriculum. Inspectors will take due regard to any of the impacts the pandemic may have caused. However, inspectors will consider what the school is doing to ensure that children are being prepared for the next stage of education.

37. If EYS assessment arrangements may have been altered as a result of the pandemic, inspectors will take into account the impact of the pandemic. This may be due to modifications to some of the assessment requirements of the EYFS.[Footnote 2] Inspectors will check whether providers were meeting relevant assessment requirements. They will also check whether providers are supporting staff with any additional assessment expectations as a result.

38. Inspectors will also consider how schools adapted approaches to safeguarding during the pandemic to make sure that:

- vulnerable children, including those with SEND, were encouraged to attend the provision
- safeguarding procedures remained effective both for those at home and those attending school

Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how schools have made sure that they remain effective.

Part 1. How schools will be inspected

What are the legal requirements for the inspection of schools?

How schools are selected for inspection

39. All independent schools are inspected at the discretion of the DfE, which is the registration authority for independent schools. Therefore, Ofsted may be asked to inspect a school at any time, for any reason. This might occur, for example, when the DfE has particular concerns about a school.

40. The EIF and this handbook set out the arrangements for standard inspections of independent schools carried out under section 109(1) and (2) of the Education and Skills Act 2008.

41. All schools have a unique reference number (URN). Any institution with its own URN that we expect will receive an inspection report after each inspection.

Frequency of inspections Footnote 3

42. A 3 year cycle of standard inspections began in September 2018.

43. Schools that are judged as requires improvement or inadequate normally have a standard inspection within 2 years of the previous standard inspection.[Footnote 4]

44. The inspection cycle for all non-association independent schools (including those that are exempt from inspection) will be reset in September 2021 to September 2024 (2021/22). Therefore, inspections within the current cycle will not follow the timescales published above. The current cycle will now end in December 2022.

45. The DfE may commission Ofsted to carry out a progress monitoring inspection when a school has failed to meet all of the independent school standards. Therefore:

- all schools that are judged to be inadequate normally receive a progress monitoring inspection before their next standard inspection
- the DfE may also commission a progress monitoring following a standard inspection may also receive a progress monitoring inspection before their next standard inspection

46. The purpose of the progress monitoring inspection is for inspectors to judge whether the school has made progress with their independent school improvement plan and whether it is meeting the independent school standards.

47. On a progress monitoring inspection of a school that was judged as requires improvement but not at the independent school standards, inspectors will also consider whether the school continues to comply with the independent school standards as well as the issues that may have been identified at the previous standard inspection.

48. Guidance on progress monitoring inspections is available in the Handbook for additional inspections of non-association independent schools.

Bringing forward standard inspections following additional inspections

49. The DfE may bring forward a school's next standard inspection following an additional inspection carried out from the summer term 2021 onwards, in order to ensure that the school is inspected:

50. There are 2 scenarios when this may happen:

- a school that was graded requires improvement or inadequate has now been judged to have significantly improved at a progress monitoring inspection and now meets all of its previously failed independent school standards
- a school that was graded requires improvement has now been judged to have met all independent school standards and either:
  - an emergency inspection
  - a material change inspection, where the school has already implemented the new provision being approved from the DfE

51. In the first scenario, the next inspection of that progress monitoring inspection must have judged that:

- all the previously met standards are now being met accurately and consistently
- the school is likely to be able to provide evidence that it can meet all of the standards (leadership and management) on a standard inspection
- the school has implemented its action plan to address the identified shortfalls and adjusted arrangements so that the school operates in a reasonable time frame (no more than 12 months)

52. In the second scenario, inspectors will judge at a stage where it is likely to be judged favourably under the EIF

Carrying out additional inspections as part of a standard inspection

53. The DfE may commission Ofsted to carry out an additional inspection as part of a standard inspection. This will usually be when the DfE has concerns that a school may make a material change to its registration, a school's progress in implementing its action plan and in meeting our independent school standards, or issues relating to a school's leadership and management. The DfE will inform the school if it has asked Ofsted to inspect this as an inspection commencing shortly.

54. Similarly, if the DfE commissions Ofsted to carry out an additional inspection and a standard inspection is also expected to take place in the same year, we will inform the school that we will combine the additional inspection for certain as part of the standard inspection.

55. In both cases, the inspection author will normally be contacted as part of the standard inspection is a single inspection. Ofsted will typically report on the "additional inspection" part of the inspection first, followed by a separate report on the independent school standards inspection second. The report will clearly set out the legislative basis for both inspection types and the reason for the additional inspection. Ofsted will not normally inspect against the EIF when carrying out an inspection such as when a progress monitoring inspection is commissioned or a standard inspection – when 2 inspects are written and published on our website. This is in order to ensure that the progress against previous unmet standards is reported clearly to the DfE.

New schools

56. Inspections are expect to open a new school must apply to the DfE for registration. They are asked to supply the information set out in section 98 of the Education and Skills Act 2008 (Independent Educational Provision in England (Prescribed Information) and Non-Material Change Schools (England) and Independent Educational Provision in Wales (Prescribed Information) Regulations 2010).

57. The Education and Skills Act 2008 requires Ofsted to carry out a pre-registration inspection of a school before it can be registered. Ofsted will inform the proprietor of the DfE inspectors consider the written evidence supplied to the school's application to the DfE. Ofsted will inform the proprietor of the outcome of the inspection. The Secretary of State about the school's readiness for registration. Ofsted must arrange operating until they are registered. Following a pre-registration inspection, the inspectors will provide a report to the DfE. The report will set out the reasons why proprietors are likely to fail to meet. From the summer term 2018, these reports have been published on our website and made available to the school. The decision on whether or not to register the school lies with the DfE.

57. Once registered, new schools receive their first standard inspection to their first set of operation. We will inform the proprietor as our inspectors welcome.[Footnote 5]

Schools requesting an inspection

58. Unlike other schools inspected under the EIF, independent schools are not able to request an inspection outside of the usual inspection cycle, as set out above.

Inspection fees

59. Schools are charged a fee for standard, pre-registration and progress monitoring inspections. The fees for pre-registration and progress monitoring inspections are set out in the Education (Independent Educational Provision in England) (Inspection Fees) (Amendment) Regulations 2018.

60. For standard inspections, 2 sets of fees regulations are currently in force. Depending on the timing of their most recent standard inspection, schools either:

- are still being charged under The Independent Educational Provision in England (Inspection Fees) (Amendment) Regulations 2015 (the 'Fees (Amendment) Regulations 2015'), which came into force on 1 April 2016
- will be charged under The Independent Educational Provision in England (Inspection Fees and Exemptions) Regulations 2016, which came into force on 1 April 2016

61. An inspection fee will always be charged unless a deferral is granted in line with our deferral policy. Ofsted will not charge a school for a deferred inspection if it is rescheduled to take place at another time, in line with our deferral policy, or if it is cancelled.

62. In the case of pre-registration inspections, where a school does not gain registration, an inspection fee is payable nonetheless. Ofsted will not charge for a second pre-registration inspection.

Separately registered childcare provision

63. Early years childcare provision of more than 2 hours a day that is not managed by the school is separately registered with the Ofsted. Inspectors will carry out a Ofsted inspection managed (day) by the school, a proprietor/governing body includes care for children under 5 years of age, and childcare provision that is managed by the school is registered with Ofsted. Provision registered in this way is not inspected as part of the inspection of the school.

When can an inspection take place?

67. Inspection can take place at any point from 5 school days after the first day pupils attend the school. Ofsted will not inform the school in advance of a standard inspection but can take place as early as the following Wednesday.

Before the inspection

Clarification for schools

68. The information below confirms our requirements. This is to dispel myths about inspection that can result in unnecessary workload in schools. It is intended to highlight specific practices that we do not require.

69. Ofsted will:

- when making judgments, take a range of evidence into account, including official data and information from parents, pupils, staff and governing bodies and organisations such as pupils' Statutory Education Plans and so on
- judge fairly schools that take radically different approaches to the curriculum, including those that have adapted their curriculum because of the pandemic, or have adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively
- use the information on Ofsted's dashboard, scorecards, school data and other documents requested by the independent school inspectors
- report on any failures to comply with the independent school standards
- inform the school of any concerns about safeguarding and welfare, including the proprietor body as provided in their governing body or inspection, as mentioned in our meetings may include a short option using video/telephone calls if necessary
- use the information on Ofsted's dashboard, scorecards, school data and other documents of the school to be aware of the inspection. Although inspectors may use this information they may not be able to gather sufficient evidence in order to judge whether the school is meeting the EIF. Inspectors will use professional judgment to ensure they supplement with Ofsted. Provision registered in this way is not inspected as part of the inspection of the school.

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Quality assurance and moderation

70. Ofsted will:

- provide evidence from sessions over that should be used in capability/disciplinary proceedings or for the purposes of performance management
- provide evidence from sessions over that should be used in recommendations
- routinely check personnel files, although it may ask or accompany
- advocate a particular method of observing (including lesson planning), teaching or learning, or any other aspect of the school's work, and will not require schools to adhere to a specific format or other resources, nor will it require teachers to be observed
- Ofsted does not require schools to provide:

evidence in any specific format, as long as it is easily accessible for inspectors
- a school improvement plan (SIP) or equivalent
- evidence of actions that set out or is the outcome of:
  - photographic evidence of pupils' work (although inspectors may request to take photographs of pupils' work during the inspection, see above)
  - any written record of teachers' and leaders' individual lesson plans
  - individual lesson plans
  - previous lesson plans
  - predictions of attainment and progress scores
  - any assessment information, other than what is already part of the school's business processes
  - performance and pupil tracking information
  - any information that is not directly related to its teachers' professional development and the curriculum, unless it is required by law, other than what support the school's normal activity
  - the minutes of the day-to-day group of individual teachers who are observed during inspections
  - evidence about each teacher from each of the bullet-out readings in the teachers' standards
  - anonymised lists of lessons they meet or do not meet performance standards for any progression
  - recordings of the lessons, unless they are normally held for staff and pupils' future use
  - processes for the performance management arrangements for school leaders and staff

73. Ofsted does not require schools to:

- do additional work to or over pupils, to work specifically for the inspection
- carry out a specified amount of lesson observation
- use the Ofsted evaluation framework to grade teaching or individual lessons
- ensure a particular frequency or quantity of work in pupils' books or folders
- ensure a particular frequency or quantity of work in teachers' or leaders' notebooks or folders
- set teachers' performance targets based on commercially produced predictors of pupils' attainment, or any other data, from which it would be reasonable to infer quotas
- retrospectively apply for Disclosure and Barring Service (DBS) and other pre-employment checks for inspection purposes, or retrospectively carry out checks on the conduction of the DBS requirements
- take any specific set of steps with regard to one security, in particular, inspectors do not require a school to use a specific security system
- carry out assessment of every pupil, achievement in any subject in a specific way, format or time
- use a specific format for policies relating to staff behaviour or have a separate code of conduct document
- produce a verification document or summary in a particular format. Any information that is in the school's normal course of school's business processes and not be generated solely for inspection purposes

73. Ofsted does not specify:

- how planning (including curriculum and lesson planning) should be set out, the length of lesson plans, or the format in which it should be recorded
- that tutor group/form time must include literacy, numeracy or other learning activities
- the frequency, type or volume of marking and feedback
- the content of or approach to, headteacher and staff performance management
- the format in which staff records should be maintained, keeping racing legal requirements

Notification and introduction

74. Ofsted will normally contact the school by telephone to announce the inspection around condition on the day before the inspection is due to take place.

75. If the headteacher is unavailable when the notification call is made, we will ask to speak to the senior member of staff available. Once we have introduced ourselves to the by telephone that the inspection will take place, we will send confirmation to the school by email.

76. During the initial telephone phone call, the inspection team will also need to check the number of pupils on roll at the school, the governance arrangements for the school, and the school's most recent Ofsted inspection report. Inspectors will also check Ofsted's safeguarding information processes, review provision for 2 and 3 year olds, and additional resource provision.

77. We will also make clear that the inspectors will expect the principal(s) and the person(s) responsible for the day-to-day operation of the school to be present during the inspection. We will also request that the principal(s) and the person(s) with the ability to process and implement the research policies and practices.

78. Where it appears that a school is no longer operating, we will check whether the DfE has given permission for the school to cease operating. If it has not done so, we will inform the DfE. The DfE may wish to use the information we obtain during the inspection to change its or arrangements inspection. The emergency inspection will be carried out in line with the guidance in the Handbook for emergency inspections of independent schools.

79. The inspection support administrator will then send the school a note setting out key information for leaders to be aware of before inspection. This will include:

- Ofsted's privacy notice
- informing the school that inspectors will use a range of technology to gather evidence electronically, including mobile devices, tablets and laptops
- a request for the school to upload, or make available, any electronic evidence, for example of pupils' work and displays, but that inspectors will not take photographs of pupils

Information that schools must provide by the start of the inspection

80. The inspection support administrator will also send the school a note requesting that the following information is available to inspectors at the beginning of the inspection. This includes information required to comply with the independent school standards:

- the school timetable, current staff list (including newly qualified teachers) and times of the school day
- class lists showing pupils' names and year groups
- any information about previously planned interruptions to normal school routines and activities, such as trips and visits
- records and analysis of attendance, pupils taken off roll, incidents of exclusion and any use of internal isolation
- a list of the school's premises which is required by the independent school standards
- the single central record of checks on the school's staff
- records and analysis of sexual harassment or sexual violence
- records and analysis of bullying, discriminatory and prejudiced behaviour, other behaviour incidents, and the use of any sanctions, including the use of nonmaintained Alternative Provision including, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and a list of any concerns/referrals referred to the local authority, and/or the Channel panel of the education
- a list of all pupils who have been cases with children's services/social care and for whom there are safeguarding concerns
- up-to-date attendance analysis for all groups of pupils
- documented evidence of the work of the proprietor and/or those responsible for governance in the school
- a summary of any school self-evaluation or assessment
- the current school improvement plan or equivalent, including any planning that sets out the school's priorities for the current year, and the SIP from last year
- any reports from external evaluations of the school
- maps and other practical information
- access to wifi, if it exists, so that inspectors can connect to the internet

Preparation

81. In independent inspections, the lead inspector will contact the school and ask to arrange a pre-inspection visit. This will normally be carried out in the afternoon before the inspection support administrator's initial notification call.

82. The purpose of the pre-inspection visit is for inspectors to meet with headteachers and leaders, if

- a reflective, educational focussed conversation about the school's progress since the last inspection. Including how COVID-19 has affected this
- a pre-inspection planning conversation that focuses on practical and organisational issues

83. It may be that both these elements are discussed in a single telephone conversation. Alternatively, they may be carried out as 2 separate conversations with a break in between, as agreed between the lead inspector and the headteacher.

Discussing the school's progress since the last inspection

84. The call should include plans to consider the opportunity to discuss the school's specific context and challenges. Inspector experience shows that this helps both leaders and inspectors hold stronger professional conversations.

85. Inspectors will use this conversation to understand:

- the school's context, and what steps it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspection, including those from the last Ofsted inspection report
- the headteacher's assessment of the school's strengths and areas for improvement, particularly in relation to the curriculum, the way teaching supports pupils to learn and develop, how pupils' behaviour and attitudes to learning, and how pupils' personal development is promoted
- the specific areas of the school that should be focused on during inspection

86. This conversation will normally last up to 90 minutes. It may longer where detailed discussions of the COVID-19 context are required. It will help inspectors and headteachers to establish a professional relationship, and to develop a shared understanding of the starting point of the inspection. It will also be helpful for inspectors to understand the school's context, and what it has been doing since the last inspection plan. Our experience from implementing the EIF shows that this is part of preparation that school leaders and inspectors often find to be the most helpful and constructive.

Inspection planning discussion

87. This discussion will be short and focused on practical issues. The lead inspector will:

- arrange a time during the afternoon of the next day to start the inspection
- make the school aware that it may need to inform parents of the inspection, and for our Ofsted Parent View questionnaire to the main method for gathering parents' views of the school to be completed. Inspectors will also encourage the school to encourage contacting the link to Ofsted Parent View may be sent electronically, or a copy may be sent
- ask for the school's most SENCO provision
- discuss any nursing provision, before and/or after school care or holiday clubs (all and managed directly by the school (see: Registering a school-operated childcare provision, if the school is in scope of EYFS)
- make arrangements for meeting with relevant staff
- confirm the identity of the individual presenter or proprietor body of the school, arrange an appropriate time to speak to them during the inspection, and invite as many members of the proprietor body as possible to attend the final feedback session
- establish what the governance structure of the school is, and make arrangements for a meeting with the chair of governors and any governors or possible (and/or representatives of the proprietor body, if it is not the chair of governors, and ask as many governors as possible to attend part of the final feedback session
- establish how the school will give the inspection access to its policy documents and other evidence, such as the school's safeguarding information, if it is an independent school (see this. We expect all documents to be provided in English and provide an opportunity for the school to ask any questions or to raise any concerns about the inspection process and methodology
- let the school know if and when inspectors will be present during the inspection

86. The lead inspector will also use the discussion to establish whether the school has any pupils who attend off-site alternative provision, either full-time or part-time. If the school does, the lead inspector will request further details about the alternative provision. the lead inspector will request further details about this.

87. The lead inspector will also request that the school provides certain information as early as possible to aid preparation. This will include:

- a copy of the school timetable
- details of any relevant staff absence
- a list of any pupils who are expected for any reason (for example, if they are subject to capability procedures)

88. If any issues arise, the lead inspector may also need further clarification from the school, for example if information is not available on the school's website.

Further inspection preparation carried out by the lead inspector

89. In addition to the information requested from the school, inspectors will review and consider:

- all relevant information held by Ofsted, including Parent View
- the school's most recent inspection report, which includes baselining and early years inspection reports
- any reports resulting from additional inspections carried out since the last inspection, such as Section 48 inspections, Section 5 inspections
- the findings of any recent Ofsted survey
- any complaints made about the school to Ofsted Parent View
- the school's most recent Ofsted Parent View questionnaire
- replies to questionnaires
- information on our provider information page (Inspection of independent schools)
- the Ofsted Parent View survey, parent and educational visits and stakeholder Ofsted questionnaire
- any other relevant information, including information on the school's website, such as
  - the presence of the safeguarding policy, as required by the independent school standards
  - the availability of the complaints policy, telling why accurate and prompt complaints are made
  - curriculum information (so the lead inspector can start to assess the breadth and balance of the school's curriculum and whether it is likely to promote pupils' learning for and an appreciation of life in modern Britain)
- information from the school's SEND information report, specific focus for the inspection, in the inspection commissioning form, where the DfE has commissioned it
- the inspection to be brought forward
- information about the school's most recent of the standard inspection
- any complaints from parents or members of the public that the school has notified Ofsted to consider as part of the inspection (Inspection of independent schools: guidance for inspectors)
- information on the school's complaints statistics as recorded on the DfE's register (Get information about schools), such as the number and age range of pupils that the school has received, the number of the complaints and whether the school is in "section 48 approved" (Section 48)

90. the wording of school exemptions for Equalities and Child Student visa

91. Inspectors will also review the information about the independent school which evidence gathered during the inspection. We may include requirements regarding provision or if the school is part of a chain of independent schools, any relevant information about the parent company, including any reports or other information about the suitability and capability of the proprietor.

92. any other information publicly available or available from recent stakeholders such as local authorities and the police

93. The lead inspector will also check compliance with aspects of the independent school standards that can be checked from the information held on the school's website. Such as the requirements for:

93. The lead inspector must find out the identity of the school's proprietor before the inspection starts. This can be confirmed by opening of the proprietor, contacting the current. Get information about schools: record for the school, the school's most recent Ofsted inspection report, or the school's website. If the school is part of a chain of independent schools, the lead inspector will also need to find out the identity of the school's direct owner, and other sources will be used to be accessed and an evidence card and followed up with the school.

94. If a regulatory breach is suspected to exist on site by a different or the school's area, the DfE's policy is that the school will not be treated as a new entity. However, the DfE may, in exceptional circumstances, treat the school as a new entity. Ofsted. Therefore, the lead inspector will tell the inspection finding leaders that Ofsted will process registration.

95. Other relevant information may be in the public domain and reported in the press. Inspectors will therefore conduct a brief Internet search as part of their pre-inspection preparation. Inspectors will also consider information from the DfE's Get information about schools service. If inspectors find information that they consider to be of concern or guarantees, that may need to be followed up during inspection (Section 48).

Requests for deferral or cancellation

96. A school may request a deferral of its inspection. It may make a request to the inspection support administrator when it is notified of the inspection, or in the next days after receiving the call. We will only consider a request for deferral if the school can receive Ofsted Parent View or the day the school is notified. The inspection support administrator will inform the school of our decision. If we do, the regional duty staff. We will consult the DfE and then decide whether to grant a deferral. in accordance with our deferral policy.

97. Normally, if the school is providing education to pupils, an inspection will go ahead even if the school is in the process of closing. We will consider a request for deferral after the school has been notified. Following a request made by the school. We will aim to let the school know whether a request is granted on the same day it is made, but sometimes it may take longer when the request for deferral comes from a school that is not the first notice.

98. The deferral policy makes clear that: If the inspection of a school has been deferred previously or if a previous inspection has been found to be inadequate, it will not be deferred a second time.

99. If a school is within 6 months of confirmed closure, but the headteacher does not request a cancellation when the inspection support administrator makes contact, the inspection support administrator should call the regional duty staff to highlight this. The regional duty staff will then decide whether the inspection should go ahead. Decisions will be made on a case-by-case basis.

100. In the case of unannounced inspections, any requests for a deferral will be passed to Ofsted's relevant regional director, who will decide whether the request can be granted.

No-notice inspections

101. We may carry out inspections without notice, as the DfE's request. (Section 48) When this happens, we will not telephone the school in advance.

Pupils and staff questionnaires

102. The views of pupils and staff in schools are gathered through online questionnaires. The inspection support administrator sends online links to the school for pupils and staff to complete. Inspectors will use the results of the survey to prepare pupils to complete the online questionnaire. Pupils and staff should complete their questionnaire by midday on the first day of the inspection.

103. As well as through online questionnaires, inspectors may gather evidence from pupils and staff in other ways, for example, by talking to pupils and staff during lessons or the short and visits of the day. These meetings must take place with the permission of the headteacher or senior staff. In drawing on evidence from these meetings, inspectors will take into account the ages of the pupils and the context of the school in its circumstances. however, in which it is not possible to guarantee the anonymity of the interviewees. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding concerns. Inspectors will share any concerns about serious misconduct, bullying of staff or criminal activity.

The inspection

Days allocated to inspection and inspection team members

104. Standard inspections do not normally last longer than 2 days. Usually, the lead inspector will begin the inspection on the afternoon after the inspection notification call. The size of the inspection team will vary according to the size and nature of the school. Any team inspectors will normally join the inspection for the second day of the inspection.

105. There is no requirement to deploy inspectors of a particular faith to inspect a school of a particular faith. We will not deploy for an inspection team of faith school to consist entirely of inspectors of that faith.

Seeking the views of registered parents and other stakeholders

106. When a school is notified of a standard inspection, it is asked to notify all registered parents of the inspection. This includes those who are registered on educational, alternative provision, or alt-away from school.

107. Our email confirming the inspection includes a letter that formally notifies parents. It also explains how to use Parent View and how parents can report inspection. Schools should encourage parents to complete Ofsted Parent View by placing a link to Parent View on their website. Inspectors will also encourage parents to complete it using to own electronic systems (such as text messages), where these are available.

108. Inspectors will review the evidence from Parent View and other stakeholder responses before the inspection. Inspectors will use the information to inform their lines of enquiry. Inspectors will also take into account, if the response on the Ofsted Parent View is low, inspectors will take steps during the inspection to gather further evidence of parents' views.

109. Inspectors will also take into account other evidence from parents, including the results of any parent surveys the school carried out or commissioned. If individual parents have raised concerns with the school, inspectors will also take into account the record to inspection.

110. During integrated inspections of boarding or residential special schools, social care inspectors will also consider the views of parents and carers of children who are boarding. Parents have the right to request a boarding or residential special school inspection if the young people who are boarders or residential pupils, and those of boarding staff, who have been gathered through Ofsted's online survey.

The role of an interpreter during inspection

111. Inspectors support inspectors of schools that teach some or all their curriculum in a language other than English. We ensure that inspectors are able to consider the school's evidence about how its curriculum and extra-curricular meets the requirements of the EIF. We will also ensure that inspectors are able to speak the languages, for example French or Latin. In pupils, inspectors may also support inspectors where subjects other than languages themselves are taught in another language.

112. Inspectors support inspections by interpreting what is said or written, but they will not translate documents. Inspectors will consider the school's use of an interpreter and whether the school complies with the independent school standards.

113. Inspectors may be present for the entire duration of the inspection, or for only part of the inspection, depending on the school's circumstances. The lead inspector will confirmed during the day-to-day contact with the school.

114. Inspectors may accompany or interpreter during any inspection activities. This could include, but is not limited to, visits to meeting to pupils, teaching and learning, governors and headteachers, building of pupils' work, and reviewing curriculum documents. Inspectors will not be able to interpret for parents, staff, and will be replaced by the lead inspector and asked to the evidence base.

Arrival time on the first day of inspection

115. On the first day of the inspection, inspectors will arrive at/around 9pm.

Gathering and recording evidence

116. Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence.

117. Inspectors will collect evidence to assess the school's compliance with the independent school standards and the inspection judgements. As part of the inspection, they will review the school's policies and other documents required by the independent school standards, and the school improvement plan (or equivalent) and evidence.

118. Inspectors will visit lessons, scrutinise pupils' work, talk to pupils about their work, engaging both the participating and their independent learning, and gather information on perceptions of the typical quality of education and other aspects of life at the school in a range of subjects.

119. During the inspection, it is important that pupils are able to express their views. Inspectors will talk to pupils individually, in groups, and in lessons, and will also consider pupils' views on other pupils' behaviour. This is particularly important when inspectors are considering the school's safeguarding arrangements.

120. Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. They will also engage with SENDC. It is important that inspectors need of help and protection, receiving statutory local authority support from a social worker. Inspectors will also look at how the school's curriculum is taught, how teachers assess and how they use the information to inform their teaching and support inspectors where subjects other than languages themselves are taught in another language.

121. Inspectors support inspections by interpreting what is said or written, but they will not translate documents. Inspectors will consider the school's use of an interpreter and whether the school complies with the independent school standards.

122. Inspectors may be present for the entire duration of the inspection, or for only part of the inspection, depending on the school's circumstances. The lead inspector will confirmed during the day-to-day contact with the school.

123. Inspectors may accompany or interpreter during any inspection activities. This could include, but is not limited to, visits to meeting to pupils, teaching and learning, governors and headteachers, building of pupils' work, and reviewing curriculum documents. Inspectors will not be able to interpret for parents, staff, and will be replaced by the lead inspector and asked to the evidence base.

Evaluating different approaches to teaching

124. Ofsted does not advocate the use of particular approaches to teaching and will not evaluate in teaching. Different approaches to teaching can be effective. Well is appropriate will depend on the school's circumstances, the pupils' needs, and the subject or area of teaching a particular lesson. Nevertheless, any approach used for lessons that must be present to ensure that it is delivered effectively. Our research commentary sets out our understanding of those factors.

Newly qualified teachers and trainees working in independent schools during standard inspections

124. When the lead inspector requests a copy of the current staff list, they must also whether this includes:

- any newly qualified teachers (NQTs)
- any trainees on placement, including those on Schools Direct or School Direct (salaried) routes

125. Inspectors will meet NQTs where possible and may wish to observe their teaching NQTs. In doing so, inspectors should take into account the fact that NQTs have not completed their first year of teaching. Inspectors will also take into account the school's professional development offer and plans for NQTs and the extent to which NQTs participate in dealing with pupils' behaviour. This must include the quality of mentoring and support that NQTs receive, and the extent to which their workload is manageable and benefited by initial teacher training. Inspectors should therefore consider the support supported by the school in managing pupils' behaviour.

126. Inspectors will need to review the evidence supplied by the school on the School Direct (salaried) route to assess their support, mentoring and induction. Inspectors will not observe trainee teachers.

127. Inspectors will also need to review the evidence supplied by the school on the School Direct (salaried) route to consistent with what could reasonably be expected of a trainee teacher before the quality of qualified teacher status (QTS) has been awarded, and not take trainees' performance into account when assessing the quality of education.

Overarching approach to inspection

128. The EIF seeks to set a single, coherent approach to education and evaluation of the heart of inspection. It is built around the interrelated components of curriculum, teaching, assessment and learning, and pupils' attitudes to and behaviour in learning. The EIF also sets out our methodology for this judgement. It provides a framework for inspectors to gather and evidence of how a school's activities to provide a high-quality education for its pupils. Inspectors will use the EIF to inform their lines of enquiry, and to ask questions, make judgements and evidence on whether or not the school in curriculum independent school standards are met.

129. As set out in the Transparency per-phase Governance (Section 48), inspectors under the EIF always include in-depth discussions with school leaders and curriculum leaders in secondary schools, and with those responsible for teaching in primary schools. When are the priorities they and them to reach, what is the school's curriculum, what they need to understand, and is what order and they learn them? They will also ask questions about how the curriculum is implemented in practice.

130. During inspection, inspectors will also collect evidence of how pupils are taught. Importantly, they will focus on gathering first-hand evidence. Inspectors will visit lessons, talk to teachers and pupils, look at pupils' work, and review the school's curriculum together with curriculum leaders to see what pupils are being taught and when. Inspectors will then draw on this evidence together from different pupils, classes and teachers.

[10]. This crucial evidence base is the connection between different pieces of evidence, including inspection evidence, that inspectors need to make when they carry out their inspections and focus on gathering evidence that is important and significant. Our research on work scrutiny and lesson visits has shown that having a variety of types of evidence and being able to make connections between them is very useful.

[11]. The evidence will always need to inform inspectors about the quality of provision on offer. The focus will not be on one particular lesson, book or pupil. Rather, the focus will be on what the evidence tells us about the quality of provision. It will help inspectors and leaders identify whether pupils are learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more. It will also help them identify the extent to which the school's curriculum enables inspectors and leaders to build up a clear picture of whether the school's meeting its criteria set out in the 'quality of education' judgement.

Joint visits to lessons

[12]. One element of the inspection will be visits to lessons. The lead inspector will discuss with the headteacher curriculum leaders and other leaders who lead or joint visits to lessons.

[13]. Inspectors will not take a random sample of lessons to visit. Instead, they will correct lesson visits to other evidence, such as curriculum documents, work scrutinies, teachers and pupils, and work scrutinies. Inspectors will visit varied lessons where the curriculum is being taught, wherever possible, including lessons taught by subject specialists.

[14]. Where a school offers a specialist curriculum, inspectors will normally visit lessons in the school's specialist curriculum. Inspectors will use the evidence they have written 'Schools with a specialist curriculum' in part 3 of this document.

[15]. Lesson visits are not about evaluating individual teachers or their teaching. There will be no grading of the lessons by inspectors. Instead, inspectors will view lessons across a faculty, department, subject, key stage or year group and then evaluate what this tells them about the quality of provision on offer and the curriculum intentions. This will then provide part of the evidence for an overall view of the quality of education or behaviour and attitudes.

[16]. Lesson visits are a vehicle for inspectors to gather evidence about how lessons contribute to the quality of education. Inspectors can use these visits to gather evidence about how well the curriculum is implemented. They do this by looking at what pupils know, remember and can do in relation to the curriculum. Inspectors will also use the evidence they collect from discussions with the staff and pupils including, for example, scrutinising pupils' work, whenever possible derived from the lessons visited and the relevant sequence of lessons (see below).

[17]. Lesson visits are also useful for gathering evidence that contributes to the judgements on behaviour and attitudes and personal development. Inspection evidence is managed within educational discussions with the staff and pupils. Inspectors will complement this other evidence that inspectors gather about behaviour during lesson visits.

[18]. Alongside other evidence, inspectors will also use evidence gathered from visits to lessons to inform their judgements about whether the school meets the independent school standards. Inspectors will use the evidence they have written in part 3 of this document to inform their judgements about the extent to which the school's policies and plans (paragraph 9(b)) and the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5). [Footnote 11]

Work scrutiny

[19]. Inspectors will use work scrutinies as an evidence base. The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils' work.

[20]. Inspection will not take a random sample of exercise books/folders/files/videos/photos/ items. The aim is to carry out work scrutiny in a way that gives a clear picture of what pupils have been learning across a faculty, department, subject, key stage or year group and sufficient insights to provide part of the evidence for an overall view of the quality of education. Inspectors will use work scrutiny to gather evidence about how well the curriculum is implemented. They do this by looking at what pupils know, remember and can do in relation to the curriculum. Inspectors will also use work scrutinies to evaluate learners' attitudes and behaviour. Work scrutiny will also be a vehicle for inspectors to gather evidence about how well the school's curriculum is being taught, wherever possible, including lessons taught by subject specialists.

[21]. Inspectors will use work scrutiny to gather evidence that contributes to the judgements on behaviour and attitudes and personal development. Inspection evidence is managed within educational discussions with the staff and pupils. Inspectors will complement this other evidence that inspectors gather about behaviour during lesson visits.

[22]. Alongside other evidence, inspectors will also use evidence gathered from work scrutinies to inform their judgements about whether the school meets the independent school standards. Inspectors will use the evidence they have written in part 3 of this document to inform their judgements about the extent to which the school's policies and plans (paragraph 9(b)) and the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5). [Footnote 12]

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[22]. Alongside other evidence, inspectors will also use evidence gathered from work scrutinies to inform their judgements about whether the school meets the independent school standards. Inspectors will use the evidence they have written in part 3 of this document to inform their judgements about the extent to which the school's policies and plans (paragraph 9(b)) and the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5). [Footnote 13]

Talking to and observing pupils outside lessons

[23]. Inspection will ensure that they talk to and observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and attitudes. For example:

- at the start and finish of the school day
- at lunchtime, including in the school hall, and breakfast or playtime
- during assemblies and tutor periods
- when moving between lessons
- during environment activities (including clubs and activities outside of the normal timetabled curriculum)

Meetings with pupils

[24]. Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils. Inspectors will talk to pupils in groups. They will not interview individual pupils. Inspectors must ask them about their experiences of teaching and learning and their experiences of the school's curriculum. Inspectors will also talk to pupils with any form of harassment and sexual abuse, discrimination and prejudice-related incidents. Inspectors will also discuss whether all questions are appropriate. Inspectors will report any issues to the school.

[25]. During the inspection, it is important that pupils are able to express their views freely to inspectors. Therefore, inspectors must make it clear that they are independent of the school's provision. They will be particularly important when inspectors are talk to pupils in groups. Inspectors will also need to be sensitive to the fact that pupils may be taught some single-sex groups to provide the opportunity for pupils to express their freely about issues such as sexual harassment, online sexual abuse and sexual violence and sexism, homophobia and other forms of prejudice. Inspectors will also need to be sensitive to inspectors with the evidence they need to make a judgement about the extent to which school's provision meet the requirements of the independent school standards. See Inspecting safeguarding and culture.

Meeting the proprietor and those responsible for governance

[26]. Inspectors will always seek to speak to the proprietor during the inspection. The purpose of this is to evaluate the effectiveness of the proprietor's work in monitoring the school's work and in ensuring the school meets the independent school standards.

[27]. Inspectors will also always seek to meet with governors (if the school has them) during the inspection.

[28]. The role of governors and governance vary in the school's sector. Governance is evaluated as part of the judgement on the effectiveness of leadership and management. Governance is also a standard against which inspectors evaluate the governance of the school.

[29]. As with the meetings between inspectors and pupils, parents and staff, meetings or telephone discussions with those responsible for governance should take place without the headteacher or other senior staff being present.

Meeting leaders

[30]. The lead inspector will meet the headteacher regularly throughout the inspection to:

- provide updates on emerging issues, including initial general findings about the quality of education, and to enable further evidence to be provided
- discuss the inspection evidence collected, including any statements the conduct of the inspection or individual inspectors
- alert the headteacher to any serious concerns

[31]. The inspection team will normally hold different points during the course of the inspection. In particular, the team should:

- meet briefly in the morning on day 2
- meet at the end of day 2 to discuss and record emerging findings, the proprietor and leaders (see below)
- meet at the end of day 3 to finalise judgements and identify areas for improvement [footnote 14]

Also together the lead inspector and lead inspector will arrange the evaluation for team meetings.

[32]. The lead inspector will invite the headteacher and proprietor to the final team meeting. The purpose of this meeting is to provide leaders a clear idea of the evidence and inviter to attend the final team meeting are there to listen to the scrutiny of evidence and the inspection team's judgements. The lead inspector will also invite the inspection team to attend the meeting to ensure the opportunity for pupils to express their freely about issues such as sexual harassment, online sexual abuse and sexual violence and sexism, homophobia and other forms of prejudice. Inspectors will also need to be sensitive to inspectors with the evidence they need to make a judgement about the extent to the school's provision meet the requirements of the independent school standards. See Inspecting safeguarding and culture.

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[27]. Inspectors will also always seek to meet with governors (if the school has them) during the inspection.

[28]. The role the proprietor and governance play in the school's provision is evaluated as part of the judgement on the effectiveness of leadership and management. Governance is also a standard against which inspectors evaluate the governance of the school.

[29]. As with the meetings between inspectors and pupils, parents and staff, meetings or telephone discussions with those responsible for governance should take place without the headteacher or other senior staff being present.

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Reaching final judgements

[33]. Inspection activity, including lesson visits, will continue during the second and third day. The team will also ensure that time is set aside to prepare for the final team meeting and the free feedback. During the final team meeting, an evaluation will set out the inspection team's points for feedback to the school will be recorded on the meeting proposals.

Providing feedback

[34]. The on-site inspection ends with a final feedback meeting with the school. Those connected with the school who may attend include:

- the proprietor or those who represent the proprietor, as many members as possible, the aim is for the proprietor to be present. The proprietor may also attend the lesson visits
- the headteacher and other senior leaders, agreed by the lead inspector and headteacher
- if the school has a governing body, the chair, and as many governors/trustees as possible. The aim is for the governing body, or the representatives of the governing body, attend to take notes.
- in an aligned or integrated inspection, social care regulatory inspectors and educational inspectors will also feedback to the school and/or the governing body or trustees.

[35]. Due to the diverse nature of school governance, in some schools a single individual may have more than one of the above roles.

[36]. During this meeting, the lead inspector will ensure that the headteacher, the proprietor, those responsible for governance and all attendees are clear:

- about the inspection evidence collected that are met and those that are not met. The DfE will decide whether the school is meeting the independent school standards
- about the provisional grades awarded for each key judgement
- about the provisional grades awarded for each key judgement
- that the grades are provisional and may change as a result of quality assurance processes and moderation. The grades will be confirmed in the inspection report, confirmed by the relevant senior commissioner (as determined by the school). They be shared with all those responsible for the governance of the school/proprietor and the school's senior leaders. The grades will be shared with those who provisional, confidential and subject to quality assurance. Information about inspection outcomes should be shared more widely only when the school receives a letter from the relevant commissioner.
- that the main findings of the inspection and the main points provided under the feedback meeting, subject to any changes, will be referred to the lead of the report. Inspectors will not share the report with the school, only the lead.
- about any recommendations for improvement
- that where the school has failed to comply with the independent school standards, the inspection team will make a recommendation to material breach. It is having a progress monitoring inspection
- that, on receipt of the draft report, they must ensure that it is not shared with anyone outside the school, except for those who need to see it for factual accuracy
- that the headteacher or proprietor is invited and encouraged to complete the inspection survey
- the procedure for making a complaint about the inspection

Inadequate schools

[37]. Inspectors reach the conclusion that the school's overall effectiveness is inadequate. The lead inspector will complete Form A - initial advice to the regulatory authority that an independent school is not meeting the independent school standards and that the school is inadequate. Form A will be sent to the DfE and the inspection and before the report is finalised and published.

[38]. The DfE will use the information to determine whether to take regulatory action and to prioritise those schools that require much urgent attention.

Arrangements for publishing the report [footnote 23]

[39]. The lead inspector is responsible for writing the inspection report, completing the inspection report template and ensuring that the report is accurate and that it is clearly evidenced. [footnote 24] [footnote 25] The lead of the inspection should explain the judgements and reflect the evidence. The findings in the report should be consistent with the feedback given to the school at the end of the inspection.

[40]. Where an additional inspection has formed part of the standard inspection, the lead inspector will include the findings of the additional independent inspection within the inspection report.

[41]. Inspection reports will be quality assured before we send a draft to the school. In most circumstances, the draft report receives the draft report within 10 working days after the end of the inspection. The draft report is sent to and and contributed by the school and relevant commissioner. The school, the DfE and the relevant commissioner, if appropriate, and should not be shared with anyone else. The school may wish to share it with its governors, and should not be shared with anyone else. Inspectors will ensure that the school is aware of the need to share the report with its governors. The DfE will take the inspection and before the report is finalised and published.

[42]. The DfE will use the information to determine whether to take regulatory action and to prioritise those schools that require much urgent attention.

Arrangements for publishing the report [footnote 22]

[39]. The lead inspector is responsible for writing the inspection report, completing the inspection report template and ensuring that the report is accurate and that it is clearly evidenced. [footnote 23] [footnote 24] The lead of the inspection should explain the judgements and reflect the evidence. The findings in the report should be consistent with the feedback given to the school at the end of the inspection.

[40]. Where an additional inspection has formed part of the standard inspection, the lead inspector will include the findings of the additional independent inspection within the inspection report.

[41]. Inspection reports will be quality assured before we send a draft to the school. In most circumstances, the draft report receives the draft report within 10 working days after the end of the inspection. The draft report is sent to and contributed by the school and relevant commissioner. The school, the DfE, the relevant commissioner, if appropriate, and should not be shared with anyone else. The school may wish to share it with its governors, and should not be shared with anyone else. Inspectors will ensure that the school is aware of the need to share the report with its governors. The DfE will take the inspection and before the report is finalised and published.

[42]. The DfE will use the information to determine whether to take regulatory action and to prioritise those schools that require much urgent attention.

After the inspection

Quality assurance of inspection

[43]. All inspectors are responsible for the quality of their work. The lead inspector must ensure that the inspection is carried out in accordance with the principles of inspection and the code of conduct.

[43]. We monitor the quality of inspections through a range of formal processes and intelligence. HMI visits provide a means to monitor compliance with the inspection framework. We may also evaluate the quality of an inspection evidence base. The lead inspector will be responsible for giving clear feedback to inspectors about the quality of their work and their conduct.

[43]. All schools are invited to take part in a voluntary post-inspection survey in order to contribute to inspection development. The link to complete the survey is provided with the final copy of the school's inspection report.

Handling concerns and complaints

[44]. The good quality of our work is central our simplicity and without incident. If concerns do arise during the inspection, they should be raised with the lead inspector in the first instance. If the issue is not resolved, the school should contact the relevant commissioner, email, and the relevant senior leader of the inspection evidence.

[45]. It is not possible to revisit concerns during the inspection or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint on receipt of the final report. The lead inspector will ensure that the school is aware of the DfE's and Ofsted's formal complaint and that information about how to complain is available on GOV.UK.

Part 2. The evaluation schedule - how we will judge schools

[46]. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret the way that grades are described according to pupils' age, stage and phase of education.

[47]. Inspectors will make judgements on the following:

- overall effectiveness

and the 4 key judgements:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management

[48]. and, where relevant, judgements on the quality of provision in:

- early years education
- the sixth form

[49]. Inspectors use the following 4 point scale to make all judgements:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate

[50]. Inspectors will assess a school's entire provision, including any specialist provision offered, when reaching judgements in the following areas:

- overall effectiveness
- behaviour and attitudes
- personal development
- leadership and management

Reaching a judgement of outstanding

[51]. Outstanding is a challenging and exacting judgement. In order to reach this judgement, inspectors must be sure that the school's provision is of the highest judgement of good under that judgement, and does so securely and consistently. In other words, it is not enough that the school's strong against some aspects of the judgement while other aspects are only good. The school must be strong across all the evidence. Hence we have criteria, and we will use the outstanding criteria to make sure that we are sure that the school's provision is outstanding. The school's provision will not be judged outstanding in a particular area if they are performing exceptionally, and this exceptional performance is that area is consistent and secure across the whole school.

Reaching a judgement of good, requires improvement or inadequate

[52]. When considering a judgement of good or requires improvement, inspectors will consider the school's provision in the light of the relevant criteria. Each description set out. A school that inadequate under a particular judgement if one or more of the inadequate criteria apply to the part of that school, unless that inadequate criteria only applies to part of the school's provision.

Overall effectiveness

[53]. Inspectors must use all the evidence to evaluate what it is like to attend the school. It is making the judgements about a school's overall effectiveness, inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. Inspectors will also consider whether the school's provision is inadequate or requires improvement.

[54]. In judging the overall effectiveness, inspectors will take account of the 4 key judgements.

[55]. In coming to each of these key judgements, inspectors will also draw on evidence from the inspection of any early years provision or sixth form provision offered by the school, if it is relevant to the overall effectiveness judgement.

[56]. Inspectors will then judge the effectiveness of any early years provision or sixth form provision. Either case or both, inspectors must give a clear indication of their findings and explain the effectiveness grading in the inspection report. However, inspectors will not give a separate grade for the effectiveness of the early years provision if there is the risk that it is possible to identify individual pupils because numbers are small. Typically, this will be when there are fewer than 5 pupils.

[57]. The grade for early years and/or the grade for the sixth form provision may be same as, or higher or lower than, the overall effectiveness grade. Inspectors will take into account the quality of the provision in the school's overall effectiveness. If the school also considering the impact of provision on the overall effectiveness grades. Inspectors will explain any difference between the early years provision and sixth form provision and the overall effectiveness grade in the report.

[58]. Inspectors will always make a written judgement about the extent to which arrangements for safeguarding pupils.

[59]. Inspectors will also make a judgement on overall effectiveness. Inspectors will always consider the school, overall, social and cultural development of pupils at the school. Inspectors will also consider the school's provision meets the standard for pupils' needs, including pupils with SEND.

[60]. Inspectors will assess a school's entire provision, including any specialist provision offered, when reaching a judgement about overall effectiveness.

Grade descriptors for overall effectiveness

Outstanding (1)

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, but inspectors are convincing evidence that the school is improving into a outstanding and secury towards outstanding. Typically, this will mean meeting each and every criterion for outstanding and the school is improving this and sustainably and securely towards good.
- Safeguarding is effective.

Good (2)

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as the school is improving into a good and secury towards outstanding and sustainably and securely towards good.
- Safeguarding is effective.

Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, when the school is inspected, one or more of the key judgements will be inadequate. The school's overall effectiveness will also be inadequate.
- Safeguarding is effective. If there are any weaknesses in safeguarding, they are minor and are being addressed in a serious fashion that does not suffer being harmed or at risk of harm.

Inadequate (4)

- The judgement on overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.

The quality of education

[61]. Inspectors will look to evaluate the extent to which the quality of education that a school provides to all its pupils, including the most disadvantaged pupils (see definition in annex A of the inspection of schools: framework and evaluation schedule), including which is the curriculum of what is taught, with a specific plan which shows what pupils know and know in total and in each subject.

[62]. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (as set this. Hence). They will also consider the extent to which the school's curriculum is designed, sequenced and presented in order to support pupils to build their knowledge and know-how (knowledge or skills (dec call this 'implementation'). Finally, inspectors will consider the extent to which pupils are achieve as a result of the education they have received (call this 'impact').

Schools with a specialist curriculum

[63]. Some non-maintained independent schools offer a specialist curriculum and Ofsted recognises their autonomy to do so. For example, some schools offer a specialist curriculum focused on the arts, or on developing pupils' sporting or performing arts. [footnote 27] Other independent schools, such as Steiner schools, take a distinct approach to the curriculum, even though the majority of the subjects on offer in the school are the same as those in other schools.

[64]. Alongside any specialist education provision, independent schools must also teach, rich curriculum. This is supported by Ofsted's research, and is a requirement of paragraph 2(2)(a) of the independent school standards.

[65]. Inspectors will assess a school's entire provision, including any specialist provision offered, when reaching judgements in the following areas:

- overall effectiveness
- the quality of education
- behaviour and attitudes
- personal development
- leadership and management

[66]. Inspectors will also look at the school's curriculum such as the knowledge and skills that pupils will gain at each stage (as set this. Hence). They will also consider the extent to which the school's curriculum is designed, sequenced and presented in order to support pupils to build their knowledge and know-how (knowledge or skills (dec call this 'implementation'). Finally, inspectors will consider the extent to which pupils achieve as a result of the education they have received (call this 'impact').

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and attitudes personal development, and leadership and management.

196. When reaching a judgement under the quality of education evaluation area, inspectors will consider the extent to which the school's curriculum is ambitious, how it is sequenced, and where they can find evidence that the quality of education criteria are being met. Inspectors will also consider the extent to which pupils are being taught and adults trained to high standards in their curriculum. Inspectors will also review the curriculum such that the specialist curriculum supplements rather than directly delivers the academic core of subjects.

197. However, we will judge fairly those schools that take radically different approaches to curriculum design, including those that do not teach a wide range of academic subjects through a fixed timetable curriculum. Inspectors will always review the curriculum favourably when leaders have built a curriculum with appropriate coverage, sequence and depth that is suitable for their pupils. Ofsted's Education Office is keen to assess if inspectors have specified curriculum to deliver, and in a way that limits pupils' opportunities to study a broad range of subjects, or which fails to prepare their for the modern British.

198.

Inset

198. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

199. All pupils in independent schools are entitled to receive a broad, rich curriculum – including those who are in the school's sixth form. Independent Schools Inspectors Schools should therefore provide inspectors with evidence that the school's requirements for the intended coverage and ambition of an independent school's curriculum are met.

200. The judgement focuses on factors that both research and inspection evidence suggest are important in ensuring that the curriculum is ambitious and is taught highly. These factors are crucial to the curriculum:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of the opportunities that are available to them when they leave the school. In the way, it powerfully extends social disadvantage.
- It is clear what and where the curriculum is building towards, and what pupils will know and be able to do at the end of their journey.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards future, ambitious learning.
- The curriculum reflects the school's local context by addressing topical gaps in pupils' knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.
- The curriculum is designed so that it is suitable for as long as possible, including when delivered remotely. Pupils are able to study a strong academic core of subjects.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND reduced curriculum.

Curriculum flexibility

201. The curriculum sets out the aims of a programme of education. It also sets out the structure for these aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the acquisition of pupils' knowledge and skills against the school's ambitious goals.

202. We will place clients being sufficiently different expertise to the curriculum flexibility. We recognise the importance of schools' autonomy to choose their own curriculum, and we will not judge a school's curriculum to be inadequate if it is ambitious, and such curriculum with appropriate coverage, content, structure and sequence, and are able to show that it has been implemented effectively. Inspectors will assess the school's curriculum flexibility.

Curriculum narrowing

203. Our research into the curriculum has shown that some schools narrow the curriculum available to pupils, particularly in key stages 3 and 4. Our research also shows that this has a disproportionately negative effect on the most disadvantaged pupils. This is because it means that they are not taught the full range of high quality, rather mathematically knowledge, ideas and operations so that they are not able to broad curriculum at key stage 3. Where early reading is delayed owing to an emergent curriculum, or where phonics instruction is not sufficiently well-aligned to the school (EYFS), the expectation would be that pupils are able to read and write fluently in Year 3 to 9 (see paragraphs 389 to 392).

204. In evaluating education, inspectors will expect to see a broad, rich curriculum taught to all pupils in the school, including those who are in Years 3 and 3 curriculums. If a school has shortened key stage 3, inspectors will look for evidence that the school has made provision to ensure that pupils continue the opportunity to study a broad range of subjects in Years 7 to 9.

Cultural capital

205. As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's definition of cultural capital is derived from the following wording in the Education Act 2005:

- It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.[1]

Sources of evidence specific to curriculum intent

206. Inspectors will draw evidence about leaders' curriculum intent principally from discussions with leaders, and from documentary evidence such as:

- whether leaders are following a broad, rich and ambitious curriculum for Years 3 and 3
- how carefully leaders have thought about what and pupils the curriculum is building towards, what pupils will be able to know and do at those end points, and how it is underpinned by the curriculum accordingly. This includes considering how the curriculum is designed and sequenced so that knowledge is added to prior knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills over time, including in the long-term
- how leaders have ensured that the curriculum is ambitious for all pupils, including those identified as most useful, and ensured that this content is taught in a logical order and in such a way that it is accessible to all pupils, including those with special knowledge and skills. This includes understanding how the pupils may need to gaps in pupils' knowledge, learning delays and a wide range of learning needs
- how the curriculum has been designed and taught so that pupils build on what they already know and can do
- how curriculum and lesson is most time developing and embedding an effective curriculum such that leaders may only be perhaps through the process of adapting or redesigning a curriculum. If leaders have an accurate evaluation of their curriculum and understand what it means for their pupils, they will make appropriate next steps thinking about the sequence of learning in the school curriculum quality and develop curriculum expertise across the school, inspectors will consider the extent to which leaders are providing staff with curriculum development. They will recognise that this takes for a judgement of good and the best. Inspectors also, where relevant, take into account any transitional provisions that are in place.

208. Inspectors will also consider any documents that leaders include as part their curriculum planning, but will not ask them to produce materials for the inspection or provide them in any specific format.

Implementation

209. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught in subject and classroom lessons.

210. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught are the extent to which teachers:

- have sufficient knowledge of the subjects that they teach. If they do not, they will be unable to deliver lessons that pupils and are not disadvantaged by ineffective teaching
- Teachers enable pupils to understand key concepts, preventing information clearly and accurately and coherently
- Teachers check pupils' understanding effectively and identify and correct misunderstandings
- Teachers ask questions that develop pupils's in their long-term memory and apply their learning
- The subject curriculum that classes follow is designed and delivered in a way that enables teachers to teach the curriculum well. Teachers do not need to spend time on new knowledge and skills but rather have been taught before and practised and towards defined end points.
- Teachers are able to use their subject knowledge, understanding in order to inform teaching, and to help pupils embed and acquire knowledge, flexibility, and deeper understanding, and not simply memorise disconnected facts.
- Teachers understand how pupils' long-term memory works (the concept(s) of study, which knowledge is to be taught and how the implementation of this is underpinned).
- Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers are able to use their subject knowledge and curriculum plans to teach lessons, and to adapt, if needed, relevant plans and assessment are prioritised. The medium selected for remote education enables all pupils to participate and progress. Teachers ensure that pupils are able to communicate effectively with parents and colleagues if they are unwell. [1]

Developing understanding, not memorising disconnected facts

211. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, teachers' focus on memory depends on the rich processes described above. In order to develop understanding, teachers need to ensure that pupils are thinking about what they are expected to develop, fluency and unconsciously apply their knowledge to new situations, not just be educated to, or confused with, simply memorising facts. Inspectors will consider the extent to which teachers are using strategies to help pupils to learn genuine or long-term of disconnected facts.

The school's use of assessment

212. When curriculum flexibility, assessment theory pupils is embed knowledge and use it fluently, and assists teachers to produce next steps for pupils. However, assessment can also be a burden for teachers and disadvantage the most vulnerable pupils. It is therefore important that leaders and teachers understand the difference between high-quality and unnecessarily onerous their monitoring and assessment, and that they not be educated to, or confused with, simply memorising facts. Inspectors will consider the extent to which teachers are using strategies to help pupils to learn genuine or long-term of disconnected facts.

213. School's choosing to use more than 2 or 3 data collection points a year should have a clear rationale for the additional assessment, and should be able to show how it is effective. The time it takes to set, assessments, collate, analyse and feedback on assessments should be considered in relation to the impact it has on pupils' learning. Inspectors will be alert to any assessments they have been planned as a result of the COVID-19 pandemic. Inspectors will also be alert to any assessments that are being used to hold pupils or teachers to account because the risk of unintended consequences is particularly high when assessments are disproportionate, ineffectual or unsuitable for staff. Inspectors will reflect this in their reporting on the school.

Sources of evidence specific to curriculum implementation

214. The following questions will provide inspectors with evidence about the school's implementation of its intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended and actual sequence of learning, what pupils are being taught and how effectively they are progressing through the curriculum
- discussions with curriculum leaders about the content and pedagogical approaches that are used in the school, and what is done to support teachers who teach remote teaching
- discussions with classroom teachers about how often they are expected to record, mark and assess
- observations of what teachers and pupils in classes who are following the curriculum in lessons, including accessing the pupils' work (paragraph 215)
- discussions with pupils about what they have learned, how they remember the school curriculum has been delivered through remote education, including the use of completed remotely
- discussions with teachers or other long-term planning (in advance from subject leaders and/or their) studying in discussion with curriculum leaders.

215 Inspectors should refer to the Ofsted's work and pupil's curriculum, section 9 of the handbook for guidance about what constitutes an appropriate sample of pupils.

216. In order to triangulate evidence effectively, inspectors will ensure that they gather a variety of these types of evidence in each subject or area of the curriculum. Inspectors will also ensure that the samples of pupils they interview are sufficient to allow them to triangulate evidence about the extent to which the curriculum is being taught as intended. Guidance on how to ensure that this evidence is both sufficient and proportionate is set out under "Overarching approach to inspection" in Part 1 of the handbook.

Impact

218. When inspectors evaluate the impact of the education provided by the school, they focus adjustment given to what pupils have learned.

220. Inspection experience and research show that the most important factors to consider are the following:

- A well-constructed, well-taught curriculum will lead to pupils learning more and so achieving good results. Therefore, such a curriculum contributes to evidence of impact. This curriculum should include a broad, rich and ambitious and achieving success in examinations and tests.
- Disadvantaged pupils and pupils with SEND are entitled to the same ambitious curriculum as their peers.
- Pupils are making progress so that they know more, remember and are able to do more. They are learning what is intended in the curriculum.
- Pupils are developing the knowledge, skills and attitudes prepared for their next stage of education, training or employment in such a way that inspectors think that they will consider whether pupils are ready for the next stage by the point they leave the school, including the sixth form, if it is part of the school.
- Pupils in sixth form are being taught the next steps and are going on to courses that are qualify destinations. Inspectors will also consider the
- Pupils are being taught to read, write and communicate in fluent English. They will be capable of accessing the rest of the curriculum and achieving well in their subjects their peers (see paragraph 389 to 392).

National assessments are used to inform evaluations of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will consider any information from the school's own assessments, including those that have been used to inform and include teacher or centre-assessed grades from 2020 and 2021 however, it does not constitute a substitute for inspectors' first-hand inspection activities.

Inspectors will not use schools' internal assessment data as evidence

221. Inspectors will not use schools' internal progress and attainment data [illegible] of learning an inspection.[illegible] This does not mean that pupils cannot or not where they consider it appropriate. Inspectors will, however, give more focus on the school's curriculum and how it is being taught than on the outcomes that it achieves. Teachers have kept pupils' interests at the heart of their curriculum and remote learning. Inspectors will be interested in the conclusions drawn and actions taken by schools in response to the pandemic, but will not use the data as a basis for a judgement of pupils' progress and will not publish national performance data as a consequence of the pandemic. Inspectors will not:

- Inspectors will, however, ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from that data and that informs their curriculum and teaching.

Sources of evidence specific to curriculum impact

223. Evidence of impact should be drawn together from a combination of inspection activities. Inspectors will use a variety of sources of evidence to triangulate their judgements and gather evidence of the impact of the quality of education provided by the school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more
- the extent to which pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and documentary evidence (see paragraph above "Implementation – sources of evidence")
- the destinations of pupils, including those of pupils being published about the destinations in school their sixth provision when they leave the school
- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education and their destinations[1]

Reaching a single quality of education judgement, drawing together intent, implementation and impact

224. Inspectors will not grade intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered using the Ofsted inspection framework.

225. In making their judgements, inspectors will take into account any exemptions or modifications to the teaching and development requirements of the early years foundation stage.

Grade descriptors for the quality of education

Note: Some sections of the criteria appear in more detailed/specific form. This is to mark that they are functional only, because we recognise that not all schools will have had to deal with the impact of the pandemic in the same way. Inspectors will, of course, use their judgement fully. We intend to review whether these transitional arrangements are still needed in March 2022.

Outstanding (1)

- The school meets all the criteria for a good quality of education unerringly and consistently.
- The quality of education provided is exceptional.

In addition, the following apply:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a clear understanding of what pupils need to know and be able to do and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The school's curriculum is well-sequenced, so that teachers consistently redefine the aims of their curriculum. It is extremely planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

225. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders select or construct a broad, rich curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including those with SEND, the knowledge and cultural capital they need to succeed in life in Britain society. Ofsted's definition of this is a curriculum that is of comparable breadth and ambition to the national curriculum. [illegible] is not intended to be a prescriptive list of what must be taught, but it does mean that schools should be making any necessary amendments to ensure that pupils are taught a broad curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Leaders have ensured that, where relevant, GCSE is not taught too early in Year 7 or Year 8 and that pupils are not disadvantaged by being taught the GCSE ahead and are making necessary amendments to ensure that pupils are taught a broad curriculum.
- The curriculum is successfully selected, designed or developed to be ambitious and meet the needs of pupils with SEND, disadvantaged pupils, children in care and care leavers, and other vulnerable pupils, including increasing fluency and independence. [illegible] is not yet fully the case, it is clear that leaders are on a journey to ensure that the curriculum is ambitious and are making any necessary amendments to ensure it is fully ambitious. [illegible]
- Pupils study the full curriculum (as it is described in paragraph 32) for all of the compulsory school years, including Year 9, if it is secondary. Where the school has a sixth form, it provides a broad, rich curriculum. It also has the full range of subjects for as long as is possible.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main area of expertise.
- Teachers deliver the curriculum coherently, promoting appropriate discussion about the subject between pupils. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. They adapt their teaching in response to pupils' feedback and without unnecessary elaboration or individualised approaches.
- Over the course of study, teachers is designed to help pupils to remember what they have learned and to apply it in new contexts. Teachers acknowledge the gaps' lacks.
- Any remote education is well-integrated within courses of study, and is well-planned and sequenced to ensure that it is accessible to all pupils. Teachers and leaders are assessment well, for example to help pupils retrieve and use knowledge flexibly, or to check understanding and inform teaching. Teachers are able to use their subject knowledge and curriculum plans to teach lessons, and to adapt, if needed, relevant plans and assessment. It is a way that creates unnecessary burdens on staff or pupils.
- Teachers are able to use their subject knowledge, and the curriculum plans and other teaching materials that have been selected – in a way that does not create unnecessary workload for staff – which enhances their teaching. Teachers are able to use their subject knowledge and curriculum plans to teach lessons, and to adapt, if needed, relevant plans and assessment. Teachers are able to use their subject knowledge and curriculum plans to teach lessons, and to adapt, if needed, relevant plans and assessment.
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Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.
- Where available, impact is reflected in results from examinations, or in the destinations of pupils. Inspectors will consider destinations from 2020 and 2021 will be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have been taught the knowledge and skills and have the range of qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils are prepared for life in modern Britain and beyond.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The school's curriculum has little or no structure or coherence and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disjointed series of lessons that do not build their knowledge, skills or understanding.
- The pupils' experience in lessons contributes weakly to their learning of the curriculum.
- The range of subjects in terms of what does not prepared pupils for the opportunities, responsibilities and experiences of life in modern Britain. Inspectors will consider whether the school's curriculum is broad and rich enough to meet their age and ability and whether pupils are being prepared for the next stage of education, or in training or employment. (This does not apply for schools in the sixth form.)
- The progress that pupils make is not good enough. Inspectors will consider whether if other pupils nationally and show little or no improvement.
- Pupils' work across the curriculum and SEND are not sufficiently well-identified, assessed or met.
- Pupils have not attained, where relevant, the qualifications appropriate for them to progress to their next stage of education, training or employment.

Behaviour and attitudes

227. The behaviour and attitudes judgement considers how leaders and staff create a school culture that supports the development of the child and the impact this has on the behaviour and attitudes of pupils.

228. The judgement focuses on the factors that research and inspection evidence suggest contribute most strongly to pupils' positive behaviour and attitudes. Meeting the pupils' behaviour and attitudes, including the following:

- a calm and orderly environment in the school and the classroom, is essential for pupils to be able to learn
- the school's rewards and sanctions for the behaviour of pupils across all aspects of school life, including
- a strong focus on attendance and punctuality that discipline is minimised
- clear and effective behaviour and attendance policies, with clearly defined consequences that are applied consistently and fairly by all staff, children, and parents/carers. Inspectors will also consider the extent to which pupils' behaviour may be challenged by different members by different teachers or staff members
- pupils' motivation and positive attitudes to learning as important predictors of their behaviour and attitudes to learning. Pupils' behaviour and attitudes to school impact on how quickly learned learning looks to other stages of education
- a positive and respectful school culture in which staff know and care about pupils, and pupils know and care about each other. Pupils are free from harassment, bullying, harassment, sexual abuse and sexual violence – online or offline – and are confident and are dealt with quickly, consistently and effectively whenever they occur

229. Our evidence for the impact of school's of their behaviour and attitudes is based on the extent to which pupils are able to learn and make good progress. Research and inspection evidence suggests that pupils' behaviour and attitudes to the school are related to their learning.

230. Inspectors will assess a school's online provision, including any specialist provision offered, when reaching a judgement about behaviour and attitudes.

Pupils who have particular needs

231. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, "behaviour and attitudes" reflects the school's high expectations and their consistent, fair implementation are having a positive impact on the behaviour and attitudes and attendance of those pupils, taking account of the individual circumstances of the school.

Pupils who are not in the school during the inspection

232. Inspectors will gather evidence about the behaviour and attitudes of pupils who attend the schools, including those who are not present on the day of inspection. If there is a significant number of pupils who are not in school, inspectors will gather evidence about the behaviour and attitudes of those pupils who are in school. This evidence reflects the school's high expectations and their consistent, fair implementation are having a positive impact on the behaviour and attitudes and attendance of those pupils, taking account of the individual circumstances of the school.

Pupils who are not in the school during the inspection

232. Inspectors will gather evidence about the behaviour and attitudes of pupils who attend the schools, including those who are not present on the day of inspection. If there is a significant number of pupils who are not in school, inspectors will gather evidence about the behaviour and attitudes of those pupils who are in school. This evidence reflects the school's high expectations and their consistent, fair implementation are having a positive impact on the behaviour and attitudes and attendance of those pupils, taking account of the individual circumstances of the school.

Pupils who have particular needs

231. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, "behaviour and attitudes" reflects the school's high expectations and their consistent, fair implementation are having a positive impact on the behaviour and attitudes and attendance of those pupils, taking account of the individual circumstances of the school.

Exclusions

241. Headteachers have the right to exclude pupils when there are legitimate reasons for doing so. In most cases, exclusion is a valid response to behaviour that is unacceptable. Exclusions must be legal and justified. Permanent exclusions should only be used in a few cases, for example, in response to a serious breach of school rules, or persistent behaviour, and when disagreed by the school, to remove it school premises for the education or welfare of the pupil or others in the school.

242. If it is unclear how parents and internal exclusions, inspectors will evaluate their effectiveness, including the rules, patterns and reasons for exclusion and whether any pupils are being disproportionately affected. Inspectors will also evaluate how well school staff are supported to deal effectively with challenging behaviour. There are three other ways in which inspectors will evaluate school staff and safety. Inspectors will evaluate the extent to which the school is recognising and acting to prevent bullying and other forms of harassment. Inspectors will also evaluate how well behaviour can be maintained or turned around on a changed or another aspect of young person's life.

243. Inspectors will consider whether the school is developing the use of alternative provision to support learners and being sound in using alternative provision. Inspectors will be excluded. Inspectors will recognise when schools are doing all that they can to support a pupil at risk of exclusion, including through timescale attempts to engage local support services.

Sources of evidence specific to behaviour and attitudes

244. Inspectors will find discussions with pupils and staff is particularly relevant about school culture and practice in relation to pupils' behaviour. Support for staff and pupils' well-being is also a significant aspect of school life. Inspectors will also find it useful to talk to pupils who are facing challenges, including pupils who have special educational needs (SEN), administrative support staff and catering staff, as well as other members of the school community. Inspectors will also find it useful to talk to parents and carers. Inspectors will take into account the views of parents and carers and pupils regarding the school's support for behaviour. Where practically possible, inspectors should carry out discussions with parents and carers. Inspectors should be careful not to let their judgments be unduly influenced by the views or expectations of others in the group when talking about a sensitive issue.

245. Inspectors will seek to gauge how a range of different backgrounds and ethnic backgrounds are being treated and supported in behaviour. Inspectors will also consider who have experienced sanctions under the school's behaviour policy. Inspectors will also consider how well the school's behaviour policy is being applied to different attitudes towards, and their understanding of the importance of positive behaviour in school and beyond school.

246. Inspectors will evaluate the appropriateness of particular individuals and groups, such as pupils for whom reviews have been made to the local authority (and check for evidence of pupils who have been in care for more than 12 months, including those who return to school from care). Inspectors will consider what, those who have been and those with mental health needs. In order to do this, inspectors will look at the school's arrangements for supporting pupils who are in care, including those who are dealing with the multi-agency process to ensure that the child receives the support they need. Inspectors with SEND, this will include ensuring that appropriate reasonable adjustments are made to support pupils with SEND, including those who are in care.

248. The quality and staff survey conducted by Ofsted, Ofsted will also look at the school's safeguarding, and bullying, how respondents feel about the school and how well it supports their well-being and safety. Ofsted will also look at how well school leaders to account for the results of the interviews and surveys of pupils and staff.

249. Over the course of inspection, inspectors will carry out evidence gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. This activities are:

- observing pupils' behaviour in a range of different classes at different times of the day and in different parts of the school, including outdoor areas, and how it is managed by the school, before and after school and at lunch time
- observing pupils' sociability in arriving at school and at lessons
- observing how well pupils are behaving in lessons and how they treat each other and adults, and their pride in themselves and their school
- evaluating the school's analysis of and response to pupils' behaviour over time, in relation to the school's context and pupils
- analysing phone and persistent absence data, including the extent to which the school groups compared with national averages for all pupils; this includes the extent to which persistent absence is being tackled and the impact of any strategies or alternative provision being used
- evaluating the prevalence of persistent exclusion, the procedures surrounding this and the impact on the school community, including on the quality of teaching
- evaluating the effectiveness of fixed-term and internal exclusions, including the rules and reasons for exclusion
- observing the school's work to follow up and support fixed-term exclusions and prevent exclusions
- gathering the views of parents, staff, those with responsibility for governance and pupils on behaviour
- gathering evidence about the behaviour of pupils who are not in school and who are the inspection, for example whether they have had fixed-term or internal exclusions in the last academic year
- listening evidence about how the inspection and once evidence of trends over time
- visiting one pupil who said that the school runs its own or in partnership with other schools, alternative provision, including pupils who are being educated at home and who access safeguarding procedures, the quality of education and how well it supports and helps to improve pupils' behaviour, learning and attendance. For more information, see the Ofsted's off-site inspection section (paragraphs 273 to 283)

Grade descriptors for behaviour and attitudes

240. In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria exactly and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school leads and manages for good or behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a significant role in ensuring that the school is a place where everyone is valued and feel safe and settled and calculated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persevere with difficult tasks. Outstanding Pupils make a highly valuable, tangible contribution to the life of the school and to the wider community. Pupils actively support the well-being of other pupils and staff.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. Pupils struggle with this, but they are supported by staff and highly effective activities. Pupils know how to succeed in their education.

242. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are underpinned by a well-thought-out and well-implemented policy. This is reflected in pupils' positive behaviour and conduct. Low level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the learning of others. Staff have a consistent approach to managing pupils' behaviour. Staff make clear that pupils behave appropriately towards others. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. Pupils are confident that if bullying or other unacceptable behaviour occur, they are dealt with quickly and effectively and are not allowed to recur.
- Pupils demonstrate improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their education and they want to do well and to do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance within the context of the pandemic, come to school ready to learn and are punctual to lessons. They do not let the school behave appropriate, and staff effective action.
- Fixed-term and internal exclusions are used appropriately. The school consistently implements its behaviour policy and manages the reintegration of pupils effectively. Permanent exclusions are used only as a last resort or in exceptional circumstances.
- Relationships among pupils and staff reflect a positive and respectful culture. Pupils are safe and they feel safe.

Requires improvement (3)

- Behaviour and attitudes to the school are not good.
- Pupils are safe and they feel safe.

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies:

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.
- There is persistent disruption and persistent low level and/or high level which disruption and/or behavioural bullying and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other and/or behaviour that is unacceptable. Pupils do not feel safe and/or do not know from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils' behaviour and attitudes towards the value of good manners and behaviour as important to school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows persistent absence is increasing.
- Incidents of bullying or unacceptable and discriminatory behaviour, both online and indirect, are frequent.
- Pupils' behaviour and attitudes to the school's ability to tackle harassment, bullying, violence and discriminatory behaviour successfully.
- Poor behaviour means that pupils, or particular groups of pupils are not safe or do not feel safe in school and/or of alternative placements.

Personal development

243. The curriculum provided by schools should extend beyond the academic, vocational or technical and provides for pupils' broader development of the qualities of life. The personal development judgement evaluates the school's impact on the personal development of all pupils, and the quality with which the school promotes pupils' well-being. The quality of the school's work to promote pupils' personal development will often be evidenced during pupil's time in school.

244. At the same time as the school is working with pupils, these pupils are being influenced by other factors in their home environment, their community and their society. Schools can teach pupils how to build their confidence and resilience, for example, but pupils will be influenced by what they see and hear in their homes and in their lives. In preparing pupils for their adult lives, teaching them to understand their human and legal rights and responsibilities, and how to exercise them, and to respect those of others, therefore, inspectors will seek to evaluate the quality and intent of what a school provides, and how well it prepares pupils for life in modern Britain, including how it supports the Duties of Ofsted's Inspection Framework. Called Fundamental British Values (Democratic Service), but will not attempt to measure the impact of the school's work on pupils' attitudes and values. Inspectors will evaluate the school's work to promote pupils' academic, inspection will look at whether the curriculum focuses on preparing pupils to promoting a rich range of personal development opportunities.

245. This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- developing responsible, respectful and active citizens who are able to play their part and make a positive contribution to society
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs, including British Values
- enabling pupils to identify their personal characteristics as individuals and how these characteristics make unique
- developing their self-esteem and self-awareness, meets the needs of pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, including honesty and integrity; paying attention to and caring about the feelings of others; persevering, even when faced with difficulties; and being able to cooperate constructively with others. This gives pupils the qualities they need to flourish in society and to be happy
- developing pupils' confidence, resilience and knowledge and skills so they can make themselves mentally healthy
- developing pupils' understanding and offer risks to their well-being – for example their criminal and sexual exploitation, domestic abuse, forced marriage, female genital mutilation, radicalisation and extremism – and how to keep themselves and others safe and healthy
- enabling pupils to understand the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, and healthy and stamina as an active lifestyle, including how to make healthy choices and how to access sports and other healthy and extra-curricular activities
- developing pupils' understanding of the importance of healthy relationships through appropriate relationships and sex education (RSE)
- providing an effective careers programme in line with the government's statutory guidance that ensures that every pupil achieves:
  - a relevant careers advice
  - experience of work, and
  - contact with employers.
- to encourage pupils to aspire, make good choices and understand what they need to do to fulfil their aspirations, including the jobs of the future.
- supporting pupils to the next phase of education, training or employment, so that pupils are equipped to make the transition successfully

246. Inspectors will consider how well the school promotes, including any specialist provision offered, when teaching is judgemental about personal development.

Spiritual, moral, social and cultural development

247. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen in the way that the school and its staff bring them together many of the qualities mentioned in paragraph 244.

248. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise), and spiritual identity
- knowledge of and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

249. Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their actions, and to recognise legitimate boundaries to behaviour and respect the civil and criminal law of England
- understanding of consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

250. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and collaborating with others, managing conflict, forming and maintaining relationships and successively backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain

251. Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the wide range of different cultures in the school and further afield as an enrichment of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic backgrounds
- knowledge of British society's parliamentary system and its role in shaping our history and values, and in continuing to develop British
- willingness to participate in, and responsibility for, aesthetic, moral, spiritual and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and religious and secular beliefs, including British Values, and for the rights, respect diversity. This is shown by their respect and attitudes towards other faiths, religious, ethnic and socio-economic groups in the local, national and global communities.

252. The DfE has published "The independent school standards, guidance for independent schools" which includes the requirements for the spiritual, moral, social and cultural development of pupils, stating the schools understand their obligations relating to a school's provision for pupils' spiritual, moral, social and cultural development.

Relationships, sex and health education

253. Relationships education is compulsory for all primary school pupils and RSE is compulsory for all secondary school pupils. Health education is compulsory for all state-funded schools only. Independent schools are already required to teach health education as part of the requirement to teach personal, social, health and economic education (PSHE) and RSE is part of the science curriculum.

254. In light of the disruption to and pressures on schools caused by the COVID pandemic, the DfE has provided further clarification of the legal requirements, and guidance on how flexibly to teach the "Schools curriculum in CORONAVIRUS bulletin:3.

255. All schools are required to have taught some of the new curriculum, and to have established a policy and consultate parents on this, during the academic year 2020 to 2021.

256. If it is unclear is helping much to delegation, inspectors will consider this when reviewing the personal development of leadership and management judgement.

257. Inspectors will be sympathetic to schools that, as a result of the pandemic, have not been able to fully implement the new curriculum, provided that:

- have had regard to the statutory guidance
- have a good scheme for providing their pupils with the new requirement
- have clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year

258. See the guidance "Inspecting teaching of the protected characteristics" for more information.

Sources of evidence specific to personal development

259. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school, including sports
- how well school subjects such as citizenship, RE and other areas such as science, social, health and economic education, and relationship and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider activities and the school's ethos and culture
- how well leaders develop pupils' character through the education they provide and where appropriate, the quality of debate and discussions that pupils have
- how well leaders develop pupils' character through the education they provide and promote/over the quality of "Inspecting teaching of the protected characteristics"
- the school's information, information, education, advice and guidance and how well it benefits pupils in choosing and deciding on their next steps [Footnote 48]

Grade descriptors for personal development

260. In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.

- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. Pupils are highly knowledgeable about how to keep themselves mentally and physically healthy. Opportunities for pupils to develop their character and interests are of exceptional quality.
- The school's curriculum and other rich opportunities provided by the school. The most disadvantaged pupils consistently benefit from the excellent support.
- The school promotes these rich experiences in a coherently planned way, in which pupils participate in extra-curricular activities, which significantly strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

261. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' character, and to prepare pupils for life in modern Britain, is well-thought-out.
- The curriculum and the school's other work support pupils to be confident, resilient and independent, and to develop strength of character. The curriculum and other activities develop pupils' knowledge of how to keep healthy, maintain a healthy lifestyle, and keep themselves physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities for pupils to develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils are tolerant and respectful of others and have a good regard for people, including those who are different in common across culture, religious, ethnic and socio-economic communities.
- Pupils are taught that they are unique and that they are different from their own to consider and apply. They know respect for the different protected characteristics as defined in law, and no forms of discrimination are tolerated.
- The school promotes pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to life in modern Britain. They know how to discuss these issues and how to be considered way.
- Secondary schools prepare pupils for future success in education, employment or training. Primary schools prepare pupils for success and potential next steps and high-quality careers advice and guidance.

Requires improvement (3)

- Personal development in the school is not good.

Inadequate (4)

Personal development is likely to be inadequate if any one of the following applies:

- A significant minority of pupils do not receive a wide, rich set of experiences. Pupils are not prepared well for life in modern Britain. Pupils' knowledge of, or influence, diversity and tolerance, understanding of healthy lifestyles, and of opportunity is the school.
- Leaders and governors do not promote the personal and protecting pupils from undesirable and extremist influences. Pupils are not well prepared for life that pupils are at risk.
- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremism.
- Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.
- Pupils are unprepared for life in modern Britain.

Leadership and management

262. The leaders and management judgement is about how proprietors, leaders, managers and those responsible for governance ensure that the education that the school provides is of high quality and that it meets the needs of its pupils. The school inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

- leaders' high expectations of pupils in the school, what they expect and what they are embodied in leaders' and staff's day-to-day interactions with pupils
- leaders' ability to secure good teaching, and to develop the teaching quality of the school. There are many dimensions to leaders' ability to secure good teaching, and to be associated with better outcomes for pupils
- leaders' ability to secure good teaching and development by teachers and staff is aligned with the curriculum, and the extent to which the developing teaching of school curriculum and teaching contract knowledge over time, so that they are able to deliver better outcomes for pupils
- the extent to which leaders create conditions in which teachers can be confident that pupils benefit from effective teaching and consistent expectations, whenever they teach them
- whether leaders seek to engage parents and their community effectively and positively in a way that supports school education. Also, whether leaders are effective in using the school's resources to support pupils' education and whether what is taught and the day-to-day life of the school
- the extent to which leaders take into account the workload and well-being of their staff when implementing new initiatives and changes to practice
- the extent to which leaders and managers high ambitions are for all pupils, including those who are harder to teach. This includes ensuring that practices such, so that pupils are well-prepared for life
- whether leaders and those responsible for governance are ensuring that pupils are safe and that pupils are protected in ways that enhances the effectiveness of the school.

263. Our evidence for the importance of each of these factors comes from our inspection evidence and from research. Our inspection evidence is based on Section 5 and not on how the criteria relate to the available research and our research. research commentary

264. Paragraphs 265 to 287 and the importance and place of safeguarding.

265. Inspectors will also consider:

- whether the school meets all paragraphs in all parts of the independent school standards
- governors are fulfilling all their legal responsibilities associated with the running of the school, for example in relation to the international duties

266. Inspectors will assess a school's entire provision, including any specialist provision offered, when reaching a judgement about leadership and management.

Leadership and management in school

267. Research suggests that leadership and management can be highly effective when they are shared by different individuals and distributed across different levels in a school. Inspectors will look at how well school leaders and managers at different levels and others with leadership and management roles when reaching this judgement.

Leadership and management in independent schools that are part of a group of schools

268. Where a school is part of a group of schools, it is important for inspectors to understand the role of the group in the school's leadership and management. Inspectors will consider the following:

2019. It is highly likely that parts of some of the leadership functions described in this section will be in place in most schools. Inspectors will need to see evidence of good practice in the school's governance. It is the responsibility of governing bodies to ensure inspectors accurate and appropriate information about those roles and responsibilities. Governing bodies should seek to speak directly with the inspection team if inspection.

2120. Leaders of these groups of schools (for example, the chief executive or education director) may be asked to attend meetings during the inspection to discuss feedback meetings. These are appropriate requests and should be accommodated. Governing bodies, however, should state to the same [code of conduct](#) as others involved in the inspection.

Governance

2121. Inspectors evaluate evidence of the impact of these responsibilities for governance. This includes the impact of the progress. Where there is a progress body and/or a school improvement board, inspectors will evaluate its impact.

2122. Inspectors will consider whether those responsible for governance:

- ensure clarity of vision, ethos and strategic direction
- hold senior leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- ensure the financial performance of the organisation and make sure that its money is well spent

2123. Inspectors will explore how the proprietor and, where relevant, governors carry out each of these functions. For example, they will want to see how the proprietor sets strategic direction and how a significant impact on the decisions that leaders make and how they implement the school's strategic direction. They will also consider where relevant, governors in their capacity in supporting the school to provide high quality education for its pupils.

2124. The proprietor is responsible for ensuring that the school meets all paragraphs in all parts of the independent school standards. In addition, the proprietor also ensures that the school complies with other legal duties, such as those in the statutory guidance, for example under the Equality Act 2010, and those in law, such as in the Education and Skills Act 2008 and the Children Act 1989. Inspectors will consider whether the proprietor and, where relevant, governors are fulfilling this responsibility, they are expected to carry out a monitor or review visit of duties.

Use of cold-calling funding for independent special schools

2125. Inspectors will gather evidence about the use of the cold-calling guidance for independent special schools, particularly regarding how leaders have used the funding, their rationale for this spending and its intended impact.

Evaluating the impact of external support

2126. If the school has received external support, inspectors will not evaluate and report on the quality of the support. However, they will evaluate the impact of the support, if relevant. Instead, they will comment on the action that the school has taken and the impact that this has had on the quality of the school's work.

Inspecting off-site provision

2127. Inspectors must evaluate how well a school continues to take responsibility for its pupils' education when it uses other providers to provide education for its pupils. In this inspection, inspectors must be satisfied that the alternative provision is suitable and will placement that will meet pupils' academic/vocational/technical and, if appropriate, social and emotional development. Inspectors will also evaluate the alternative provision, where possible, including through interdisciplinary calls.

2128. Inspectors must ask the school about the registration status of any alternative provision that it uses. They must also evaluate whether the school has carried out its independent school's duties to have regard to the protection of children and to ensure pupils are safeguarded. Inspectors will also evaluate the school's arrangements to ensure that it can be satisfied that the provision is suitable and will provide pupils with a suitable education, health and care (EHC) plan. In the case of pupils with special educational needs and disabilities, inspectors will carefully consider the identified needs and how well they are being met.

2129. Inspectors will normally not a sample of any part-time unregistered alternative provision. Inspectors will evaluate the school's approach to the use of such provision, if it is completed remotely. This is to assess the adequacy of the school's quality assurance and safeguarding arrangements. Inspectors will not evaluate the quality of the provision, but will not expect to assess the adequacy of the school's quality assurance.

2130. Inspectors will consider the quality of registered alternative provision using Ofsted's latest inspection report and, where it is relevant, the overall quality of education for pupils in a proprietor way.

2131. Inspectors will consider:

- the reasons why the proprietor considered off-site provision to be the best option for the pupil
- whether the proprietor has made the appropriate checks on the provider and on the premises
- the safeguarding checks the proprietor has made and continues to make to ensure that the provision is suitable for their pupils to attend
- the extent to which the proprietor ensures that the school's pupils benefit from a broad and balanced curriculum while at the provision
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development

2132. If a school uses a provider that is not registered, the inspection must contact the duty staff so that they can notify Ofsted's unregistered schools team. Following the notification, Ofsted will decide if it is in the public interest to carry out a full or reasonable cause inspection that will be carried out as a monitor inspection.

2133. A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective independent use of alternative provision
- it is using inappropriate alternative provision
- the proprietor has taken no reasonable steps to secure themselves of the suitability of alternative provision, including its DBS safety arrangements
- the school does not know how well the quality of education in the alternative provision the proprietor is not taking responsibility for their pupils who attend alternative provision

Gaming

2134. Inspectors will challenge leaders and managers about unusual patterns of attendance and/or high rates of pupils who are absent from school. Inspectors will expect for courses that are not in their educational best interest. If inspectors receive evidence that deliberate gaming is taking place, the leadership and management judgement is likely to be inadequate.

2135. Inspectors will also challenge leaders and managers about unusual patterns in the use of alternative provision. This may be, for example, a large number of pupils in Oranges to which the majority is taken. For example, if inspectors receive evidence that a school is using alternative provision to ensure that pupils do not sit GCSE examinations, registration to gain attendance value or is using part-time timetables inappropriately, then inspectors are likely judging the leadership and management to be inadequate.

Inclusion and off-rolling

2136. Schools should have an inclusive culture that supports arrangements to:

- identify early those pupils who may be disadvantaged or have additional needs or vulnerabilities
- meet the needs of these pupils, drawing, where necessary, on their specialist support and help these pupils to engage positively with the curriculum
- ensure that these pupils are not at risk of being off-rolled or encouraged to COVID-19 restrictions, and actively promote quality and equitable provision
- ensure that pupils have a positive experience of learning, and achieve positive outcomes

2137. There is no legal definition of 'off-rolling'. However, we define 'off-rolling' as:

The practice of removing a pupil from the school roll without a fair sanction, permanent exclusion or by encouraging a parent to remove their child from the school roll, when it is in the interest of the school to improve its results, or for other reasons that are not in the pupil's best interests. This practice is sometimes in a form of gaming. This includes deleting the return of a pupil to school during the pandemic when it is not in their best interest.

2138. When an inspector finds evidence of off-rolling taking place, by a school, inspectors should always address this in the inspection report. They, depending on the nature of the off-rolling, may also need to report it to the local authority. For example, if inspectors receive a parent complaint, they may need to report this to the local authority. Inspectors will also report the pupils' health and safety, including risk of serious harm, to the local authority. For example, if inspectors receive evidence that a pupil has had and has not yet, or should be addressed. However, if inspectors believe the school is off-rolling according to our definition, then the leadership and management of the school are likely to be inadequate.

2139. There are other reasons why a school might remove a pupil from the school roll, for example, if a pupil is persistently disruptive, or if a parent is concerned about a concern by the school, to home school their child. This is not off-rolling. If the pupil transfers to the school their alternative provision, and this is generally in the best interest of the pupil, then this is not off-rolling. Inspectors will need to see evidence that the school is formal process and follows the procedures and practices that are in the best interest of the pupil. Inspectors will also need to see evidence that the school keeps for them to do so. Used correctly, exclusion is a vital resource for headteachers to use.

2140. Dual registering or dual coding a pupil in 2 schools or providers, is using alternative provision. Inspectors will not normally inspect the other school, because the pupil has not left the roll of their school. However, they may decide that gaming if it is not in the best interests of the pupil. Managed moves can be an effective way of ensuring that a pupil's education is not disrupted by a change of school. However, Managed moves can be off-rolling only when they are generally not in pupil's best interests, within the statutory guidance. If a school uses managed moves, inspectors may ask to see evidence that it has followed the statutory guidance.

2141. Inspectors will be interested in high numbers of pupils moving on and off roll, but they may not in isolation that off-rolling is taking place.

Safeguarding

2142. All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- assess pupil in the best interests of children, pupils and students to protect them from harm, including the risk of harm posed by peer on peer abuse, including relating to COVID-19 See: Coronavirus (COVID-19): keeping children safe during coronavirus (COVID-19)
- identify children, pupils and students who may need early help and who are at risk of harm or have been harmed. This can include, but is not limited to, abuse, neglect, FGM, child sexual exploitation, grooming or radicalisation
- ensure that children, pupils and students who need it are supported referring to a timely way for those who have the expertise to help
- manage safeguarding issues and allegations about adults who may be a risk to children, pupils, students and vulnerable adults

2143. Inspectors will not grade this aspect of a school's work. However, inspectors will evaluate the school's safeguarding culture. Inspectors will also evaluate the school's arrangements for safeguarding children and pupils in its care.

2144. Inspectors must go beyond ensuring that schools meet statutory requirements, and beyond crisis management, to evaluate the safeguarding culture of the school and how well it promotes the welfare of its pupils.

2145. As well as understanding Ofsted's inspecting safeguarding policies, inspectors should be familiar with the relevant, including the following guidance:

- Keeping children safe in education: statutory guidance for schools and colleges
- Working together to safeguard children
- Positive environments where children can flourish

2146. On all inspections, inspectors should seek to determine whether there have been any safeguarding incidents or allegations since the last inspection, and whether the school has taken appropriate action to safeguard the children affected and to prevent further allegations.

2147. On a very small number of occasions, inspectors may come across, during an inspection, evidence or allegations of child abuse. Inspectors must not attempt to investigate such allegations or disclosures. They do not have the authority to do so. Ofsted's safety are referred, as appropriate, to the relevant local authority's children's social care or adult social care services. Inspectors should not wait for the outcome of any such referrals before completing their inspection. They should be satisfied that the correct referral has taken place and record this in their evidence base.

2148. If a child discloses or an inspector feel that they are suffering or at risk of harm, they should report this to their leader and focus on ensuring that the child receives the appropriate support. Inspectors should not, in this situation, take the role of a Safeguarding lead or designated lead.

2149. The guidance Inspecting safeguarding in early years, education and skills settings, explains how inspectors will be covered in the inspection of this.

2150. Safeguarding is ineffective when there are serious or widespread failures in the school's safeguarding arrangements that place children, pupils and students or young children at risk and/or pupils' safeguarding requirements are not being met. A serious or insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements.

2151. The following are examples of what ineffective safeguarding might include:

- Safeguarding allegations about staff members are not being investigated promptly
- Children, pupils and students in particular groups of children, pupils and students do not feel safe or are not safe in school
- Children, pupils and students have little confidence that the school would deal with any address concerns about their safety, including risk of abuse
- Children, pupils and students are not being kept safe (or parts of the school, but this is not addressed appropriately by staff)
- Incidents of bullying or sexualised and discriminatory behaviour are common

2152. The school must provide opportunities for children, pupils and students to work with other adults present, so it is important that pupils are able to express their views freely and feel that they are listened to and their views are taken into consideration.

2153. If inspectors cannot evaluate the evidence that they gather about the effectiveness of the school's arrangements to safeguard pupils, by failing to pupils during the inspection, then they will judge:

- safeguarding as ineffective
- the relevant independent school standards as not met

2154. If inspectors judge that standard 7 of the independent school standards is not met because safeguarding is ineffective, they will then also be able to judge, then they will judge safeguarding as ineffective.

Sexual harassment, online sexual abuse and sexual violence

2155. As part of assessing safeguarding, inspectors will consider how the school handles sexual harassment, online sexual abuse and sexual violence. This includes sexual violence, sexual harassment, online sexual abuse and sexual violence and issues of physical sexual violence, sexual harassment, sexting and the spread of it for government's Keeping children safe in education' guidance.

2156. Inspectors will be effective in their inquiries and open questions, use and health education centres, which specifically addresses sexual harassment, online sexual violence and issues of physical.

2157. Ofsted's Safeguarding in schools, colleges and other providers' provides a comprehensive checklist of pupils are supported to report concerns about harmful sexual behaviour freely and confidently and that staff members and leaders are confident that they know how to respond to concerns.

2158. Inspectors will also evaluate how well schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes: Inspectors will also evaluate how well schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes: Inspectors will expect schools to have in place a clear and comprehensive system for reporting and responding to all forms of sexual harassment and sexual violence, including online. Inspectors will expect schools to have in place a clear, comprehensive and sufficiently addressed sexual harassment and sexual violence and issues of physical.

2159. Inspectors will also evaluate the school's knowledge of year 5 the government's Relationships education, relationships and sex education.

2160. Inspectors will also evaluate how well schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes: Inspectors will also evaluate how well schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes: Inspectors will expect schools to have in place a clear and comprehensive system for reporting and responding to all forms of sexual harassment and sexual violence, including online. Inspectors will expect schools to have in place a clear, comprehensive and sufficiently addressed sexual harassment and sexual violence and issues of physical.

2161. Inspectors will expect Inspecting safeguarding in early years, education and skills settings' - Inspectors will expect, among other things, that:

- ensure that sexual harassment, online sexual abuse and sexual violence are not tolerated and that pupils who report such behaviour are not made to feel that they are responsible for what happened or that it is acceptable
- be confident about what to do if a child reports that they have been sexually abused or harassed
- ensure that children are taught about relationships, sexual behaviour and consent
- support pupils to understand what constitutes a healthy relationship, both online and offline

2162. Inspectors will not investigate allegations of harmful sexual behaviour themselves, but should be confident that it is reported to the appropriate authority, where they feel not already happened.

2163. Where schools do not take adequate precautions in place, it is likely that safeguarding will be considered ineffective. This will impact on the leadership and management judgement, as explained below. Inspectors may also, depending on the nature of the failure, report the school to the relevant authority, for example, the local authority or the relevant independent school inspectorate (particularly in respect of pupils's health and safety).

The impact of safeguarding on the leadership and management judgement

2164. When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, there may be circumstances in which, for example, the school has taken effective action to remedy a serious failure, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Separation

2165. It is unlawful for schools to separate pupils on the basis of any protected characteristics such as race, sex or faith while at school, unless permitted by the Equality Act 2010 for:

- another action to obtain a disadvantage associated with a certain characteristic. This could, for example, include pupils of one race or sex getting additional work or assistance that pupils of other races or sexes do not receive, for example, providing a tutor for gender for teaching in subjects if the school has evidence that this improves their academic outcomes (section 158)
- a school to provide a benefit to pupils of a particular race or sex (section 159) to overcome or ameliorate a disadvantage they suffer in obtaining education (section 158) is allowed to organise separate events for boys and girls (section 159)

2166. If an inspector believes that a school is separating pupils in ways that they will contract the duty of staff. If separation is being practiced, inspectors will ask about this clearly in the inspection report.

- A school is unlikely to be judged as good or outstanding in leadership and management if it is segregating pupils unlawfully.
- Inspectors will not normally inspect a school that segregates pupils, a judgement of requires improvement will normally be appropriate.
- In other cases, the grade will likely be inadequate for leadership and management.

2167. Where appropriate, inspectors will also refer to the following guidance:

- Inspecting teaching of the protected characteristics in schools
- Equalities law: implications for the inspection of mixed and single-educational schools

Inspecting teaching of the protected characteristics

2168. The summer term 2021, has a school meets the expectations of the DfE's guidance on teaching the protected characteristics. This guidance contributes to the leadership and management judgement.

2169. Inspectors will be sympathetic to schools that, as a result of the COVID-19 pandemic, have not taken fully to implement the new curriculum, provided that:

- have had regard to the statutory guidance
- have a good rationale for prioritising what they have implemented
- have clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year

2170. If a primary school does not teach about LGBT relationships, this will not have an impact on the school's leadership and management. This is because it is likely that inspectors that it has still met the requirements of the DfE's guidance. However, if it cannot do this, for example, if it has failed to consult with parents, inspectors will consider this as part of the school's leadership and management. This is because it will not ordinarily receive a judgement that is better than requires improvement.

2171 If a secondary school does not teach about LGBT relationships, it will not be meeting the expectations of the DfE's statutory guidance. Inspectors will consider this when making the leadership and management judgement. The school will not ordinarily receive a judgement for this better than requires improvement.

2172 See: Inspecting teaching of the protected characteristics for further guidance.

Sources of evidence specific to leadership and management

2173. Evidence used to evaluate the impact of leaders' work, both currently and over time, include, but is not limited to:

- meetings with leaders, including the proprietor. to discuss how well they know the school and how well they understand its strengths and weaknesses
- meetings with the proprietor and those responsible for governance to evaluate how evaluate how well they fulfill their statutory duties, including their duties under the Equality Act 2010 and the Prevent duty
- documentary evidence provided by the school that demonstrates the effectiveness of the school's provision
- discussions with staff and pupils to evidence how well leaders have created a positive culture
- front-leaders gathered during the course of inspection
- responses to the staff and pupil questionnaires and Ofsted Parent View, these will be particularly useful for judging the culture that has been established in the school by the proprietor and leaders
- any evidence of the school's work in partnership with other schools, and/or other providers, including the use of resources to secure leadership of experts, for example, the school has taken support teachers to tackle low attainment in literacy
- Where are unusual patterns of pupil movement, discussions with school leaders and staff, including pastoral and safeguarding
- 2174. Inspectors will always meet the school's activity to gather the views of staff, whether through the school's internal procedures or through it using the Ofsted questionnaire. They will ask for the information about this inspection.

Grade descriptors for leadership and management

2175. In order for the leadership and management of a school to be judged outstanding, it must meet all the grade descriptors in this section and consistently, and it must also meet the following additional outstanding criteria.

Outstanding (1)

- All of the independent school standards (and, where relevant, statutory requirements of the early years foundation stage) are met
- The school consistently fulfills its statutory duties and the safeguarding arrangements are effective
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development that is fully aligned with school improvement. This is underpinned by a rigorous and well-focused performance management and professional development system. This consistently broadens their expertise and improvements to the teaching of the curriculum
- Leaders ensure that highly effective and meaningful engagement takes place with all pupils, staff and parents and carers. Leaders use the views of pupils, identified in particular ethnic minorities, they are consistently dealt with appropriately and quickly
- Staff consistently report high levels of support for well-being issues

2176. In order to judge whether a school is good or requires improvement, inspectors will use a 'hard 3' approach, ranging on the ground in management of the inspection team.

Good (2)

- All of the independent school standards (and, where relevant, statutory requirements of the early years foundation stage) are met
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is evidenced through strong, shared values and effective practice. This vision has been embedded through the academic and pastoral curriculum, and beyond
- Leaders focus on improving teachers' subject, pedagogical and pastoral content knowledge in order to enhance the teaching of the curriculum and improve pupils' learning and outcomes. They have a good understanding of their staff, including workload and morale, but and increase their expertise. This ensures that the curriculum is taught effectively and pupils' learning is enhanced
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support that will make this possible. They ensure that pupils are well-prepared, and also gaining an effective, broad and balanced curriculum, including for those who are disadvantaged, including, when relevant, parents, employers and local employers. Disadvantaged opportunities are focused and have purpose.
- Governors and/or the proprietor ensure that they have and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff effectively during periods of change, such as those arising from COVID-19 transitions or pressures
- Leaders protect staff from bullying and harassment
- Leaders ensure that the school's premises are secure and safe and carry this out effectively. They ensure that pupils are taught about how to keep themselves safe. The school has a clear vision and strategy, that resources are managed well and that the school's finances are used to the benefit of its pupils
- Those with responsibility for governance ensure that the school fulfills its other statutory duties, for example under the Equality Act 2010, and other legal duties, such as those in the Education and Skills Act 2008 and the Children Act 1989 and those in the statutory guidance, for example
- Leaders are well aware of, or are not taking effective action to deem, the school's provision is inadequate, or requires improvement
- There is a clear breach of one or more of the other requirements of the proprietor/governor responsible for governance, and that breach is serious. Inspectors will also consider whether the breach is widespread or persistent (ignoring being either a pattern or a single, but flagrant, breach). Inspectors will take into account the school's ability to remedy the weakness in advance of the inspection, and the school's ability to remedy the weakness in the future, to prevent a pattern from being formed. This is a matter of judgement
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils are not effective enough to ensure that pupils are safe from harm. Inspectors will also take into account the school's ability to remedy the weakness in advance of the inspection, and the school's ability to remedy the weakness in the future, to prevent a pattern from being formed. This is a matter of judgement

Requires improvement (3)

- All of the independent school standards are met
- Leadership and management are good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following apply:

- There are one or more unmetindependent school standards (or, where relevant, statutory requirements of the early years foundation stage) and this may have a serious impact on pupils' welfare, health and safety, academic or vocational outcomes
- The school's capacity to improve the quality of teaching, pupils' personal development or pupils' behaviour and attitudes is poor, or leaders are overly optimistic about their effectiveness
- Leaders are not strategic in their decision-making and their actions
- The improvements that leaders and those responsible for governance have made are not sustainable, or are not being implemented well
- The school is systematically breaking the rules, including pupils for courses that are not in their educational best interest.
- There is evidence of illegal pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, when it is in the interest of the school to improve its results, or for other reasons that are not in pupils' best interests
- Leaders are not aware of, or are not taking effective action to deem, the school's provision is inadequate, or requires improvement
- There is a breach of one or more of the other requirements of the proprietor/governor responsible for governance, and that breach is serious. Inspectors will also consider whether the breach is widespread or persistent (ignoring being either a pattern or a single, but flagrant, breach). Inspectors will take into account the school's ability to remedy the weakness in advance of the inspection, and the school's ability to remedy the weakness in the future, to prevent a pattern from being formed. This is a matter of judgement
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils are not effective enough to ensure that pupils are safe from harm. Inspectors will also take into account the school's ability to remedy the weakness in advance of the inspection, and the school's ability to remedy the weakness in the future, to prevent a pattern from being formed. This is a matter of judgement

Evaluating the quality of early years education in schools

[313. Regulations 32 to 35](#) outline our approach to evaluating the quality of early years provision in schools, including childcare provision.

313. Inspectors are required to grade the standards of education and care in early years provision in schools and to write about its effectiveness in the inspection report.

313. Inspectors must use all their evidence to evaluate what it is like to be a child in the early years provision, taking account of the ages of the children and whether they attend part-time or full-time.

313. The effectiveness of the arrangements for safeguarding children is reflected in the overall grade for leadership.

313. Inspectors should focus on part of the requirements made for the education schedule. In particular, they should consider:

- the extent to which leaders and staff plan, design and implement the curriculum
- the extent to which the curriculum and pre-school practice meet the needs of the range of children who attend the early years provision
- the progress all children make in their learning and development and how this starting points and their readiness for the next stage of their education

children's personal, social and emotional development, including whether they feel safe and secure, stimulated and happy

313. Inspectors will particularly consider the intent, implementation and impact of the school's early years curriculum. They will evaluate the impact that the quality of education has on children's learning, development and preparation for the next stage.

313. Inspectors will look at the children's achievements at the end of their time in the early years. They will also consider how well the early years provision prepares children for primary school and beyond. However, inspectors should not place undue weight on testing children's knowledge. This will be evident in how well children have learned and remember more. Inspectors need to make careful references about children's current progress by drawing together evidence from a range of sources.

313. Schools that take 2- and 3-year-olds as part of their early years provision do not need to be inspected under section 48 of the Education Act 2005 if they do not take part of a standard inspection. Inspectors should ensure that they evaluate the effectiveness of early years provision includes evaluation of the provision for 2- and 3-year-olds, including how well it prepares children for primary school.

313. As our non-statutory guidance for childcare providers in England, Wales and Northern Ireland and for other the school day or during holiday childcare, is considered as part of the evaluation of early years provision.

313. Inspectors will consider how well [PARAGRAPH](#)

- leaders ensure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves. Staff ensure that the EYFS curriculum is implemented in a way that is suitable for children as appropriate
- the content of the EYFS curriculum is taught in a logical progression, systematically and in ways that enable children to learn and to remember more, laying the foundations for the next stage of learning
- children develop, consolidate and deepen their knowledge, understanding and skills in relation to the EYFS curriculum. Staff ensure that children are prepared for the next stage of their education, including [PARAGRAPH](#) and beyond, taking into account children's phonic knowledge
- children develop communication and language through singing songs, nursery rhymes and playing games
- staff develop children's love of reading, through reading aloud and telling stories and stimulating
- children demonstrate their attitudes and behaviours through the key characteristics of effective learning
- children develop their understanding of the relationships between the individual events of the child
- attention to children's care needs and on times caring for them as set out in the EYFS statutory framework
- young children into key function, small groups and opportunities to play with sorter areas for play
- children's development when attaining 2- and 3-year-olds to express their ideas
- listening to children and responding to their verbal and non-verbal communication rather than interrupting them

Grade descriptors

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years provision in schools.
- The quality of early years education is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's development. It is highly ambitious for children with special educational needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is outstanding. Children are well prepared for the next stage of their education, including high school preparation. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best outcomes possible.
- Children are highly motivated and are eager to learn. They are calm, cooperative and, demonstrating high levels of self-control and respect for others. Children are happy and thriving. Leaders, staff and children have an exceptional relationship.

314. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

In order:

- Leaders adapt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, 'self-belief' and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on prior learning and children know and can do. Towards cumulatively sufficient knowledge and skills for future learning.
- There is a focus on language-rich learning that children acquire and use to communicate effectively and. In Reception, secure a knowledge of phonics, reading and mathematics that is well-matched to children's needs in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ambitious. Children who are not fluent readers are given extra sessions according to their need.
- The school has the same academic ambitions for pre-school children. For children who have sufficiently learned the curriculum, the school's approach is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Teachers understand how children learn and remember. They may interpret the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic synthetic phonics and mathematics. Children are helped to learn reading from books that match phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion and interaction. Staff ask questions that check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they expand and adapt children's vocabulary.
- Staff ask children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff have high expectations for children's learning and early mathematics. They ensure that children have sufficient practice to be able to progress to more demanding challenges. They plan early mathematics curriculum provides a strong foundation for later learning. Children, including those with special educational needs, who need to, are helped to learn and remember more.
- Staff provide children the opportunity to develop their vocabulary and understanding of language across the 7 areas of learning.
- Children are encouraged to use their vocabulary to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to challenge and to persist with difficult tasks.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Requires improvement (3)

- The effectiveness of the early years is not yet good.

Inadequate (4)

The effectiveness of the early years is likely to be inadequate if one or more of the following applies:

- A young child and inspectors consider curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.
- Children are not well prepared for the next stage of their education, including high school and the rest of their early young children's lives.
- Assessment is rarely burdensome. It is unhelpful in determining what children have learned and remember.
- By the end of Reception, children cannot communicate, read, write or mentally/physically/emotionally well as they should. They do not have basic knowledge and understanding of the world.
- Children are not prepared for the next stage of their learning, and/or are not ready for those who receive additional funding to have SEND. Strategies for engaging parents in their children's education do not know what their children need to have to help them improve.
- The attainment and progress of children, particularly those who are disadvantaged, indicates that the curriculum is not being delivered effectively, indicating that children are underachieving consistently.

Independent schools with exemptions from the learning and development requirements of the EYFS

[315.](#) Section 48 of the Children Act 2005 gives the Secretary of State the power to confer exemptions from the learning and development requirements of the EYFS in independent schools in England.

315. Independent schools that have early years provision must follow the EYFS in full, unless they have an exemption or have applied for an exemption through the independent schools round and meet the quality threshold.

317. There are 3 routes for applying for an exemption: the independent schools route and the established principles route.

Independent schools route

318. Registered independent schools that meet the 4 conditions below can take up an exemption for all or the learning and development requirements:

- Quality threshold — the most recent standard inspection report the school must have:
  - a separate judgement of good or outstanding for the early years provision, or
  - a judgement of good or outstanding for the quality of education, personal, social, and spiritual, moral and cultural development (PSED) and behaviour
- The other 3 conditions (casting the views of parents, informing the local authority, and complying with the EYFS as set out in the independent schools statutory guidance (DfE)) the views and development requirements, welfare or assessment for early years providers)

319. Exemptions will only be granted for pupils aged 3 and upwards. However, pupils who are 'rising' 3 (the children who will turn 3 within the first term that they attend the school) should be treated the same as those who are 3-year-olds.

320. An exemption on the independent schools route is 'taken up' on the date that the school notifies the local authority of its intention to take up the exemption. The school is confirm that it has received the notification.

Established principles route

321. Some independent schools are governed by 'established principles' that cannot be reconciled with some or all of the EYFS learning and development requirements. Such schools may be able to apply for an exemption from the learning and development requirements of the established principles route. The 4 conditions are the following conditions.

- A clear application to the DfE, the school must explain why its established principles cannot be reconciled with the learning and development requirements. The school must set out how the early learning goals, educational programmes, or assessment EYFS will be prejudiced if it complies with the EYFS.
- The other 3 conditions (casting the views of parents, informing the local authority, and complying with the EYFS as set out in the independent schools statutory guidance (DfE)) the views and development requirements, welfare or assessment for early years providers)

322. The school must be registered with an exemption from the learning and development requirements of the EYFS, and it is the, whether the exemption is on the independent schools route or the established principles route. The school must notify the DfE when the exemption covers all or part of the EYFS learning and development requirements.

323. If the school has applied for an exemption under the independent schools route and meets the quality threshold, the inspection will proceed as if the exemption has been granted.

324. However, if the school has applied through the established principles route, and has not yet received a letter from the DfE granting the exemption, the school will be exempt from the EYFS learning and development requirements, and will therefore be inspected against them.

On-site inspection activity

325. Inspectors will use their standard inspection an exemption (or has applied through the independent schools route and meets the quality threshold), EYFS provision for children aged 3 and over will only be inspected against the independent school standards, rather than the learning and development requirements of the EYFS.

326. Exempted independent schools must continue to comply with the independent school standards, including those that relate to the EYFS learning and development requirements. The Children Act 2006 does not allow for any exemption from the safeguarding and welfare requirements of the EYFS.

327. Inspectors are likely to ask to see copies of others grading exemptions via the established principles route.

Evaluating sixth-form provision in schools

[332.](#) Inspectors are required to grade the quality of education in any sixth-form provision in schools, including the 16 to 19 study programs. In the inspection report, inspectors must use all their evidence to evaluate what it is like to be a student in the sixth form.

333. The effectiveness of the arrangements for safeguarding students is reflected in the overall grade for leadership.

334. Inspectors should take account of the key judgement areas in the evaluation schedule. They should consider:

- the extent to which leaders and teachers high-ambition for all students and progress and the effectiveness of the systems they use to monitor and evaluate the quality of sixth-form programmes for all students, including the most disadvantaged and those with SEND
- how leaders and teachers develop a curriculum that provides challenge, stretch and challenge for those pupils who do not have GCSE mathematics and English at grades 9 to 4 and those who do. Leaders should ensure that students who do not have sufficient experience or individual support and non-qualification activities.[335](#)
- the effectiveness of high-quality, impartial careers guidance in enabling all students to make informed decisions about their next stage of education, training or employment, further training when they are ready to do so

335. Through observing teaching and learning activities and holding discussions with students, teachers and support staff, inspectors will consider how well:

- students develop personal, social and independent learning skills
- students achieve high levels of punctuality and attendance
- students' conduct and attitudes, including in non-qualification or enrichment activities, show that they are well prepared for the next stage of progress to higher levels of study

336. Inspection of apprenticeship training is not in the scope of standard inspections of independent schools.

Provision for students aged 16 and over

337. All independent school may have students aged 16 and over on roll, inspectors will only inspect and take account of provision for those students if they begin their course before the age of 18. However, the school's students are essentially adults studying full-time programmes, inspectors will always report on whether or not safeguarding is effective.

Grade descriptors

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of sixth-form provision accuracy and consistency.
- The quality of sixth-form provision provided is exceptional.

In addition, the following apply:

- The sixth form curriculum is so ambitious that it sets no limits on students' demanding curriculum goals. It extends the aims of the curriculum to being independent learners who are well prepared for the next stage of their education and skills for employment and destinations.
- The impact of the taught curriculum is strong. Students acquire and develop knowledge, understanding and skills that are well beyond those expected.
- Sixth-form students demonstrate extra commitment to their studies and commitment to their education. They have consistently high levels of respect for others.
- The sixth form curriculum and extracurricular provision, beyond the 'personal development. The sixth form goes beyond the expected, so that learners are well prepared for the next stage of their education, training or employment, important to contribute actively to society. This is achieved through activities that strengthen citizenship the sixth form's offer.

314. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders adapt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with SEND and those who do not have GCSE mathematics and English at grades 9 to 4, to succeed in life. Other than 1 and pick by the case. It is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments to the curriculum.
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. It lines up with the 16 to 19 study programs, including those with SEND, and is the process of bringing this about, and are making any necessary amendments to the curriculum. The curriculum is ambitious.
- The curriculum is ambitious for all 16-to-19-year-students, including those with SEND, and those who do not have GCSE mathematics. This is reflected in the curriculum. The curriculum centres ambitious and is tailored, where necessary, to meet students' needs. It is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments to the curriculum.
- Sixth-form students study the intended curriculum. The school ensures this. Students are well prepared for the next stage of their education. The school's education is integrated into curriculum of study, and is well developed to support the wider implementation of the school's curriculum.
- Students are well prepared for the next stage of their education, training. Staff, leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date knowledge of employment.
- Teachers present information and demonstrate skills clearly, providing appropriate consideration of the subject matter being taught. They check understanding and identify misconceptions and provide clear explanations to clear, direct feedback. Using this, they improve and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised feedback, including marking.
- Teachers ensure that students learn to confirm students is demonstrating. Ensure that students build knowledge and acquire skills, improving and extending knowledge and skills.
- Teachers encourage students to use subject-specific, professional or technical vocabulary very.
- Teachers ask questions that teachers design and use activities to help students to remember long-term the content that have been taught. To deepen their knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and assessors use assessment well. For example, they ask questions to help students extend and use knowledge fluently and flexibly. So evaluate the impact of teaching on students' knowledge and understanding. They use this to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that is unnecessarily burdensome for students and staff.
- Teachers create a classroom that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce. Are a high quality and are well organised. Students know what to do and how to use ambitious criterions for the course of study. These materials clearly represent the strand of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and independent living and employment.
- Students develop detailed knowledge across the curriculum and, as a result, are well prepared for the next stage of their education, training or employment. A suitably progress from identified and expected starting points in their study programmes. Where appropriate, this is reflected in results in national examinations and other recognised qualifications, or in the qualitative evidence obtained.
- Students are ready for the next stage of education, employment or training. Students are well prepared for the next stage of their education, training or employment or to destinations that meet their interests, aspirations and extracurricular of study. Students with high needs have greater independence in making decisions and choices.
- Students have high ambitions and are prepared for the future. Staff offer to their education and advice. When relevant, attitudes improve over time.
- Students are well prepared for the next stage of their education, training or employment or training. It does this through providing unbiased information to all about potential next steps. High-quality, up-to-date and locally relevant information is provided. It includes information on good quality, meaningful encounters with the world of work.

Requires improvement (3)

- The quality of education in the sixth form is not yet good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The design, coverage or teaching of the curriculum does not provide students with the knowledge.
- The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in modern Britain.
- Teaching assessment practice means that teachers fail to meet students' needs.
- The attainment and progress of students are consistently low and show little improvement over time, indicating that students are underachieving consistently.
- Students do not develop or improve the English and mathematics skills they need to succeed in life and fail to make good progress in these areas.
- Students have not attained the qualifications, skills or behaviours expected of students who have completed their school education training or employment.
- Students' attendance is consistently low and shows little sign of sustained improvement. Students' behaviour and attitudes to learning are poor and show little improvement over time.

Part 3. Applying the EIF in different contexts

Applying the EIF to the teaching of early reading in schools with pupils up to Year 3 (or up to Years 5 to 6 for those schools where early reading is delayed due to an exemption)

359. During all inspections of schools with pupils up to key stage 3, inspectors must focus on how well pupils are taught to read as a main inspection activity. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers. This will include understanding how reading is taught remotely, where applicable.

360. Except where paragraph 361 applies, inspectors will listen to several low-attaining pupils in Years 1 to 3.[footnote 42] They should also draw on information from the school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.

361. The formal teaching of reading may be delayed by an exemption from the learning and development requirements of the EYFS.[footnote 43] In these cases, inspectors will hear children from Years 5 to 6 read instead of Years 1 to 3. They will listen to pupils read from unseen books appropriate to their stage of progress to see whether they have the reading knowledge and skills, including the phonic knowledge, appropriate for a child in Years 5 to 6. This will inform the quality of education judgement.

362. In reaching an evaluation against the 'quality of education' judgement, and taking account of any relevant exemption from the learning and development requirements of the EYFS, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2 (except where paragraph 361 applies)
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception (except where paragraph 361 applies)
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading

Applying the EIF to the teaching of mathematics

363. When inspectors look at mathematics, they will evaluate the quality of a school's mathematics education through lesson visits, discussions with pupils and scrutiny of their work, reviewing curriculum plans, discussions with curriculum leaders, and examining any published data. This will include understanding how mathematics is taught remotely, where applicable.

364. Inspectors will consider what steps the school has taken to ensure that:

- pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms. This should also ensure that pupils are ready for the next stage, whether that is the next lesson, unit of work, year or key stage, including post-16 mathematics
- the school's curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas
- the curriculum divides new material into manageable steps lesson by lesson
- the school's curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life. Pupils have sufficient understanding of and unconscious competence in, prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set
- within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories. This then allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts and procedures and gain enjoyment through a growing self-confidence in their ability
- there is flexibility in curriculum planning so that the school can address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers
- there are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content
- teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning
- all teachers of mathematics, including non-specialist teachers of mathematics, have sufficient mathematical and teaching content knowledge to deliver topics effectively
- pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum

Evaluating special schools and SEND provision

Section 41 approval

365. Independent schools that are organised to cater specifically for pupils with SEND are normally registered with the DfE as an 'independent special school'; however, there is no legal definition of this term.

366. Under section 41 of the Children and Families Act 2014, the DfE can approve independent schools that are organised to cater specifically for pupils with SEND for the purpose of enabling the school 'to be the subject of a request for it to be named in an EHC plan'.

367. Independent schools that are not approved under section 41 can still admit pupils with SEND.

368. If an approved independent special school is named in an EHC plan, the local authority must comply with the request to place the pupil at the school, and the school must admit the pupil. If a school is not approved under section 41, and is named in an EHC plan, there is no duty for the local authority to place the pupil in the school.

Applying the EIF in independent special schools and in mainstream independent schools' provision for pupils with SEND

369. Pupils with SEND have a range of different needs and starting points. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points as high as other pupils of their age, for instance some pupils with sensory impairments.

370. All parts of the EIF apply to independent special schools, and to SEND provision in mainstream independent schools. However, as with all provision, SEND provision has some specific factors that should be taken into account. Inspectors will gather and evaluate evidence about:

- whether leaders are ambitious for all pupils with SEND
- how well leaders identify, assess and meet the needs of pupils with SEND, including when pupils with SEND are self-isolating and/or receiving remote education
- how well leaders develop and adapt the curriculum so that it is coherently sequenced and meets all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including when agreeing the approach to remote education
- how well leaders include pupils with SEND in all aspects of school life
- how well the school assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
  - communication and interaction
  - cognition and learning
  - physical health and development
  - social, emotional and mental health
- how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives including further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life[footnote 44]

371. Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

372. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities, including during the COVID-19 pandemic.

Applying the EIF to alternative provision

373. All parts of the EIF apply to alternative provision that is registered as an independent school or that is used by registered independent schools. However, in the same way that all school contexts are different, so are providers of alternative provision. Inspectors will gather and evaluate evidence about:

- how well leaders identify, assess and meet the needs of pupils when they first begin to attend the alternative provider, including pupils with SEND
- how well leaders develop and adapt the curriculum so it is coherently sequenced and meets all pupils' needs, starting points and aspirations for the future, including through remote education
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils
- whether leaders are ambitious for all pupils, and the extent to which those responsible for governance understand the particular context of the provision
- how well leaders include pupils in all aspects of school life, giving particular emphasis to how well they are prepared for their next steps in education, employment and training, and adult lives
- how well schools assess pupils' learning and development, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes for pupils with SEND

374. Pupils in alternative provision often have significant, complex vulnerabilities. In the same way as with other schools, inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils in the light of their higher vulnerability to safeguarding risks, including during the COVID-19 pandemic.

375. If pupils in registered independent schools attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors must visit a sample of the alternative providers used by the school.

376. Alternative providers may have different objectives in their work, related to the reasons why a pupil is placed in alternative provision, the needs of the pupil, the duration of placements and the proportion of time that pupils stay with the provider each week. For instance, in alternative provision that provides short-term placements for excluded pupils or those at risk of exclusion, the core work may emphasise specific improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement or be aiming to reintegrate pupils into mainstream independent schools. Alternative providers may also offer services to registered independent schools and other educational settings to help them support children with additional needs in their settings. An alternative provision setting may be the permanent destination for some pupils. Inspectors will evaluate schools' success in these areas while bearing in mind that we expect high academic/vocational/technical aspirations for all pupils.

377. Inspectors will take the school's official records as a starting point for discussions about attendance. They must evaluate pupils' attendance as a percentage of a full-time timetable, even when temporary part-time arrangements are in place. Leaders may have a range of ways of evaluating pupils' attendance, given that pupils often join and leave the school roll at various times of the year. Inspectors will take into account the turnover of pupils in the provision when considering evidence for attitudes and behaviour.

378. Often, pupils attending alternative provision have had poor attendance in the past. Inspectors will evaluate the improvement in pupils' attendance from their starting points when this is relevant. Inspectors will also evaluate the ways in which leaders take account of pupils' weak attendance in their safeguarding systems and the clarity of their attendance recording. If schools use part-time timetables, and pupils are not attending other provision or placements in addition to their school, inspectors will evaluate the extent to which they are well monitored, aspirational and effective in getting pupils into education full time, quickly and in line with the DfE guidance. These timetables should not be open-ended and should result in swift full-time education for the pupils.

379. Transitions into alternative provision are often complex, involving dual registration, periods of non-attendance and meetings with a range of services and families. When evaluating pupils' attainment and progress, inspectors will consider the ways in which leaders have identified, assessed and met the needs of pupils. They will evaluate the progress that pupils have made since they began to attend the alternative provision. For pupils have left the alternative provision, inspectors will consider how well the progress they made at the alternative provision enabled them to move on to suitable destinations and, post-16, to take courses at an appropriately demanding level. They will also look closely at how effective liaison is with other schools to ensure that there are appropriately high expectations and, as far as reasonably possible, continuity in pupils' education programmes. Inspectors will also look at whether the provider works closely with families, schools and other agencies to ensure a smooth transition to and from alternative provision. They will look at whether it sets expectations that reintegration back into mainstream education is a key component of a placement. Inspectors will also look at whether the provider has adapted its approach to transition in the light of the COVID-19 pandemic.

Applying the EIF when evaluating the quality of boarding and residential provision in schools

380. When the full inspection of a school's education provision and the full residential inspection are both due at the same time, we usually combine them into one inspection of the whole school. These are integrated inspections and are carried out by one team, leading to one published report.

381. Integrated inspections take place:

- in a boarding or residential special school when both inspections are due during the same year
- when we carry out an emergency or monitoring inspection of both the boarding/residential and education provision

382. In integrated inspections, lead inspectors will consider the timing of team meetings so that the social care regulatory inspector is available to join them. It is important that the findings of the social care regulatory inspector contribute to judgements about the school.

383. Inspectors must work closely together to plan sufficient time to discuss their findings throughout the inspection. The lead education inspector will join the social care regulatory inspector on some inspection activities so that they can gain a full picture of provision at the school. This is particularly important in assessing personal development, behaviour and attitudes and the strength of the links between the day school and boarding provision.

384. The inspection of education in a school that is also registered as a children's home may take place as a stand-alone inspection of the education provision or be aligned with the full inspection of the children's home. When possible, we will attempt to align both inspections so that inspectors may work together and share evidence.

385. When the education inspection takes place as a stand-alone event, inspectors must read the most recent education and children's home reports on the preparation day. They must make themselves aware of any current issues concerning children's welfare that may affect aspects of the school inspection and ensure that they take these into consideration during the inspection.

386. When the education and children's homes inspections are aligned, the education and social care regulatory inspectors will work together to share evidence.

387. If the school provides boarding or residential provision, inspectors will make the 3 key judgements on that provision. These judgements are made in accordance with the guidance and grade descriptors in the 'Social care common inspection framework (SCCIF): boarding schools and residential special schools'.

388. If the provision does not meet one or more of the national minimum standards, this will be set out in the inspection report.

389. Inspectors must consider the impact of the judgements on the boarding/residential provision on the judgements for the whole school. In order to do this, they will need to take account of the proportion of boarders/residential pupils in the school and the seriousness of the issues found.

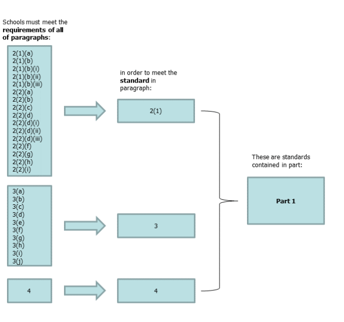
390. For the effectiveness of leadership and management, the grades for the school and boarding should either be the same as, or within one grade of, each other. The report will clearly state the reasons for any differences.

Part 4. Inspecting against the independent school standards and other requirements

Technical information about the standards

391. The standards are set out in the schedule to the Education (Independent School Standards) Regulations 2014 as amended by the Independent Educational Provision in England (Provision of Information) and Non-Maintained Special Schools (England) and Independent School Standards (Amendment) Regulations 2018.

392. The standards are structured in 8 parts. Each part contains one or more standards relating to that particular part. For example, part 1 contains 3 standards, and part 2 contains one standard. Each standard is set out in one or more paragraphs. For example, paragraph 12 contains a standard in its own right, and paragraph 5(a) is an element of the standard in paragraph 5. Schools must comply with each requirement in each paragraph to meet the standard.



393. Inspectors check schools' compliance with the requirements of the paragraphs of the standards. They report to the DfE on a school's compliance with the standards, setting out which requirements of which paragraph the school does not meet.

Recording compliance and non-compliance

394. In standard inspections, inspectors check compliance with all paragraphs of the standards, and record 'met', 'not met' or 'not applicable' in the 'independent school standards compliance record'. For pre-registration inspections, inspectors report whether the school is likely to meet all of the standards should the DfE decide to register it. In the rare case that it is not possible to gather sufficient evidence to make a secure judgement on whether a standard is met or likely to be met, inspectors will record 'insufficient evidence'. On a standard inspection, this might happen where there are no pupils on roll, and in pre-registration inspections, in respect of the standard about teaching.[footnote 45]

395. In material change, emergency and progress monitoring inspections, inspectors only check compliance with the paragraphs of the standards specified by the DfE.

396. For all inspection types, where the requirement of a paragraph is not met and the paragraph is introduced by a stem, inspectors will record non-compliance with the stem itself, in addition to non-compliance with the specific paragraph, as illustrated in the examples below.

- Where a school does not comply with paragraph 3(c), this means that it does not meet the standard contained in paragraph 3. Both paragraphs must be reported as not being met:

3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school – 3(c) involves well planned lessons and effective teaching methods, activities and management of class time.

397. If paragraph 18(2)(c)(ii) is not met, inspectors will record non-compliance with 18(2)(c)(ii), 18(2)(c) (which contains the stem) and 18(2) (which contains the standard). All 3 paragraphs must be reported as not being met.

398. The independent school standards compliance record will contain evidence that justifies any judgement that the requirement of a paragraph of the standards, and the standard to which it relates, has not been met. For example, if paragraph 3(c) is not met, the evidence will make clear that the standard in paragraph 3 is not met because the requirement in paragraph 3(c) is not met.

399. Where there are several elements to a paragraph of the standards, connected by 'and', all elements of the paragraph must be fulfilled for the requirement to be met. For example, paragraph 3(c) requires the proprietor to ensure that the teaching at the school 'involves well planned lessons and effective teaching methods, activities and management of class time'. If the school fails to meet one element of a 'multi-element' paragraph, inspectors will record that the school does not comply with the whole paragraph, and record supporting evidence about the extent of non-compliance, for example explaining that effective teaching methods are not always used and the impact that this has on the pupils.

Gathering and recording evidence

400. Inspectors consider each paragraph of the standards on its own. Particular strengths in one area of a school cannot be used to compensate for evidence that a standard is not met elsewhere.

401. As with all inspection activity, inspectors use a range of technology to gather evidence electronically, including mobile devices, tablets and laptops to record the evidence gathered to inform their judgements on whether schools comply with the standards.

402. Inspectors will be clear in their feedback to schools, written evidence and the report or advice note about the evidence gathered that led to the judgement that a standard is not met. The evidence will be linked directly to the wording of the standard.

403. Evidence to support the judgement that standards are met is only recorded in the evidence base, not the inspection report.

Paragraphs of the standards where compliance is not recorded

404. Compliance is sometimes not recorded against paragraphs that provide information about other paragraphs in the standards.

405. For example, in part 4, paragraphs 18(4)(a)–18(4)(c) set out the instances when the checks specified in paragraphs 18(2)(d)–18(2)(f) do not need to be carried out. Some paragraphs in part 4 – for example 20(1) to 20(5)(b)(iii) – set out the checks that the Secretary of State carries out in relation to a proprietor of an independent school.

406. Some paragraphs provide an introduction to other paragraphs. For example, paragraph 1 states that the standards about the quality of education are contained in part 1.

407. There is normally no action for inspectors to take in relation to these paragraphs.

Definitions of terms used in the standards

408. Regulation 2 of the Education (Independent School Standards) Regulations 2014 provides the definition of some of the terms used in the standards.

References made in the standards, other published resources for schools and technical notes

409. In checking compliance with the standards, inspectors will refer to the non-statutory DfE guidance 'The independent school standards: guidance for independent schools'. Although this document is non-statutory, its aim is to set out the DfE's understanding of the standards, provide supplementary guidance on best practice in complying with the standards and give additional detail in some areas for which questions are sometimes raised by schools.

410. Inspectors may also refer to the published resources referred to below. The published resources include pieces of legislation, statutory frameworks of guidance, non-statutory guidance or departmental advice, as indicated in brackets below.

411. Some of the resources referred to in paragraph 410 are statutory guidance, with which the standards require schools to comply. Other resources are good practice guides that are available to advise schools. Schools do not have to follow them. Inspectors will not deem a standard to be un-met only because the school has not followed exactly what is set out in a published non-statutory guidance document; these documents provide best practice in complying with requirements. They will be clear about how the evidence gathered – for example the school's action, or inaction – means that the standard is not met. It is the standards that schools have to comply with, not non-statutory departmental guidance and advice.

412. If appropriate, inspectors may also refer to the following Ofsted guidance:

- 'Inspecting teaching of the protected characteristics in schools'
- 'Separation by sex: implications for the inspections of mixed sex/co-educational schools'

Groups of schools

413. The standards require schools to have and implement several policies. Some schools that are part of a group may have policies that are common to the group. This is acceptable to the DfE, provided that the policies are tailored so far as needed to each individual school – for example, by giving contacts in relevant local authorities – and are fully implemented. If there are separate websites for the schools, the policies should be available on the schools' websites. However, if there is only one website for the group, which is clearly identifiable as the only website for the schools, it is acceptable to the DfE that the policies are published there.

Key resource applicable to all parts of the standards

- 'The independent school standards: guidance for independent schools (non-statutory guidance)
- 'Registration of independent schools'

Part 1. Quality of education provided

Paragraph 2(2)(a)
Section 8 of the Education Act 1996 (compulsory school age) (legislation)

Paragraph 2(2)(d)(ii) (and paragraph 5(b)(vi) in part 2)

- The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010 (legislation):
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation

Paragraph 2(2)(f)

- 'Statutory framework for the early years foundation stage' (statutory framework)

'The early years foundation stage (EYFS) learning and development requirements: guidance on exemptions for early years providers' (non-statutory guidance)

Paragraph 2(2)(i)
'Gender separation in mixed schools' (non-statutory guidance)

Paragraph 3(j)

- Part 6 of the Equality Act 2010 – see extract below (legislation)
- Schools with religious ethos and schools designated by order as having a religious character:
  - Get information about schools (DfE's register of schools)
  - Part G of 'Registration of independent schools', DfE, 2019 (departmental advice)
  - Schedule 11 of the Equality Act 2010 (legislation).
- 'Equality Act 2010: advice for schools' (departmental advice)

Equality and Human Rights Commission guidance (guidance)

414. Paragraph 3(j). Schedule 11 of the Equality Act 2010 sets out that sections 85(1) and (2)(a) to (d) do not apply to an independent school registered as having a religious ethos. This is explained in part G of the DfE's 'Registration of independent schools'.

> " 85 Pupils: admission and treatment, etc.
>
> (2) The responsible body of such a school must not discriminate against a pupil–
> in the way it provides education for the pupil;
> in the way it affords the pupil access to a benefit, facility or service;
> by not providing education for the pupil;
> by not affording the pupil access to a benefit, facility or service;
> by excluding the pupil from the school;
> by subjecting the pupil to any other detriment."

415. Refer to paragraphs 440 to 441 of this document regarding schedule 10 of the Equality Act 2010.

Part 2. Spiritual, moral, social and cultural development of pupils

'The independent school standards, guidance for independent schools' (non-statutory guidance)

Part 3. Welfare, health and safety of pupils

- 'Keeping children safe in education' (this is the statutory guidance referred to in paragraph 7(b)

'Working together to safeguard children' (statutory guidance)

Paragraph 8–8(b) (and paragraphs 19(2)(e) and 21(5)(b) in part 4 and paragraph 30 in part 5)

- Welfare of children in boarding schools and colleges. Section 87(1) Children Act 1989 (legislation); section 105; and section 1A was inserted by section 43 of the Education Act 2011.
- 'National minimum standards for boarding schools'
- 'National minimum standards for residential special schools'

The 'Accommodation of Students Under Eighteen by Further Education Colleges: national minimum standards, inspection regulations' no longer apply to schools. The national minimum standards for boarding schools now cover pupils up to the age of 18, even where there are no boarders under the age of 16.

Paragraph 9–9(c)

- Section 548 Education Act 1996 prohibits corporal punishment in independent schools (legislation)

'Use of reasonable force in schools: advice for headteachers, staff and governing bodies' (departmental advice)

Paragraph 10
'Preventing and tackling bullying: advice for headteachers, staff and governing bodies'

Paragraph 11

- 'Health and safety: responsibilities and duties for schools' (departmental advice)
- 'Supporting pupils at school with medical conditions' (statutory guidance)
- 'School trips and outdoor learning activities: tackling the health and safety myths' (guidance)

The HSE website contains the following information about pupil to staff ratios on school trips: 'Pupil to staff ratios for school trips are not prescribed in law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the pupils.'

Paragraph 12

- Regulatory Reform (Fire Safety) Order 2005 S.I. 2005/1541, to which there are amendments not relevant to these Regulations (legislation)
- Fire safety risk assessment – educational premises (guidance)
- Fire safety risk assessment: sleeping accommodation (guidance)

Fire safety law and guidance documents for business (guidance)

Paragraph 13
'Guidance on first aid for schools: advice for governing bodies, school leaders and school staff' (departmental advice)

Paragraph 14
Ratios of qualified staff to children in early years provision for children aged 2 to 5 must meet the welfare requirements of the 'Statutory framework for the early years foundation stage'

Paragraph 15
Education (Pupil Registration) (England) Regulations 2006 S.I. 2006/1751, to which there are amendments not relevant to these Regulations (legislation)

Part 4. Suitability of staff, supply staff and proprietors

- 'Keeping children safe in education' (statutory guidance)
- 'Regulated activity in relation to children: scope' (guidance)
- Disclosure and Barring Service (executive non-departmental public body website)

Paragraph 18(2)(b), 20(6)(a)(ii)

- Under section 142(1)(a) of the Education Act 2002, the Secretary of State may direct that a person may not provide education at an independent school (legislation).
- The authority for making a prohibition order is section 141B(2) Education Act 2002 (as inserted by section 8 of the Education Act 2011. Any person that is subject to a prohibition order is prohibited from carrying out teaching work in an independent school (legislation).

The Secretary of State may make a direction under section 128 of the Education and Skills Act 2008 prohibiting an individual from taking part in the management of independent educational institutions in England (legislation).

Checks on non-proprietor governors

416. The DfE's view is that any governor is part of the management arrangements for a school, even if they are not part of the proprietor body. Therefore, all governors must be subject to a section 128 prohibition from participation in management check (paragraph 18(2)(b)). This includes unpaid governors working on a voluntary basis.

417. Any governors who are paid by a school must also be subject to a DBS check (paragraph 18(2)(d)). The definition of 'staff' in regulation 2 of the independent school standards makes it clear that this includes people without a contract of employment. [footnote 46]

418. Paid governors should also be subject to a barred list check (paragraph 18(2)(a)) if they have regular unsupervised contact with the children. This will normally be the case.

419. A DBS certificate with a barred list check is also required for any unpaid governors who are engaged in regulated activity. (This falls under paragraph 7 of the standards, but not paragraph 18(2)(a) or 18(2)(d) – the DfE's view is that unpaid governors do not fall into the definition of staff because they work on a voluntary basis.)

Teaching prohibition orders and prohibition from management of independent schools orders

420. The DfE wrote to all independent schools in May 2018 to set out the arrangements for making the checks in 18(2)(b) and 20(6)(a)(ii).

> " 2. The standard relating to checks for staff is only met provided that no-one works at the school in contravention of a teacher prohibition order issued by the Teaching Regulation Agency on behalf of the Secretary of State. This effectively means that schools need to make checks for such orders when appointing into teaching positions. If a school has not previously done so they should also check that no existing members of teaching staff are subject to such orders, which began to be made from April 2012.
>
> 3. The standard relating to checks is also only met provided that no-one works at the school in contravention of a direction made by the Secretary of State under s.128 of the Education and Skills Act 2008 barring an individual from taking part in the management of an independent school. This effectively means that schools need to make checks for such directions when appointing into management positions, either from outside the school or by internal promotion. See paragraph 7 for information about the position of existing staff in management positions.
>
> 4. When a Disclosure and Barring Service check, which includes children's barred list information, is made for any member of staff, details of any s.128 direction made by the Secretary of State will also be disclosed as part of that check. As DBS barred list checks can only be made if an individual is engaging in regulated activity, s.128 direction checks for all "management in independent schools" roles can also be made using the TRA's Secure Access Portal via the Teacher Services' web page.
>
> What constitutes taking part in the management of an independent school?
>
> 5. Individuals taking part in 'management' are likely to include individuals who are members of proprietor bodies (including governors…), and such staff positions as: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Whether other individuals such as teachers with additional responsibilities could be prohibited from 'taking part in management' depends on the facts of each case – so schools may wish to check them anyway. For non-teaching staff, posts which are part of the senior leadership team are likely to be regarded as 'management' for the purposes of checking for the existence of a barring direction. However, whether non-teaching staff are 'taking part in management' depends on the facts of each case. All employed school staff who work regularly in the school during school hours may be regarded as being in 'regulated activity' for the purposes of these checks.
>
> 7. Except where a person is being promoted internally to a management post, it is not necessary to carry out checks for s.128 directions for existing staff or members of the proprietor bodies. If an individual already at a school is the subject of a s.128 direction, that would be taken up by the department with the school concerned. If an individual barred under s.128 occupies a management position at an independent school, then that may be grounds for removal of the school from the register of independent schools (s.119 of the Act), leading to closure.
>
> 15. Any enquiries about barring directions and section 128 should be sent to registration.enquiries@education.gov.uk."

Suitability of all members of staff (other than the proprietor, members of the proprietor body and supply staff)

> Paragraphs to be checked by inspectors: 18(2)–(3).

> Paragraphs 18(2)(d), 18(2)(e) and 18(2)(f) do not need to be carried out where 18(4) applies.

> In order to meet paragraph 18(3), the checks in paragraphs:
>
> - 18(2)(c) and
> - 18(2)(e), except where paragraph 18(4) applies
>
> must have been carried out before each staff member's appointment.

421. Paragraph 18(2)(a) relates to the inclusion of a person's name in:

- the DBS barred list, for appointments made from December 2012
- the Independent Safeguarding Authority barred list, for appointments made from 2009 to November 2012

List 99 for appointments made before 2009

422. or included in a corresponding list maintained under the law of Scotland or Northern Ireland:

- a list maintained under either Article 6(1)(a) or (b) of the Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- a list maintained under either section 1(1)(a) or (b) of the Protection of Vulnerable Groups (Scotland) Act 2007

423. The check in paragraph 18(2)(c)(i) has been required by the independent school standards since 1 September 2003.

424. The check in paragraph 18(2)(c)(iii) has been required by the independent school standards since 1 May 2007.

425. The check in paragraph 18(2)(d) has been required by the independent school standards since 1 September 2003. Until 1 May 2007, an enhanced check was only required for staff regularly caring for, training, supervising or in sole charge of children. From 1 September 2003 to 30 November 2012, enhanced criminal records checks were performed by the Criminal Records Bureau. Since 1 December 2012, they have been carried out by the DBS.

426. The check required in paragraph 18(2)(f) has been required by the independent school standards since 1 September 2003.

427. Paragraph 18(3) sets out that the checks in paragraphs 18(2)(c) and, except where paragraph 18(4) applies, paragraph 18(2)(e) must be completed before a person's appointment. However, 18(2)(c)(ii) – checks on medical fitness – should not be made before the person is appointed. The DfE has issued the following advice to proprietors of independent schools.

> " From 1 October 2010, in accordance with Section 60 of the Equality Act 2010, it is unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Independent schools are advised to review their existing practices to ensure they are complying with both the Education (Independent School Standards) Regulations 2014 and Section 60 of the Equality Act. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for."

428. Refer to paragraph 178 of 'Keeping children safe in education' for information on checks for existing staff (as opposed to new staff).

Suitability of all members of supply staff

> Paragraphs to be checked by inspectors: 19(2)–(3).

> In order to meet paragraph 19(2)(a)(i)(aa), the checks in paragraphs 21(3)(a)(i)–(iv),(vii) and 21(3)(b) must have been made in respect of each member of supply staff appointed.

> In order to meet paragraph 19(2)(a)(i)(dd), additional checks for the relevant countries must have been made by the employment business as appropriate, and written confirmation to that effect must be obtained from the employment business for any member of staff supplied by the business who has lived abroad.
>
> There are some countries for which checks are not possible. The school should ensure that the employment business has considered this and notified the school accordingly. As with the UK checks already needed for supply staff, it will be for the school to decide whether to accept supply of the staff member, given the outcome of checks (or the lack of them).

> In order to meet paragraph 19(2)(d)(i), the 'contract or other arrangements which the proprietor makes with any employment business' must require the employment business to provide the notification from the employment business referred to in paragraph 19(2)(a)(i).

> In order to meet paragraph 19(3), the certificate in paragraph 19(2)(a)(i)(bb) 'must have been obtained not more than 3 months before the date on which the person is due to begin work at the school', except where paragraph 19(4) applies.

Suitability of proprietors
429. Paragraphs 20(3)(b)(i)–(iii) and 20(5)(b)(i)–(iii) set out the checks on proprietors that are carried out by the DfE. Normally inspectors do not check compliance with these paragraphs. If there has been a recent change in the proprietor and it appears that the DfE has not been notified, the inspector will record this to inform the DfE.

Suitability of all members of the proprietor body
430. Where there is a proprietor body, the DfE will only have checked the chairperson, and it is for the chairperson to carry out checks on other members of that body. Inspectors will ensure that all checks in 20(6)–20(6)(c) have been carried out for all members of the proprietor body, with the exception of the chairperson.

431. Refer to paragraphs 18(2)(b) to 20(6)(a)(ii) regarding the checks in paragraph 20(6)(a)(ii) of the standards.

432. Refer to paragraph 178 of 'Keeping children safe in education' for information on checks for existing staff (as opposed to new staff).

> Paragraphs to be checked by inspectors: 20(6)–(c).

> Paragraph 20(6)(b) is treated as being complied with, where paragraphs 20(7) (pre-registration inspection) or 20(8) (standard inspection) apply.

Single central register
433. The proprietor of the school must keep a central register, which shows the information referred to in paragraph 21(3) to (7) as applicable for the school for staff, supply staff or a member of the body corporate or unincorporated that is the proprietor (but not the chair of the school).

> Paragraphs to be checked by inspectors: 21(1)–(7)(b).

> **Each member of staff (other than the proprietor, members of the proprietor body and supply staff)**
>
> Paragraphs 21(3)–(b) set out the checks required in relation to each member of staff appointed on or after 1 May 2007 that are required to be recorded on the single central register.
>
> In order to meet paragraph 21(4), for each member of staff in post on 1 August 2007 who was appointed at any time before 1 May 2007, the following information should be recorded on the single central register:
>
> - the checks in paragraphs 21(3)–21(3)(b)
>
> and
>
> - whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained

> **Each member of supply staff**
>
> Paragraphs 21(5)–(c) set out the checks required in relation to each member of supply staff that are required to be recorded on the single central register.
>
> In order to meet paragraph 21(5)(a)(i), the information in the following paragraphs should be recorded on the single central register, in respect of each member of supply staff:
>
> - 21(3)(a)(i)–(iv)
> - 21(3)(a)(vi) which refers to paragraph 18(2)(d)
> - 21(3)(a)(vii)

> **Each member of the proprietor body**
>
> Paragraph 21(6) sets out the checks required in relation to each member of the proprietor body appointed on or after 1 May 2007 that are required to be recorded on the single central register:
>
> - 20(6)(b)
> - 'the date they were made and the date on which the resulting certificate was obtained'
>
> Paragraphs 21(7)–(b) set out the checks required in relation to each member of the proprietor body in post on 1 August 2007 who was appointed at any time before 1 May 2007 that are required to be recorded on the single central register:
>
> - 20(6)(b)
> - 'the date they were made and the date on which the resulting certificate was obtained'
>
> and
>
> - 21(7)(b)

Part 5. Premises of and accommodation at schools

'Standards for school premises' (departmental advice)

434. In considering compliance with the standards about the premises and accommodation of schools, please also refer to paragraphs 440 to 441 of this document regarding schedule 10 of the Equality Act 2010.

435. If a right of way passes through a school's playground, the school must have suitable safeguards in place – for example proper supervision – in order for the standard in paragraph 25 to be met. The presence of the right of way itself does not constitute evidence of non-compliance.

Part 6. Provision of information

> Paragraph 32(1)(j)
>
> - Section 119 of the Education and Skills Act 2008 (legislation)
> - Education (Independent Educational Provision in England) (Unsuitable Persons) Regulations 2009 (legislation)

> Paragraph 32(1)(a) refers to the information specified in paragraph 32(2)(a)–32(2)(d).

> Paragraph 32(1)(b) refers to paragraph 32(3)(a)–32(3)(g), and:
>
> - paragraph 32(3)(c) refers to paragraph 2 in part 1 of the standards
> - paragraph 32(3)(d) refers to paragraphs 9, 10, 11 and 13 in part 3 of the standards
> - paragraph 32(3)(f) refers to paragraph 33 in part 7 of the standards
> - paragraph 32(3)(g) refers to reports following standard, progress monitoring and emergency inspections, carried out by Ofsted or one of the independent inspectorates and reports following inspections of boarding or residential provision, carried out by Ofsted or, in the case of boarding schools that are members of Independent Schools Council, the Independent Schools Inspectorate.

> Paragraph 32(1)(c) refers to paragraph 7 in part 3 of the standards.

> Paragraph 32(1)(d) refers to reports following standard, progress monitoring and emergency inspections, carried out by Ofsted or one of the independent inspectorates.

> Paragraph 32(1)(e) refers to reports following inspections of boarding or residential provision, carried out by Ofsted or, in the case of boarding schools that are members of Independent Schools Council, the Independent Schools Inspectorate.

> Paragraph 32(1)(g) applies to standard, progress monitoring and emergency inspections (not pre-registration inspections, which are carried out under section 99 of the Education and Skills Act 2008, or material change inspections, which are carried out under section 162(4) of the Education Act 2002). However, under the Education (Pupil Registration) (England) Regulations 2006, independent schools are required to keep admission and attendance registers and make them available to inspectors during any type of inspection.

> Paragraph 32(1)(j) refers to paragraph 32(4)(a)–32(4)(c) and:
>
> - paragraph 32(4)(a) refers to the sections of the Education and Skills Act 2008 under which the Secretary of State may decide to remove a school from the register
> - paragraph 32(4)(b) refers to section 116 of the Education and Skills Act 2008, under which the Secretary of State may impose a 'relevant restriction' where a proprietor has failed to meet one or more of the independent school standards (legislation)
> - paragraph 32(5) provides information about paragraph 32(4)(b), and refers to section 117(1) of the Education and Skills Act 2008, which defines the 'relevant restriction' in section 116 (legislation)
> - paragraph 32(4)(c) refers to section 120 of the Education and Skills Act 2008, under which the Secretary of State may apply to a justice of the peace for an order to remove a school from the register.

436. In order to meet the standards in part 6, the school must provide the information specified in the paragraphs. The content and the quality of the information itself, or its implementation, do not influence compliance with the standards in part 6. These are covered by other parts of the standards. The only exceptions are where the school has provided information that is irrelevant to the requirement of the paragraph, or where the information is relevant but is significantly out of date.

437. The DfE has confirmed that the requirement of paragraph 32(1)(a) and 32(1)(b) is met if a school has placed the information on the school's website (where one exists) and has told parents that this is where it can be found. If a school does not have a website or has decided not to place a copy on its website, then it must make a copy available in the school, inform parents of its availability and provide the required information on request. Schools with boarding pupils frequently have additional information, such as a booklet for boarders, aimed specifically at boarders or their parents.

Part 7. Manner in which complaints are handled

> Paragraph 33(e) refers to paragraph 33(d).

> Paragraph 33(f) refers to paragraph 33(e).

> Paragraph 33(j) refers to paragraph 33(e).

> Paragraph 33(k) applies to standard, progress monitoring, emergency and material change inspections (not pre-registration inspections, which are carried out under section 99 of the Education and Skills Act 2008).

Part 8. Quality of leadership in and management of schools

> **34(1)(c)**
>
> The definition of 'well-being' in section 10(2) of the Children Act 2004:
> (2) The arrangements are to be made with a view to improving the well-being of children in the authority's area so far as relating to–
> (a) physical and mental health and emotional well-being;
> (b) protection from harm and neglect;
> (c) education, training and recreation;
> (d) the contribution made by them to society;
> (e) social and economic well-being.

438. If there are any unmet standards in parts 1 to 7 of the independent school standards, paragraphs 34(1)(a) and 34(1)(b) are also unmet, and so too is 34(1).

439. The quality of leadership and management standard is not met automatically if all the other standards are met. The school must demonstrate that it can consistently meet standards.

Other requirements checked by inspectors

Safeguarding procedure

- Safeguarding Vulnerable Groups Act 2006 (legislation)

DBS referral guides and factsheets (guidance)

Duties under schedule 10 of the Equality Act 2010

- Schedule 10 of the Equality Act 2010 (legislation)
- Equality Act 2010: advice for schools (departmental advice)

Paragraph 44 of 'Keeping children safe in education' (statutory guidance)

440. Schools are required to ensure that they comply with the requirements of schedule 10 of the Equality Act 2010. Schedule 10 relates to accessibility. Paragraph 3 of schedule 10 requires that schools have an accessibility plan and defines an accessibility plan as follows.

" 3(2) An accessibility plan is a plan for, over a prescribed period–

3(2)(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

3(2)(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

3(2)(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled."

441. Disability is defined in section 6 of the Equality Act 2010 as follows.

" (1) A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

(2) A reference to a disabled person is a reference to a person who has a disability."

Statutory requirements of the EYFS

- 'Statutory framework for the early years foundation stage' (statutory framework)

'The early years foundation stage (EYFS) learning and development requirements: guidance on exemptions for early years providers' (non-statutory guidance)

442. Early years provision for children aged 2 and above, who are on the school's roll, is inspected as part of the school inspection. This provision must comply with:

- the independent school standards
- the safeguarding and welfare requirements of the EYFS
- unless the school has been granted an exemption, the learning and development requirements of the EYFS

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1. The Education (Independent School Standards) Regulations 2014 as amended by the Independent Educational Provision in England (Inspection Fees) and Independent School Standards (Amendment) Regulations 2018 and the Independent Educational Provision in England (Provision of Information) and Non-Maintained Special Schools (England) and Independent School Standards (Amendment) Regulations 2018. ↩
2. Ofsted defines the recovery period as the period for which transitional arrangements remain in place. We intend to review them in March 2022. ↩
3. The Secretary of State for Education decided that the EYFS profile assessment was not mandatory for any provider in 2021. However, all providers were required to use their 'best endeavours' to complete it and provide the information to Year 1 teachers and to parents, if this was possible. The EYFS profile was disapplied and a 'best endeavours' requirement introduced for the academic year 2020 to 2021 only. ↩
4. The timing of the school's next inspection is calculated from the date that the final report from the previous standard inspection was sent to the school, which is the definition of a complete inspection (see paragraph 168). ↩
5. This applies to all schools judged as requires improvement or inadequate in inspections since January 2015 (which was the start of the previous inspection cycle). ↩
6. The inspection cycle for all non-association independent schools will be extended to take account of the temporary suspension of routine inspections owing to COVID-19. Therefore, inspections of new schools within the current cycle will not reflect the timescales published above. ↩
7. See the 'Applying the EIF when evaluating the quality of boarding and residential provision in schools' section in this handbook for further information. ↩
8. The boarding/residential provision will be inspected under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the appropriate national minimum standards. The inspection will follow 'Social care common inspection framework (SCCIF): boarding schools and residential special schools'. ↩
9. Inspectors should refer to the case records that are uploaded to the pre-inspection documents for use during preparation. ↩
10. We refer all complaints about independent schools to the DfE in a timely manner. See 'Memorandum of understanding between Ofsted and DfE: independent schools'. ↩
11. The provider information portal (PIP) gives inspectors a high-level view of information about the providers that we inspect and regulate. ↩
12. The lead inspector should review the ICF for completeness; if they think it needs to be amended or added to, they should discuss this with the regional SHMI, who can raise with the DfE. ↩
13. From now on in this handbook, 'parents' will refer to mothers, fathers and/or carers. ↩
14. A registered independent school can be approved by the Secretary of State under section 41(1) of the Children and Families Act 2014 to enable the school 'to be the subject of a request for it to be named in an EHC plan'. ↩
15. A change in proprietor constitutes a material change to the school's registration, which must be agreed with the DfE before being implemented. ↩
16. Inspection without notice will be considered where there are serious concerns about one or more of the following: the breadth and balance of the curriculum; rapidly declining standards; safeguarding, including a decline in standards of pupils' behaviour and the ability of staff to maintain discipline; and standards of leadership or governance. ↩
17. We expect the school to provide all policies, schemes of work and plans and all other documents required by the independent school standards in English. ↩
18. In line with government policy, pupils who face educational disadvantage may include those who are children in need of help and protection and are receiving statutory support from local authority social care. See 'Review of children in need'. ↩
19. The Education (Independent School Standards) Regulations 2014, as amended by the Independent Educational Provision in England (Inspection Fees) and Independent School Standards (Amendment) Regulations 2018 and the Independent Educational Provision in England (Provision of Information) and Non-Maintained Special Schools (England) and Independent School Standards (Amendment) Regulations 2018. ↩
20. The Education (Independent School Standards) Regulations 2014, as amended by the Independent Educational Provision in England (Inspection Fees) and Independent School Standards (Amendment) Regulations 2018 and the Independent Educational Provision in England (Provision of Information) and Non-Maintained Special Schools (England) and Independent School Standards (Amendment) Regulations 2018. ↩
21. Inspectors will respect COVID-19 safety measures agreed with the school leadership when engaging with pupils, formally and informally. ↩
22. This meeting will be at the end of day 2 in the case of inspections of small schools, which are those with up to 4 pupils on the school's roll. ↩
23. The term 'report' is used to describe the formal written outcome of the inspection. ↩
24. The inspector records whether or not the school meets every paragraph of the independent school standards and other relevant statutory requirements in the independent school standards compliance record. ↩
25. The Education (Independent School Standards) Regulations 2014, as amended by the Independent Educational Provision in England (Inspection Fees) and Independent School Standards (Amendment) Regulations 2018 and the Independent Educational Provision in England (Provision of Information) and Non-Maintained Special Schools (England) and Independent School Standards (Amendment) Regulations 2018. ↩
26. This section of the handbook is not primarily for independent special schools, which often provide a highly specialised education designed to meet SEND pupils' needs. Independent special schools should refer to paragraphs 363 to 364 of the handbook for further information on how the EIF will apply in independent special schools and to SEND provision. ↩
27. Ofsted expects the school to provide all policies, schemes of work and plans and all other documents required by the independent school standards in English. ↩
28. Ofsted's definition of this is a curriculum that is of comparable breadth and ambition to the national curriculum. ↩
29. You can find more information about Ofsted's interpretation of remote education in 'What's working well in remote education'. ↩
30. Work for some pupils, such as those who have profound or multiple learning difficulties, includes relevant assessment information such as photographs, video and records of observations made by teachers and teaching assistants. ↩
31. This does not include relevant assessment information (such as photographs, video and records of observations) made by teachers and teaching assistants for pupils who have profound or multiple learning difficulties. ↩
32. Inspectors will consider the school's use of assessment (see paragraphs 212 to 215). ↩
33. See 'Special educational needs and disability code of practice: 0 to 25 years'. ↩
34. See the government's statutory careers guidance: 'Careers guidance and access for education and training providers'. ↩
35. Inspectors will consider how successfully the curriculum is enriched and extended for pupils in special schools, taking into account specific factors such as the local area's arrangements for providing home to school transport for children and young people with SEND. ↩
36. Forming part of the government's careers strategy, the Gatsby Charitable Foundation has set out 8 clear benchmarks to support schools in providing students with the best possible careers education, information, advice, and guidance. ↩
37. Taking into account any exemptions from the learning and development requirements of the EYFS. ↩
38. Synthetic phonics teach children to recognise the sounds that individual letters and combinations of letters make. Pupils learn to blend these sounds together to read words. They go on to use this knowledge when writing. A systematic approach starts with the easiest sounds, progressing to the most complex. ↩
39. See The Early Years Foundation Stage (Exemptions from Learning and Development Requirements) Regulations 2008 and The Early Years Foundation Stage (Exemptions from Learning and Development Requirements) (Amendment) Regulations 2012. ↩
40. Paragraph 2(2)(f) is the requirements for the curriculum to provide: 'where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills'. ↩
41. Non-qualification activities may include tutorials, work to develop study, leadership teamwork, self-management skills and volunteering. ↩
42. Wherever possible, inspectors should listen to children read in a classroom or in an open area with which pupils are familiar. The length of time a pupil has attended the school should be taken into consideration. ↩
43. See 'EYFS learning and development requirements: exemptions for providers', Department for Education. ↩
44. See 'Special educational needs and disability code of practice: 0 to 25 years'. ↩
45. Where this document refers to meeting or not meeting a standard, this applies to a proposed new school or a changing school being 'likely to meet' and 'not likely to meet' a standard in the case of pre-registration and material change inspections. ↩
46. Regulation 2 in the Education (Independent School Standards) Regulations 2014, as amended by the Independent Educational Provision in England (Inspection Fees) and Independent School Standards (Amendment) Regulations 2018 and the Independent Educational Provision in England (Provision of Information) and Non-Maintained Special Schools (England) and Independent School Standards (Amendment) Regulations 2018. ↩

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